



THE UNIVERSITY OF  
MELBOURNE

# South Australian Learner Profile Pilot Project

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Professor Sandra Milligan

Dr Jason Pietzner

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Megan Collins

**Assessment Research Center**



# Schedule

## Day One 16<sup>th</sup> March

1

### **Keynote (Professor Sandra Milligan) Learner profiles**

Sandra Milligan will introduce the project and research supporting the implementation of learner profiles.

2

### **Developmental assessment theory and the ARC methodology**

Participants will be introduced to principles of developmental assessment and the ARC methodology.

3

### **Choosing your competency**

Participants will decide on the competencies they wish to assess and organise development/trial groups. They will develop an initial plan and dates for stage completion.

# Schedule

## Day Two 17<sup>th</sup> March

1

### **Developing a progression I**

- Questions from day one
- Participants will be guided through the process of developing a learning progression. This session will collect and group teacher thinking around student work in the domain of interest (construct).

2

### **Developing a progression II**

Participants will be guided through the process of developing a learning progression. This session will ask teachers to write level statements based on the previous session's work and will include a presentation on writing level statements.

3

**Plenary – sharing and where to next.**



# Learner Profile Pilot Project

This project represents a collaboration between the Association of Independent Schools of South Australia (AISSA), Catholic Education South Australia (CESA) and the South Australian Secondary Principals' Association (SASPA).

The Assessment Research Centre (ARC) of the Melbourne Graduate School of Education, The University of Melbourne has been contracted by the project partners to deliver a 2 year program of specialised learning and support.

- **Year 1 of the project will focus on the principles of assessment and recognition of complex competencies.**
- Year 2 of the project will focus on developing a Learner Profile through a warranted recognition process.



**This should describe you...**

Schools ready and willing to explore additional ways of recognizing and certifying learning and the development of complex capabilities.

Applications are sought from schools who have a Year 10-12 context.



# The Learning Pit

## Facing a Challenge

You may feel anxious, nervous, scared, excited or comfortable.



## Deep Learning

You may learn a sense of collaboration and concentration.



## Successful Learning

You should feel achievement and pride.



## Having a Go

You may feel interested, hooked and use prior knowledge.



## Problem Solving

You may feel anger, distraction, frustration, challenge, confusion or uncomfortable.






# Meet and greet your project partners

1. Find someone from your sector **at another school**
  - What is your capability of interest (you may have more than one, or may not have one at this stage)?
  - What steps have you taken so far to recognise and certifying learning and the development of complex capabilities?
  - What difficulties have you experienced in the above?
2. Find someone from **another sector**
  - Ask the same questions as above
3. Return to your school table to share and synthesise your discussions.
  - What key question arose from your discussions? Post one as a school group at [pollev.com/jasonp659](https://pollev.com/jasonp659)

# Learner profile project - key questions

 No responses received yet. They will appear here...



# Learner profile project - key questions

# ARC assessment and recognition process



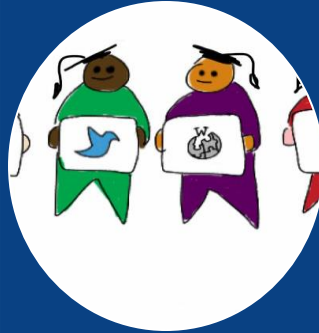
Define your educational purpose and identify constructs and stakeholders



Develop a progression that describes increasing levels of sophistication in a capability



Develop rubrics that identify observable behaviours matched to levels of competence



Create an assessment task that elicits observable behaviours



Record evidence of task performance



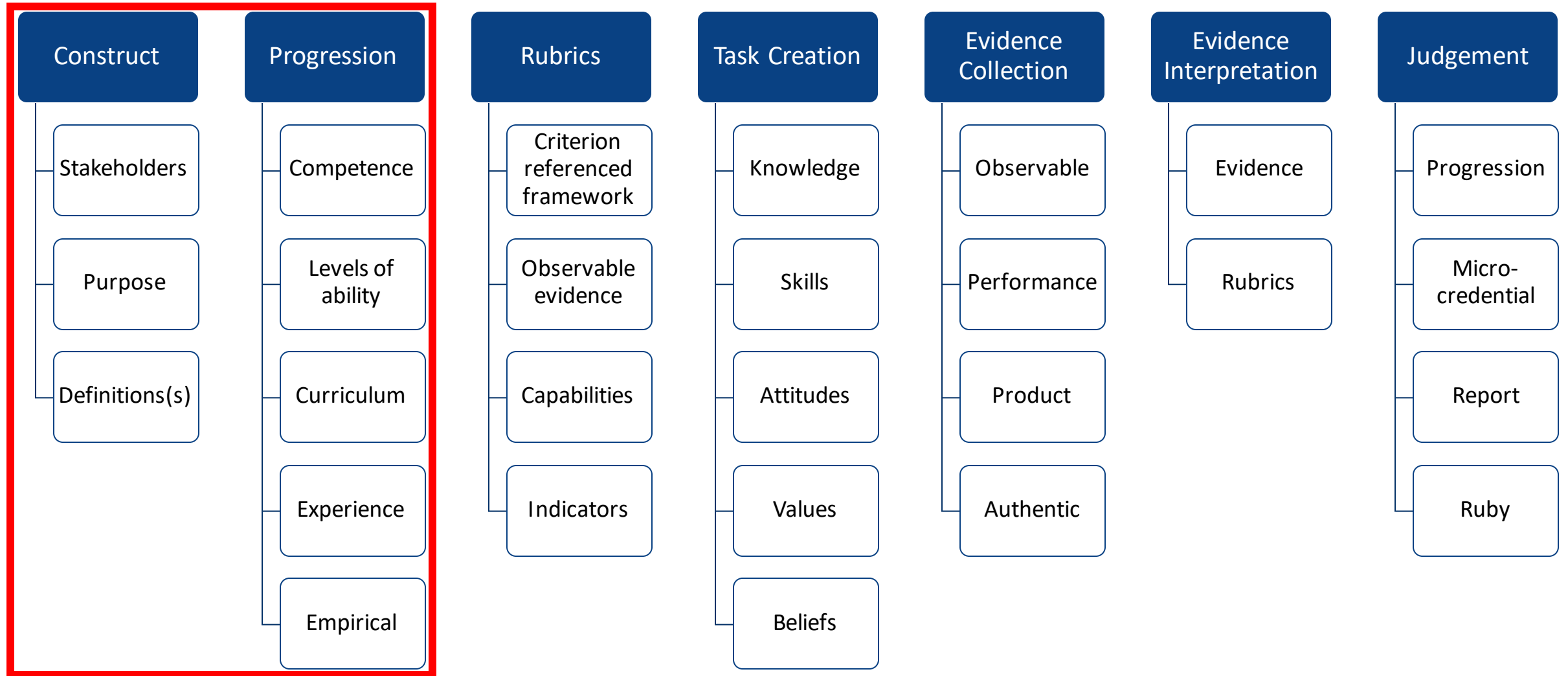
Interpret quality of performance using rubrics



