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AUSTRALIAN SCIENCE & MATHEMATICS SCHOOL

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Evidence of Learning

Everyone constructs their learning in a different way, and so the evidence that best demonstrates their learning is rich and diverse. We collect evidence of learning in multiple ways, with an emphasis on building students' capacity to collate, understand, explain and present their learning.

At the Australian Science & Mathematics School (ASMS), Evidence of Learning is when students make informed decisions about the curated or created evidence to best demonstrate their learning.

+ Informed: Outcomes or expectations are clear and teachers support this process
+ Curation: Students evaluate and select the best evidence
+ Create: Student sourced evidence of current learning
+ Best: Evidence is most engaging, suitable and relevant.

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.

This approach drives student agency, and allows for evidence to be collected over time– providing an insight into growth and progress.

What does this look like?

Students use a variety of ways to document their Evidence of Learning. The approach used depends on the learning outcomes, assessment requirements and pedagogical approach. Some of the models used include:

+ A Learning Journal, where students keep a journal of their learning and reflections. For example, documenting development of skills in using CAD.
+ In a Learning Menu, students select from a variety of activities to collect their evidence. For example, students need to complete three out of six options to learn about the digestive system.
+ In a Classic Task, the focus is often on the skills involved in a specific task type or genre. For example, students write a polished scientific article.
+ In Curation, students are supported to select the best evidence against supplied criteria. For example, students create a portfolio to demonstrate understanding of linear algebra.
+ In Student Driven model, the learning outcomes and evidence is designed by the student, within supplied parameters.
+ In Chunked Learning, students build their Evidence of Learning in discrete stage. For example, a science investigation may be broken in stages of design, data collection, data analysis and evaluation.

AUSTRALIAN SCIENCE & MATHEMATICS SCHOOL
asms.sa.edu.au

Car Park 18, Flinders University
Sturt Road, Bedford Park
South Australia 5042

Telephone: +61 8 8201 5686
Email: info@asms.sa.edu.au

Government of South Australia
Department for Education

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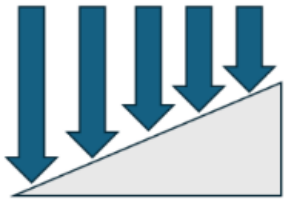
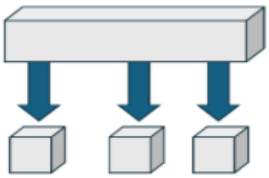
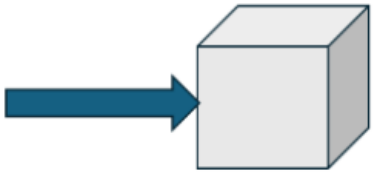
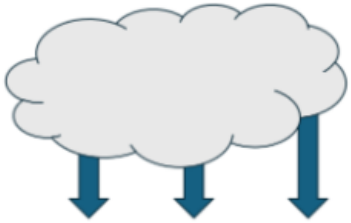
Evidence of Learning Models

 Learning Journal	 Learning Menu	 Classic Task
 Curation	 Student Driven	 Chunked Learning

+ The 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 curating and reflecting on it.

+ Assessment is used to encompass a range of learning and cater to individual needs.

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

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