



Evidence of Learning

Every member of our school community constructs their learning in a different way, and in consequence, the evidence that best demonstrates their learning is rich and diverse. We collect evidence of learning in multiple ways throughout the year, with an emphasis on building students' capacity to collate, understand, explain and present their learning to their peers, parents, teachers and to others outside the school.

Context

Our students and their learning are our core focus. We flexibly explore the nature of assessment through providing multiple paths for students to track and display their growth over time, both in their capabilities and in various areas of knowledge and skill.

The ASMS vision challenges us to make learning extraordinary and to empower our learners to act on their curiosity. Nurturing agency so as to achieve this is a critical aspect of our learning design and sits at the heart of our Learning@ASMS framework. Our students will demonstrate their learning through multiple evidence sets that they collect, curate and reflect on.

This approach drives student agency, encourages the use of novel assessment methodologies, and allows for evidence to be collected over time across multiple classes – providing an insight into growth and progress.

What does this look like?

In a single day, a student will use a variety of ways to record evidence. In their first session, they may summarise and record their quadratics learning into a digital portfolio that will be assessed holistically alongside snapshot assignments. In their second session, they may voice record mini-interviews with peers to develop a community forum.

In their daily Learning Studies session, they may write a Growth Reflection Record on any of their learning that can be responded to by teachers and is visible to parents. In their final session, they may access resources and activities and keep notes in a teacher-accessible document, where feedback can be given at any time.

Evidence of Learning:

- + ASMS has a focus on tracking growth and progress, of knowledge, skills and capabilities.
- + Students develop their skills as reflective learners, through collecting evidence of their learning and reflecting on it.
- + Holistic assessment is used to encompass a range of learning and cater to individual needs.





Case Study

Year 11 student, Annalise, came to ASMS with the experience of not performing well in maths tests. Before coming to the ASMS, she felt that she was not strong in mathematics, and knew that she always felt anxious before tests.

She said "I hate tests and don't do well with test pressure". In her first year at ASMS, Annalise created an electronic portfolio with evidence of her maths and numeracy learning, as part of the Year 10 MNEoL (Maths and Numeracy Evidence of Learning) assessment. Speaking of her experience of the MNEoL, Annalise said it "was really good. I got an A for Maths which I had never gotten before."

The main benefit of collecting multiple evidence of learning, according to students, is that students are able to showcase their learning without having test pressure. Student report that their wellbeing is supported, they are more engaged with their numeracy learning, and that they feel confident that the outcome more authentically reflects their understanding compared to a test.

Students like Annalise appreciate the agency to select their own evidence, and the feedback from teachers that drives their ongoing learning.

Further reading and resources:

- + **Bernhardt, V.L. Multiple Measures of Data**, https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf
- + **University of NSW Assessing by Portfolio Assessing by Portfolio**, <https://www.teaching.unsw.edu.au/assessing-portfolio>