Identify and award competence level against progression



# ARC assessment and recognition process





# What is a learning progression?

The ARC definition of learning progressions begins with a definition of competence:

‘Competence is a latent trait that **defines a person’s capacity to perform tasks and demonstrate skills.** It is a latent or ‘hidden’ personal attribute that can only be inferred from observing how much and how well a person manifestly performs a set of skills related to the trait in a range of contexts (Griffin, 2018, p. 100).’



# What is a learning progression?

Competencies are an amalgam of:

- Knowledges
- Skills
- Attitudes
- Values/Ethics
- Beliefs

# What is a learning progression?

‘When descriptions of the evidence are arranged in order of their complexity, difficulty, sophistication, and so on, a continuum or progression is formed... When the continuum is organised into stages defined by cohesive collections of evidence, it is called a developmental [or learning] progression’ (Griffin, 2018, pp. 102-103).





# What is a learning progression?

This ordering of evidence on a continuum can be achieved using a range of evidence-based methodologies, including expert opinion and mathematical modelling.

# What is a learning progression?

Curriculum Level 3–5				
Achievement standard extracts	Level 3		Level 4	
	Level 5			
	Students listen to others' views and respond appropriately using interaction skills ... asking questions.		Students can collaborate, listen for key points in discussions and use the information ... to create coherence and add detail to their texts ... contribute actively to class and group discussions, varying language according to context.	
			Students listen and ask questions to clarify content ... develop and explain a point of view ... selecting information, ideas and images from a range of resources ... taking into account other perspectives.	
Learning continuum	Phase 1	Phase 2	Phase 3	Phase 4
	Students participate in discussion about text.	Students make relevant contributions to discussion by drawing on textual knowledge.	Students recognise participant's ideas and ideas from the text in conversation.	Students reflect on and integrate the contributions of others when formulating ideas.

# What is a learning progression?

Progression of Reading Development	
LEVEL M	<b>Focus on perspectives</b> Students approach text with an openness that allows them to parenthesise personal experience when considering different perspectives. They can interpret complex thought processes behind a character's point of view and take into account ethical or moral problems that may influence a character's perceptions or actions. They allow for the influences of unfamiliar social contexts and the views and values of the time and place in which a text is written or set. They recognise that different interpretations of a text may be embedded in transcriptions to different media, e.g. from novel to film. Their understanding can encompass the deliberate use by an author of words with double or multiple meanings, including meanings that are opposite or inconsistent.
LEVEL L	<b>Focus on critical review</b> Students can identify an untrustworthy or unreliable narrator, understand an author's purpose in presenting conflicting information to the reader, and detect false statements or misleading reasoning. When reading persuasive or argumentative text they can distinguish necessary from sufficient conditions and are able to follow logical arguments and identify the absence of a sound basis for a conclusion. They can evaluate the relevance of information in a text to determine the strength of a main message or hypothesis. They can analyse and synthesise information from a range of different texts.
LEVEL K	<b>Focus on indeterminate meaning</b> Students are able to combine knowledge of writing conventions with general knowledge to draw probable inferences when no conclusive evidence is provided in a text. They can identify unsubstantiated claims or arguments that are masked by rhetorical devices. They can postulate likely explanations of character behaviour when motivations are not explicitly stated. They demonstrate understanding of the difference between empirical evidence and theory, supposition or anecdote. They can follow complex arguments or detailed instructions while accommodating ambiguity and incompleteness. They draw on personal experience and imagination in their interpretation of texts by taking different perspectives to achieve understanding. They can understand unusual, nuanced or creative language in fiction, and technical terminology or jargon in non-fiction. They are able to imagine and speculate about underlying reasons for choices of subject matter and style that may be problematic or indeterminate.
LEVEL J	<b>Focus on distinguishing the conventional and the unconventional</b> Students demonstrate an awareness of social and narrative conventions and a capacity to accommodate the unexpected or unconventional, both in form and in content. They are able to comprehend perspectives, experiences and uses of language that do not conform to predictable patterns. They can offer reasons for the use of different writing styles. They can connect parts of speech not presented in the usual order, analyse detailed text to discover embedded rules or patterns, and identify inconsistencies. They demonstrate understanding of the conventions of rational argument and the social norms of conversation as presented in dialogue. They can engage with imaginative writing that departs from conventional narrative to explore the fantastic and the irrational. They can identify an author's attitudes or beliefs and gain understanding of a character's viewpoint from a range of authorial choices (e.g. writing style, setting of scene, vocabulary).
LEVEL I	<b>Focus on author's purpose</b> Students can infer an author's intention from what is explicit or implicit in a text. They can identify the most likely character or plot developments and the most likely explanations of behaviour or events. They understand how structure influences interpretation and can analyse how authors use text structures and language features to achieve a purpose. They can gain meaning from complex clauses and use their understanding of phrases and clauses in a text to analyse their relevance. They understand how a word's meaning changes when it is used in different contexts. They can combine indirectly stated information and writing style to draw conclusions about the roles of characters and events in a narrative.
LEVEL H	<b>Focus on evidence for alternatives</b> Students combine overall understanding with an attention to detail that enables them to focus on subtleties and consider alternative implications of words and texts. They can identify words and phrases that support different sides of an argument and make use of formal definitions and technical language to consider alternative meanings. They are able to hold in mind detailed information from different parts of a text while weighing up evidence. They can identify different levels of meaning in a text.
LEVEL G	<b>Focus on synthesis</b> Students can synthesise information across a text to determine its overall purpose or draw a conclusion. They understand that words and texts can have non-literal meanings and they can determine the moral of a fable. They can interpret the style and language used to identify different types of text and recognise that similar content can be expressed in different ways. They can also synthesise elements of a story to form an opinion about a character.
LEVEL F	<b>Focus on interconnections</b> Students can sequence information according to a story's timeline and are aware of causal relationships in a connected narrative. They are able to make assumptions based on general knowledge and cues in a text. They can use a wider context (e.g. the general meaning of a sentence or paragraph, or a word's position in a sentence) as a cue to interpret a word or a phrase. They can visualise locations from descriptions.
LEVEL E	<b>Focus on selecting and combining strategies</b> Students make meaning by combining syntax, vocabulary and context. They can identify the main ideas in a text, select information and make predictions based on their understanding of ideas, events and characters. They can also gain understanding of a text by connecting it to their own experience or general knowledge, and are able to suggest reasons for a character's actions or feelings by connecting explicit information with personal experience.
LEVEL D	<b>Focus on finding information</b> Students can recognise written words relatively effortlessly. They also recognise basic narrative conventions, e.g. dialogue, and can link the elements of a story. They can identify a main character's feelings from explicitly stated actions. They can read back and forward to locate information and understand that similar meanings can be conveyed by different words. They attempt unfamiliar words by sounding out, re-reading and looking through all word parts. In spoken words they are able to manipulate the sounds within words by segmenting and reconstructing the different sounds.
LEVEL C	<b>Focus on story</b> Students can identify the narrator of a simple story, describe what the story is about and relate it to their own experience. They can locate information by matching words and can re-tell a story using illustrations in sequence as a guide. They understand the implications of visual layout (e.g. in posters, advertisements or party invitations) for the meaning of texts. Their understanding of text is supported by high frequency sight-words and simple sentence structure. When they cannot easily recognise a word by one or two letters they may draw on prior knowledge, sentence structure or accompanying illustrations. They use simple punctuation to assist fluency and re-read to correct their own errors.
LEVEL B	<b>Focus on cracking the code</b> Students can determine the meaning of texts with the help of repetition, illustrations, and knowledge of familiar topics. They can recall content using picture cues for support. They can understand print conventions such as word spacing and punctuation marks. They can read familiar words with regular blends or spelling patterns and may focus on the initial and final sounds in unfamiliar words. In spoken words, they can identify discrete sounds, discriminate between syllables, and recognise rhyme.
LEVEL A	<b>Focus on print conveying meaning</b> Students understand that language can be represented by symbols and that text conveys meaning. Their print knowledge includes holding a text the right way, reading directionality and page-turning. They can identify the sound/symbol correspondence of letters and some common blends. To gain meaning from printed words, they may refer to accompanying pictures, focus on the initial letter, or draw on prior knowledge. In spoken words, they can identify the initial sounds and can discriminate minor vowel and consonant differences.

