

Australian Council for Educational Research (ACER)

ACEReSearch

[ACER eNews Archive](#)

[ACER Archives](#)

6-2005

ACER eNews 06 June 2005

ACER

Follow this and additional works at: https://research.acer.edu.au/enews_archive



Part of the [Education Commons](#)

Recommended Citation

ACER, "ACER eNews 06 June 2005" (2005).
https://research.acer.edu.au/enews_archive/96

This Article is brought to you by the ACER Archives at ACEReSearch. It has been accepted for inclusion in ACER eNews Archive by an authorized administrator of ACEReSearch. For more information, please contact repository@acer.edu.au.

Published June 2005

In this issue:

- [Taking a new approach to student assessment](#)
- [New Deputy CEO \(Professional Resources\) appointed](#)
- [ACER UPDATE](#)

Taking a new approach to student assessment

ACER researchers have developed and trialled a competency-based assessment procedure known as Whole School Assessment. The judgements made in the Whole School Assessment process are concerned with general aspects of education (cross curricular competencies) rather than the knowledge and skills that are specific to individual subjects and which are the basis of subject-based assessments.

The objective is to create an overall judgement that arises from a range of teacher perspectives that can be seen as escaping the limitations of any individual teacher's perspective, and, as a result, increasing the reliability of the assessment and giving a more in-depth view of the student's progress through the school.

In the Whole School Assessment method, judgements are made based on the individual student's achievement in the seven Key Competencies, sometimes called the "Mayer competencies". Since 2001 ACER has worked with the Victorian Curriculum and Assessment Authority (VCAA) to trial the assessment method using three elements: a framework or definition of the Key Competencies; a process for the Whole School Assessment of the competencies and; specially developed software for assessing and monitoring the performance of students. In a series of field trials at Year 10 in Victoria the original software was refined and the draft teacher support materials improved. The assessment procedure became known as "Whole School Assessment", not because it had to be applied to all students in a school, but because it attempts to take account of the whole of each student's school experience.

Published June 2005

The initial Whole School Assessment trial took place in 1997 with funding from the federal Department of Education. It involved 10 schools from three states with 110 teachers assessing 320 students. Each student was assessed by at least three teachers. Following that initial trial, the process of Whole School Assessment was again used and refined in a project on portfolio assessment of the National Industry Education Forum in 1999 and 2000. Since then the VCAA has conducted trials on the assessment procedures and software with 20 schools in 2002, 40 schools in 2003 and 50 schools in 2004 with positive reactions.

The trials over a period of three years offered some challenge and enrichment to participating teachers and schools. They helped schools develop their understanding of the possibilities for Whole School Assessment, going beyond the Key Learning Areas and the requirements of any specific curriculum.

Schools were also encouraged to use the Whole School Assessment method to assess other generic skills and attitudes which were important to them, in addition to trials relating to the Key Competencies.

The trials also indicated that Whole School Assessment of generic skills can yield important and useful information about the student. For example, a poll of employers showed them to be supportive of the procedure and receptive of the information provided, even if some indicated they might require more than just Whole School Assessments when choosing employees. Teacher agreement on the individual student's levels of achievement of the generic skills was consistently high, and the whole assessment and reporting model and software proved quite robust. Indications are also clear that it is able to be adapted to a range of cohorts (ages and year levels) and for a range of purposes, including diagnostic use, as a spur to student self-assessment, as well as general reporting. However, Whole School Assessment of generic skills needs to be given further endorsement and support from education authorities if it is to be widely adopted by schools.

This is a condensed version of an article published in the forthcoming edition of

[Research Developments](#) (Issue 13, Winter 2005).

Published June 2005

New Deputy CEO (Professional Resources) appointed

ACER is pleased to announce the appointment of Ms Pamela Macklin to the new position of Deputy CEO (Professional Resources). Pamela has most recently been Deputy CEO of the Curriculum Corporation, where she was responsible for the establishment and growth of a range of business areas, including Curriculum Corporation's International Business Unit and its Assessment and Testing Services business.

Pamela is an experienced teacher, education consultant, writer and senior executive and has significant experience in the development and management of major curriculum and professional development projects. Her interests lie in educational leadership, educational policy, curriculum, school improvement and the management of organisational change and improvement. Pamela's national and international work has focused on education reform and has included the development of policy and implementation strategies in areas such as ICT in education, literacy, numeracy and gender equity.

At ACER Pamela will lead and manage ACER's work to provide high-quality, research-based products and services to support the professional learning and professional work of practitioners. This will involve working with and supporting the heads of the existing five business units to develop the Professional Resources division as an integrated solution to the professional needs of practitioners and working to expand the range of professional products and services provided by ACER, both domestically and internationally.

Published June 2005

ACER UPDATE

CEET annual conference

The Annual Conference of the Monash University-ACER Centre for the Economics of Education and Training (CEET) will be held in Melbourne on Friday 28 October. The conference theme will be "The New Federalism in Australian Education and Training". Further details are available from [Monash University - CEET Website](#)

Seminars by Dr Michael Carr-Gregg

The Australian Principals Centre is conducting a series of one day workshops with leading adolescent psychologist Dr Michael Carr-Gregg. The seminars aim to provide techniques for assessing the psychological well-being of young people. These techniques will enable school staff to establish rapport, assess risk and determine what interventions are the most appropriate. The next seminar will take place in Perth on 30 June. Places are still available. Anyone interested in attending a workshop should contact Mary Cahill at the Australian Principals Centre on (03) 9277 5442.

Copyright © Australian Council for Educational Research 2015

All rights reserved. Except under the conditions described in the Copyright Act 1968 of Australia and subsequent amendments, no part of this electronic publication may be reproduced, stored in retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without written permission. Please address any requests to reproduce information to communications@acer.edu.au

[Subscribe](#)

Australian Council for Educational Research
Private Bag 55, Camberwell, Victoria Australia 3124
Tel: + 61 3 9277 5555
Fax: + 61 3 9277 5500
Web: www.acer.edu.au

