

Overview of Holdfast Partnership Professional Learning Day 09/03/18

Student Diversity Differentiation options

Intellectual Challenge

Pathways through content

Critical and creative thinking General Capability

STEM learning design, assessment and moderation

Range of evidence

Annotating evidence

Planning for Assessment

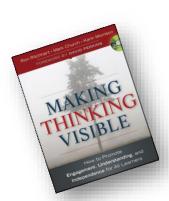
"Portfolios" vs collection of evidence



Aligned to
Achievement
Standards

Nouns Verbs Qualifiers





Grade	Word Equivalent	A-E indicators - in relation to the achievement standard, the student has demonstrated
A	Your child is demonstrating excellent achievement of what is expected at this year level.	Thorough knowledge and understanding of the content, key ideas and concepts Very high level of competence in the skills and processes Uses these skills and processes in new contexts
В	Your child is demonstrating good achievement of what is expected at this year level.	Extensive knowledge and understanding of the content, key ideas and concepts     High level of competence in the skills and processes     Uses the skills and processes in some new contexts
С	Your child is demonstrating satisfactory achievement of what is expected at this year level.	Satisfactory knowledge and understanding of the content, key ideas and concepts     Expected level of competence in the skills and processes     Uses skills and processes in familiar contexts
D	Your child is demonstrating partial achievement of what is expected at this year level.	Basic knowledge and understanding of the content, key ideas and concepts     Limited level of competence in the skills and processes     Some ability to use skills and processes in familiar contexts
E	Your child is demonstrating minimal achievement of what is expected at this year level.	Very basic knowledge and understanding in a few areas of the content, key ideas and concepts     Very limited competence in some of the skills and processes     Beginning ability to use skills and processes in familiar contexts