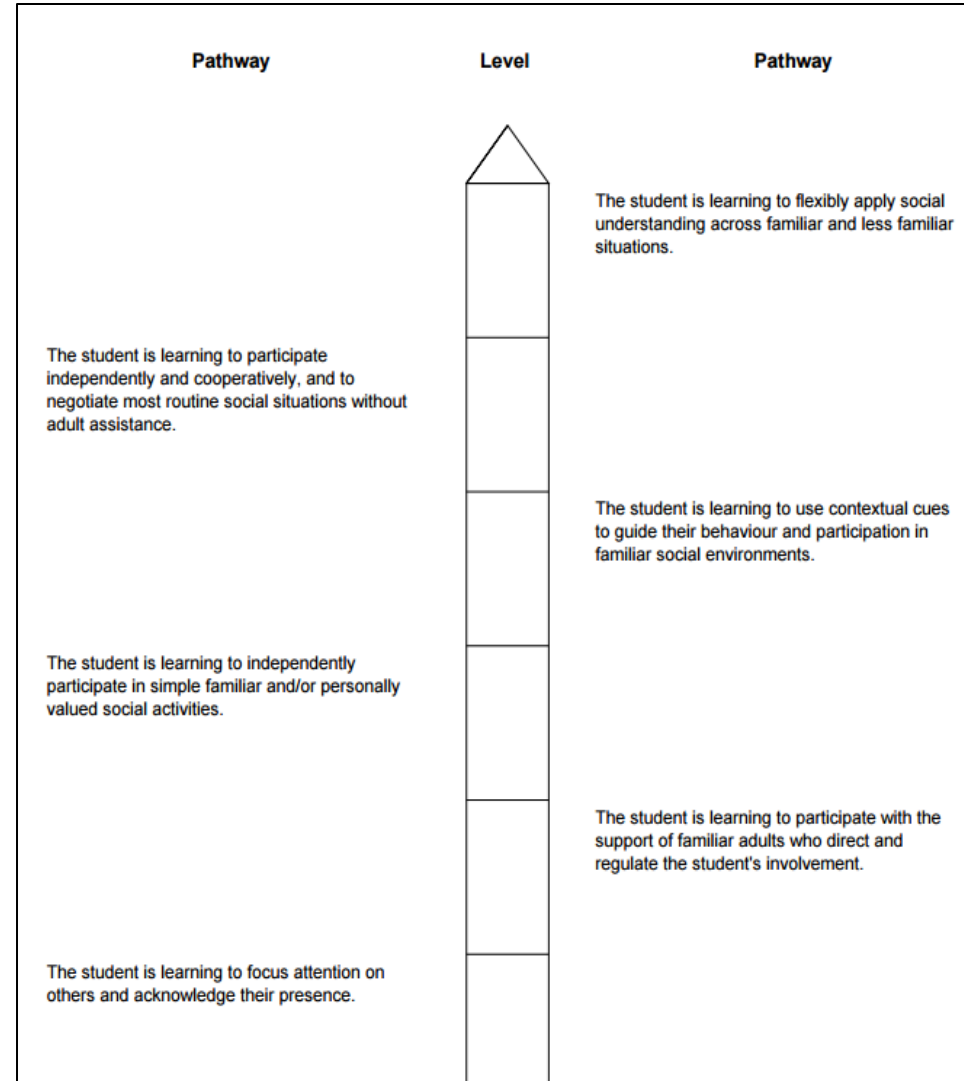


LEVEL J	<b>Focus on distinguishing the conventional and the unconventional</b> Students demonstrate an awareness of social and narrative conventions and a capacity to accommodate the unexpected or unconventional, both in form and in content. They are able to comprehend perspectives, experiences and uses of language that do not conform to predictable patterns. They can offer reasons for the use of different writing styles. They can connect parts of speech not presented in the usual order, analyse detailed text to discover embedded rules or patterns, and identify inconsistencies. They demonstrate understanding of the conventions of rational argument and the social norms of conversation as presented in dialogue. They can engage with imaginative writing that departs from conventional narrative to explore the fantastic and the irrational. They can identify an author's attitudes or beliefs and gain understanding of a character's viewpoint from a range of authorial choices (e.g. writing style, setting of scene, vocabulary).
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# What is a learning progression?

