**Teaching Strategies 6: Stepping Out Assessment Strategies**

**Portfolio Assessment, Marking Keys and ‘Kidwatching’ Strategies**

See associated handout, from: Kiddey, P and Robson, G, 2001, *Make Their Heads Spin! Improving Learning in the Middle Years*, Curriculum Corporation Vic p 44-56

While Stepping Out focuses primarily on the teaching of literacy in the middle years, what it has to say about good practice in the scaffolding and assessing learning in all settings is valuable.

Self assess your own knowledge, interest and intentions in relation to the range of assessments outlined in the handout. Score 0-3 (0=bottom of scale)

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| **Assessment Technique** | **How confident am I in using this technique?** | **How much do I currently use this technique?** | **How much would I like to try this in the future with my class?** |
| **Student portfolios** |  |  |  |
| **Peer assessment** |  |  |  |
| **Student/teacher conferences** |  |  |  |
| **Performance assessment** |  |  |  |
| **Tests** |  |  |  |
| **Projects/reports/assignments** |  |  |  |
| **Open-ended assessment** |  |  |  |
| **Marking keys** |  |  |  |
| **Direct observation** |  |  |  |
| **Checklists** |  |  |  |

**Reflection: Portfolio Assessment: Imagine using Portfolio assessment in the future**

* What kind of portfolio assessment might you use for a particular class you are teaching?
* What would be its purpose and audience?
* What would it contain?
* Over what time period would the portfolio be prepared?

**Reflection: Marking Keys: Reflect on your experience of the use of marking keys/criteria/rubrics/performance standards**

* Which ones have you assessed students against in your classes?
* Did you create them or were they from somewhere else (school, other teachers, curriculum requirements etc)
* How were they used?
* When were the students introduced to them?
* How effectively did they work to a) guide accurate and meaningful grading of work b) help students to understand the learning outcomes?