

POSSIBLE EVIDENCE FOR JUDGING ACHIEVEMENT OF GRADUATE STANDARD 5

The following lists are not intended to be exhaustive. They have been developed to stimulate supervisors and preservice teachers' consideration of the types of evidence that could be used as a basis for judging the achievement level of a preservice teacher on their first, second or final practicum. School-based teacher educators will be able to expand these lists so that they become a valuable curriculum planning and assessment resource for all preservice teachers, their school-based supervisors/mentors, and university-based teacher educators.

Each list describes knowledge, actions, products, and/or behaviours that could count as evidence of achievement of Standard 5 of the National Professional Standards for Graduate Teachers. Although the Standards specify knowledge and practices at Graduate level, these lists differentiate knowledge and practices expected of preservice teachers at the three different stages of their learning: first stage, middle stage and graduate stage.

A key application of these lists of possible evidence is that they will facilitate reliable assessment and valid judgements about the development of each preservice teacher as they progress towards graduate stage across their teacher education program.

It is acknowledged that the standards and their foci are interconnected, therefore, certain types of evidence may support judgements of levels of achievement on more than one focus and standard.

**Possible Evidence for Judging Achievement on Graduate Standard 5
ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

First Stage	Middle Stage	Graduate Stage
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>		
<ul style="list-style-type: none"> ✚ They ask to see assessment items/strategies and processes of mentor/school (seek out these things) ✚ Acknowledge that assessment is driven by work programs/syllabus etc ✚ Through discussion with mentor demo differentiation between informal/formal/summative/formative assessment etc. ✚ Use formal and informal strategies in the single lesson. ✚ Observation of marking 	<ul style="list-style-type: none"> ✚ A working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it ✚ Design assessment for single lesson and use to inform future practice ✚ Use of existing assessment of a unit ✚ Observe and assist with marking and recording 	<ul style="list-style-type: none"> ✚ A working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it ✚ How we choose our assessment strategies to fit our clientele ✚ Know timelines of the syllabus and the school timelines and requirements ✚ Understanding the literacy requirements ✚ Write an appropriate piece of assessment ✚ Practise using a marking criteria, recording data, and analysis of data to inform remediation
<p>5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>		
<ul style="list-style-type: none"> ✚ Demonstrate an understanding of the place of feedback within the teaching process ✚ Observe the supervisor and records a range of feedback strategies ✚ Use opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework 	<ul style="list-style-type: none"> ✚ Assist with marking and giving feedback under the guidance of the supervisor ✚ Create and use opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework 	<ul style="list-style-type: none"> ✚ Regularly give feedback to students on their learning e.g. response to answers, response to class work, response to homework, response to individuals on progress during tasks and assignment work ✚ Give formative and summative feedback ✚ Use a range of strategies to give feedback oral, written, conferencing, test results.

First Stage	Middle Stage	Graduate Stage
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.		
<ul style="list-style-type: none"> ✦ Have an awareness that moderation processes exist within schools and how and when it occurs within the particular school ✦ Observe aspects of the process if the opportunity arises 	<ul style="list-style-type: none"> ✦ Discuss with the supervisor the moderation process that exists within schools and how and when it occurs within the particular school ✦ Observe aspects of the process if the opportunity arises ✦ 	<ul style="list-style-type: none"> ✦ Plan, discuss and review assessment activities with supervisor. Justify judgements using the criteria. ✦ Practice on homework tasks, in class tests and give to supervisor teacher to moderate ✦ Know the moderation process for the school and, if possible, participate in the process.
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice		
<ul style="list-style-type: none"> ✦ Acknowledge that previous student work/responses/outcomes can be used to reflect and plan future curriculum/assessment development ✦ Observe and understand the process used by a school /dept etc 	<ul style="list-style-type: none"> ✦ Use knowledge of student understanding and supervisor feedback from a lesson to inform subsequent lessons ✦ Collaborate with supervisor to evaluate student learning and modify units ✦ Know the school processes for supporting learning 	<ul style="list-style-type: none"> ✦ Know how to access this data /which they are looking at ✦ Know how to keep this data ✦ Use/describe how students data translates to teaching practices ✦ Interpreting table/graphs ✦ Use data to remediate ✦ Collaborate with supervisor and others to implement support ✦ Use knowledge of student understanding from a lesson to inform subsequent lessons ✦ Collaborate with supervisor to evaluate student learning and modify units

First Stage	Middle Stage	Graduate Stage
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.		
<ul style="list-style-type: none"> ✦ Awareness of the process that takes place within a school/dept ✦ Discuss with supervisor and observe the processes ✦ Identify a range of strategies used by mentor/school etc 	<ul style="list-style-type: none"> ✦ Know a range of strategies such as formal and informal ✦ Know how to interpret and use strategies ✦ Keep accurate records ✦ Methods of gathering evidence ✦ Know the procedures for recording results ✦ Know the legal recommendations 	<ul style="list-style-type: none"> ✦ Know a range of strategies such as formal and informal ✦ Know how to interpret and use strategies ✦ Keep accurate records ✦ Methods of gathering evidence ✦ Know the legal recommendations ✦ Know how “one school” works ✦ Records of contacts ✦ Know methods of contacts for parents ✦ Know how to locate/access student information ✦ Know who to talk to re the issue referral process ✦ Know the procedures for recording results ✦ Reflect on issues