## Progression of Social Capacity

This is an empirically derived progression developed by the Assessment Research Centre.



# Why are learning progression useful?

At a macro level Alonzo and Gotwals (2012, p. 3) observe that ‘Learning progressions... offer a promising framework for bringing coherence to multiple facets of the educational system [and] have the potential to inform the design of standards, large-scale and classroom assessments, curricula, and teacher professional development.’

# Why are learning progression useful?

‘Corcoran, Mosher, and Rogat (2009, p. 17) concur in noting that the various elements of an education system ‘...are interested in the development of learning progressions, and many believe that learning progressions can lead to development of **more focused standards**, better designed curricula, **better assessments**, and ultimately more effective instruction and improved student learning of science.’



# Why are learning progression useful?

Curriculum	Pedagogy	Assessment
<ul style="list-style-type: none"><li>• Define constructs for learning</li><li>• Set context of learning</li><li>• Inform curriculum</li></ul>	<ul style="list-style-type: none"><li>• Set achievable learning goals</li><li>• Target teaching</li><li>• Check effectiveness of teaching</li></ul>	<ul style="list-style-type: none"><li>• <b>Informs valid assessments</b></li><li>• <b>Provides feedback for students</b></li><li>• <b>Supports developmental learning</b></li></ul>

# A criterion referenced framework

Quality Criteria		Builds on ideas of others	Justifies opinions about text	Students at this level reflect on and integrate the contributions of others when formulating ideas.
	Responds to others' points of view	Acknowledges other points of view	Connects ideas in text to own experiences	Students at this level recognise participants' and text's ideas in conversation.
	Contributes to conversation	Asks relevant questions	Explains ideas in text	Students at this level make relevant contributions to discussion by drawing on textual knowledge.
	Listens to conversation	Expresses ideas	Recalls events in text	Students at this level participate in discussions about text.
	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Progression
Indicators	Participates in conversation	Uses linguistic conventions	Expresses ideas about text	
Capabilities	Responds to literature	Uses language to interact with others		

**Progression:** A description of a typical learning pathway along which learners progress as their competence increases.

**Quality criteria:** The description of behaviours that align to a level on a developmental progression.

**Indicator:** A behaviour from which it is possible to infer a capability – *what* the learner can do.

**Capability:** An identifiable component of a competency that specifies something a learner knows or is able to do.

# Progressions and quality criteria

A progression describes increasing levels of sophistication in a construct, latent trait or learner characteristic.

Students at this level reflect on and integrate the contributions of others when formulating ideas.
Students at this level recognise participants' and text's ideas in conversation.
Students at this level make relevant contributions to discussion by drawing on textual knowledge.
Students at this level participate in discussions about text.
Progression

Quality criteria identify behaviours aligned to a level on a developmental progression.

	Builds on ideas of others	Justifies opinions about text
Responds to others' points of view	Acknowledges other points of view	Connects ideas in text to own experiences
Contributes to conversation	Asks relevant questions	Explains ideas in text
Listens to conversation	Expresses ideas	Recalls events in text
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence



# Progressions and quality criteria

Progressions and quality criteria perform different roles:

- Progressions describe the development of a learner trait (e.g. reading comprehension) in a student
- Quality criteria describes the behaviours (e.g. identifies themes) that are evidence of the learning



# Progressions and quality criteria

Quality criteria can not be ‘aggregated’ to make progressions (level statements)

- Aggregating behaviours will not identify the underlying learner trait you want to develop in students (e.g. discussion participant)

# Progressions and quality criteria

## Synthesised Learner Trait

- Contextualises skills/behaviours
- Holistic description of student competency
- Encourages teaching to the competency

Listens to conversation	Expresses ideas	Recalls events in text	Aggregated Criteria	Synthesised Learner Trait
			Students at this level listens to conversation, expresses ideas and recalls events in texts.	Students at this level participate in discussions about text.

## Aggregated Criteria:

- Atomised behaviours
- Adds nothing to framework
- May lead to 'tick-a-box' teaching



# Atomised!

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
<b>Understanding ethical concepts and issues element</b>						
<b>Recognise ethical concepts</b>	identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
<b>Explore ethical concepts in context</b>	describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues
<b>Reasoning in decision making and actions element</b>						
<b>Reason and make ethical decisions</b>	identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance
<b>Consider consequences</b>	identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
<b>Reflect on ethical action</b>	identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts

The National Curriculum is atomised (lists discrete skills that do not capture the emergent property of a developing competency).

# Progression?

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The National Curriculum does not have a progression (a description of a typical learning pathway along which learners progress as their competence increases).

# Hypothesised.

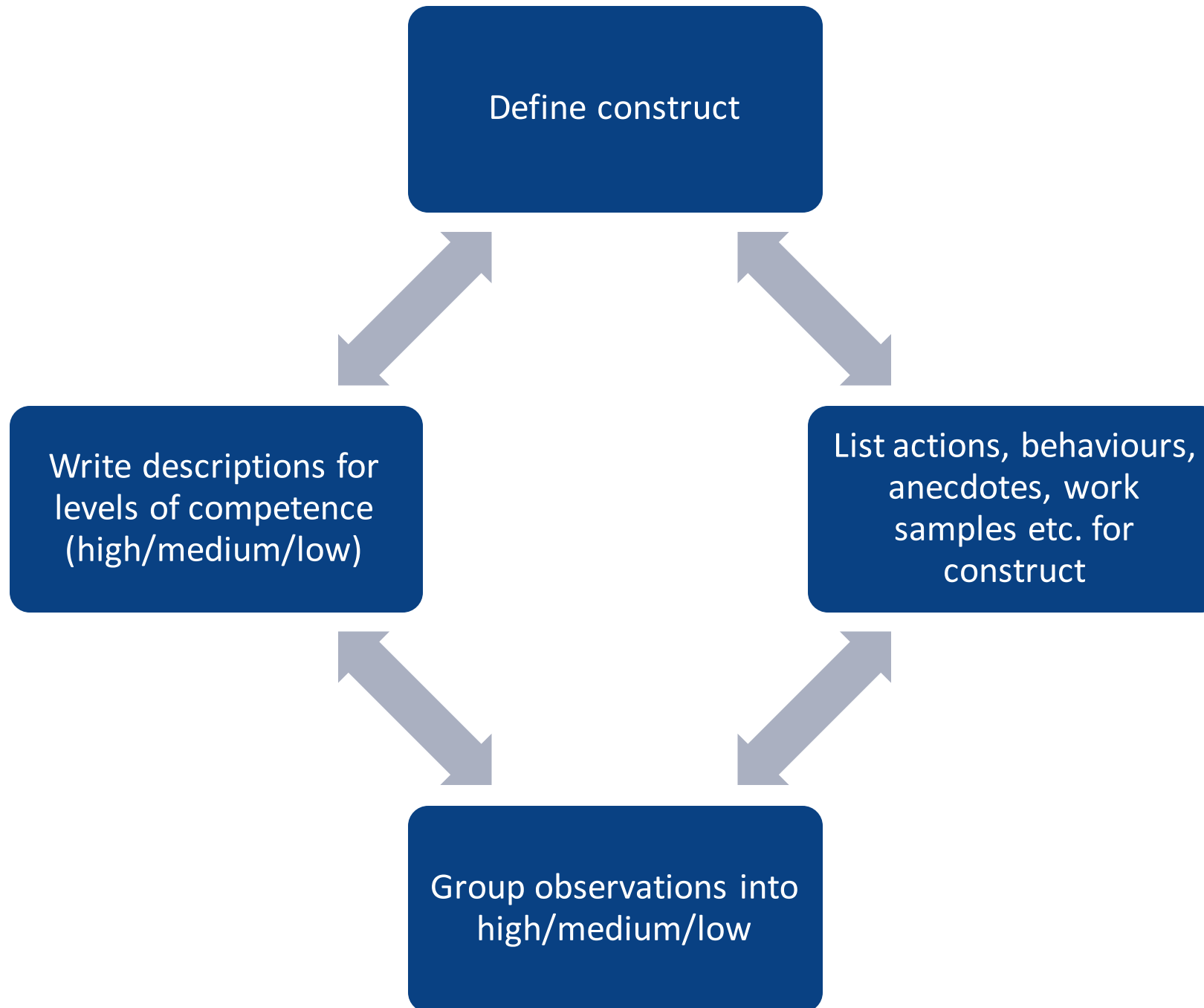
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The National Curriculum is *hypothesised* (an expert estimation of progress that may not reflect students' actual development).

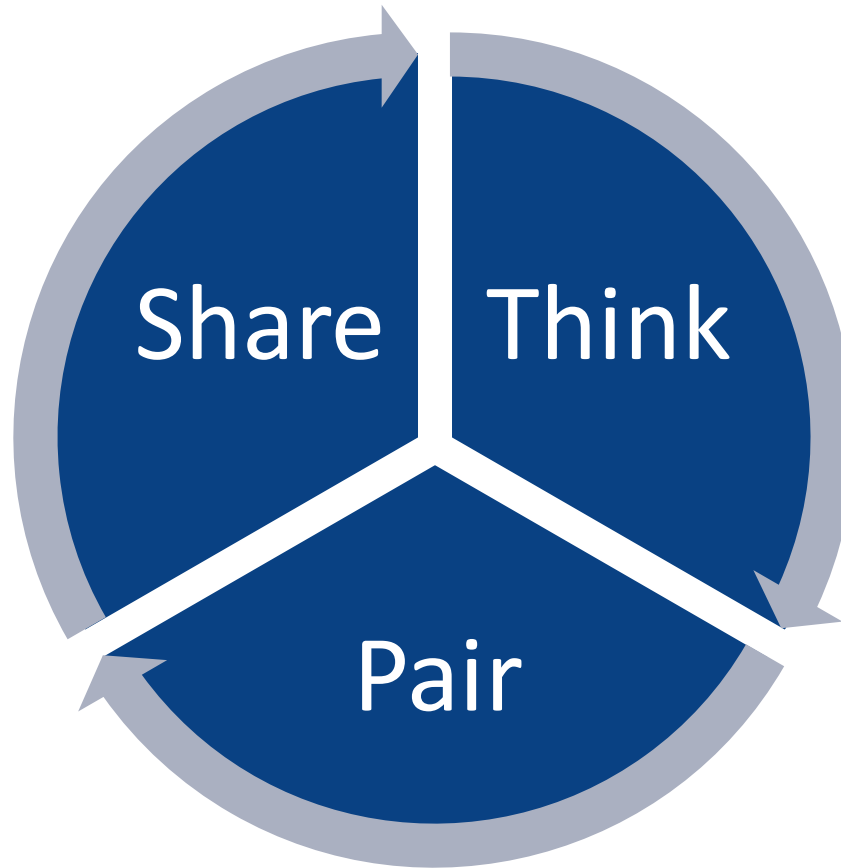


# What is a learning progression?

This ordering of evidence on a continuum can be achieved using a range of evidence-based methodologies, including **expert opinion** and mathematical modelling.



# Construct development activity







## **Self – Management**



**Construct**

The ability to regulate emotions, overcome difficulties, and achieve learning goals through self-discipline.



**Construct  
definition**



# Construct and definition (based on Australian Curriculum?)

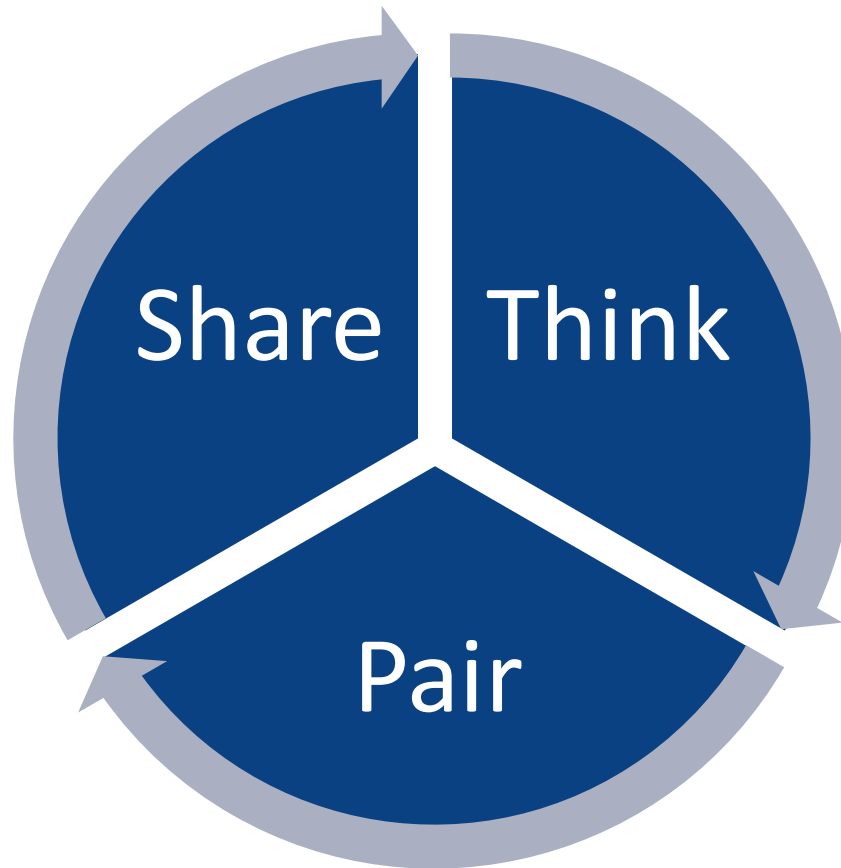
Decide on your construct and definition as a school. Record it on PollEverywhere.

Respond at [PollEv.com/jasonp659](https://poll-everywhere.com/jasonp659)

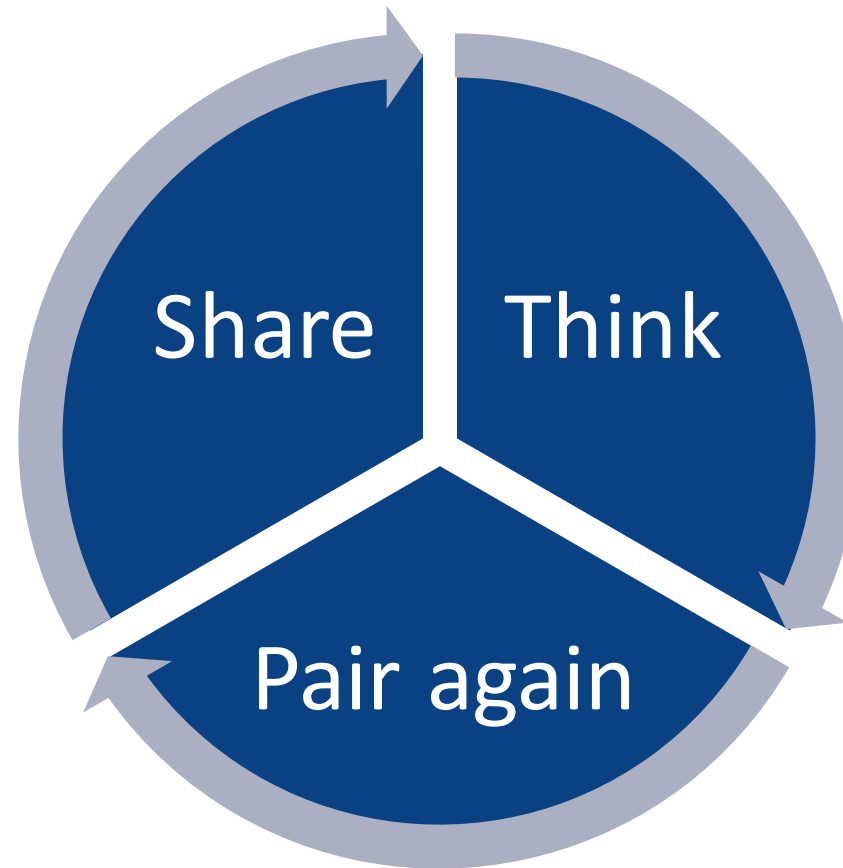
**What is your construct and construct definition? Include your school name.**

“Green Hills College - Ethical Understanding: The ability to use reason when solving moral problems.”

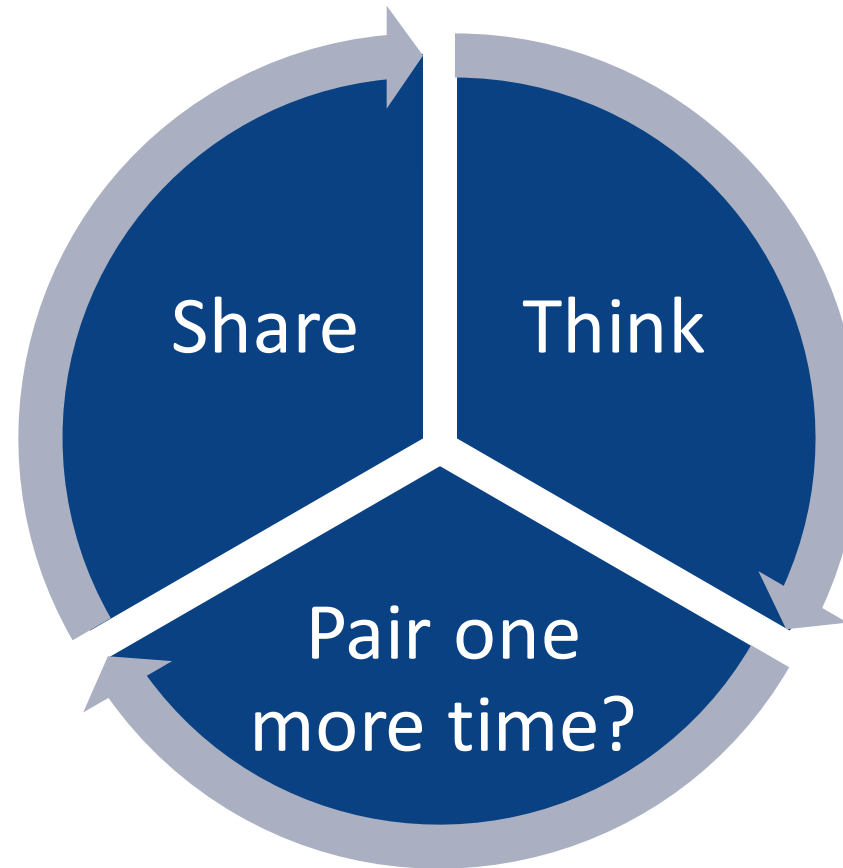
# Construct development activity



# Construct development activity



# Construct development activity





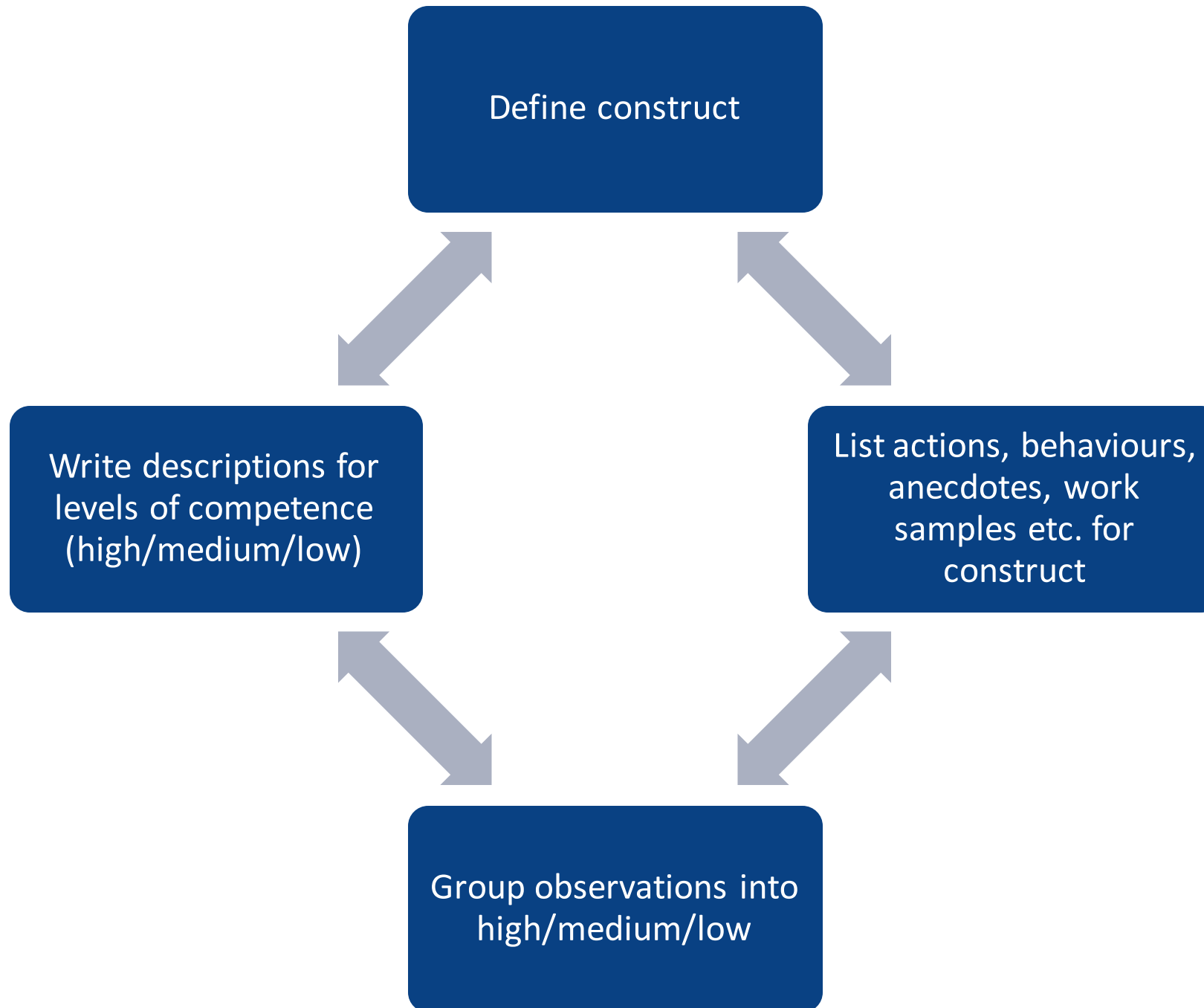
# Construct and definition (based on Australian Curriculum?)

Post your synthesised group construct definition on PollEverywhere. Is a consensus emerging?

Respond at [PollEv.com/jasonp659](https://PollEv.com/jasonp659)

**Post your synthesised group construct definition.**

No responses received yet. They will appear here...





# Ethical Understanding learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
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<b>Explore ethical concepts in context</b>	describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues
<b>Reasoning in decision making and actions element</b>						
<b>Reason and make ethical decisions</b>	identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance
<b>Consider consequences</b>	identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
<b>Reflect on ethical action</b>	identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts

The National Curriculum is ***large grained*** (does not describe smaller developments in competency that are useful for assessment and teaching purposes).

# Grain size



Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
<b>Understanding ethical concepts and issues element</b>						
<b>Recognise ethical concepts</b>	identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
<b>Explore ethical concepts in context</b>	describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues
<b>Reasoning in decision making and actions element</b>						
<b>Reason and make ethical decisions</b>	identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance
<b>Consider consequences</b>	identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
<b>Reflect on ethical action</b>	identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts

The National Curriculum is ***large grained*** (does not describe smaller developments in competency that are useful for assessment and teaching purposes – one 'step' in four years).



# Examples...

Asks questions when confused

Seeks distractions when encountering difficulties

Keeps work orderly in folders (digital/analogue)

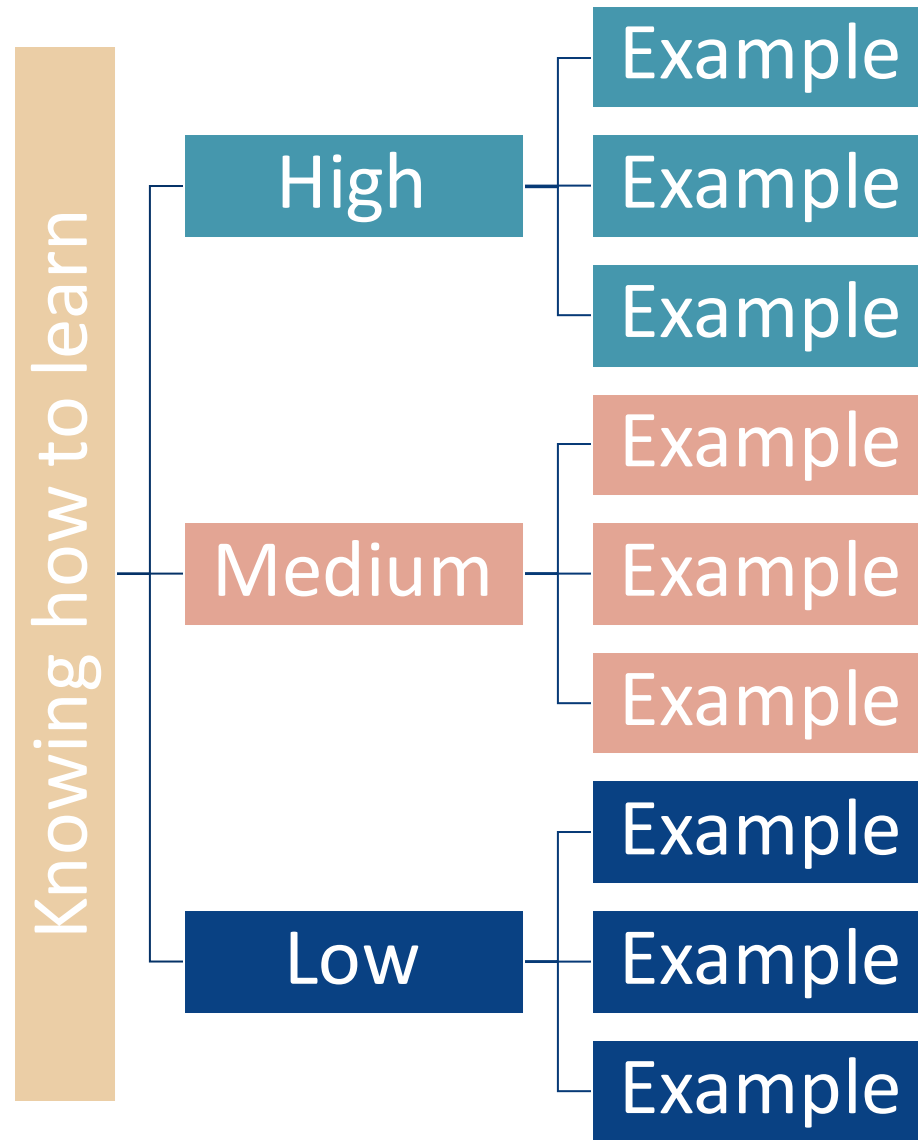
Finds it challenging to identify interests

Is really proud about progress

Prefers to work alone

Loses track of progress

Pursues interests without reference to learning plan



# Examples of emergent properties

**Emergent entities (properties or substances) ‘arise’ out of more fundamental entities and yet are ‘novel’ or ‘irreducible’ with respect to them.**

(O'Connor and Wong, 2015)

In describing a great art work such as Van Gogh's *The Starry Night* we might list the various elements of the work such as: *composition, texture, subject matter, use of colour and light* etc. In doing so we would not manage to capture the holistic effect of these elements.





# Examples of emergent properties

**Emergent entities (properties or substances) ‘arise’ out of more fundamental entities and yet are ‘novel’ or ‘irreducible’ with respect to them.** (O'Connor and Wong, 2015)

We need to ‘stand back’ and consider the emergent property of these synthesised elements. This property might be described as ‘artistry’ and better represent the experience of the work.



# Examples of emergent properties

**Emergent entities (properties or substances) ‘arise’ out of more fundamental entities and yet are ‘novel’ or ‘irreducible’ with respect to them.**

(O'Connor and Wong, 2015)

*Progressions must describe the ‘emergent property’ in terms of a latent learner trait or characteristic.*





# Examples of emergent properties

**Emergent entities (properties or substances) ‘arise’ out of more fundamental entities and yet are ‘novel’ or ‘irreducible’ with respect to them.** (O'Connor and Wong, 2015)

‘The painting portrays the passion the painter had for nighttime where the powerful sky sits above the quiet village... Gogh is contrasting life and death with the stars and moon being the main light sources. The thick, obvious brushstrokes are used to dramatize the motions of the stars, clouds and moon. Even with the dark night in the painting, it is still possible to see the light of hope with the shining stars as a light of guidance.’

<https://medium.com/@raphaeladowdinggreen/an-evaluation-of-the-interpretations-of-vincent-van-goghs-starry-night-cf1352edd589>







# References

Griffin, P. E. (2018). *Assessment for teaching* (Second edition. ed.): Cambridge University Press.

O'Connor, Timothy and Wong, Hong Yu, "Emergent Properties", *The Stanford Encyclopedia of Philosophy* (Summer 2015 Edition), Edward N. Zalta (ed.), URL = [<https://plato.stanford.edu/archives/sum2015/entries/properties-emergent/>](https://plato.stanford.edu/archives/sum2015/entries/properties-emergent/).

<https://medium.com/@raphaeladowdinggreen/an-evaluation-of-the-interpretations-of-vincent-van-goghs-starry-night-cf1352edd589>



# Progressions

Developed using evidence from student behaviour

Show typical pathway of student learning

Levels mark transformations in what students know and can do

Describe behaviours that represent qualitative shifts in sophistication

## Progression of Reading Development

LEVEL M	<b>Focus on perspectives</b> Students approach text with an openness that allows them to parenthesise personal experience when considering different perspectives. They can interpret complex thought processes behind a character's point of view and take into account ethical or moral problems that may influence a character's perceptions or actions. They allow for the influences of unfamiliar social contexts and the views and values of the time and place in which a text is written or set. They recognise that different interpretations of a text may be embedded in transcriptions to different media, e.g. from novel to film. Their understanding can encompass the deliberate use by an author of words with double or multiple meanings, including meanings that are opposite or inconsistent.
LEVEL L	<b>Focus on critical review</b> Students can identify an untrustworthy or unreliable narrator, understand an author's purpose in presenting conflicting information to the reader, and detect false statements or misleading reasoning. When reading persuasive or argumentative text they can distinguish necessary from sufficient conditions and are able to follow logical arguments and identify the absence of a sound basis for a conclusion. They can evaluate the relevance of information in a text to determine the strength of a main message or hypothesis. They can analyse and synthesise information from a range of different texts.
LEVEL K	<b>Focus on indeterminate meaning</b> Students are able to combine knowledge of writing conventions with general knowledge to draw probable inferences when no conclusive evidence is provided in a text. They can identify unsubstantiated claims or arguments that are masked by rhetorical devices. They can postulate likely explanations of character behaviour when motivations are not explicitly stated. They demonstrate understanding of the difference between empirical evidence and theory, supposition or anecdote. They can follow complex arguments or detailed instructions while accommodating ambiguity and incompleteness. They draw on personal experience and imagination in their interpretation of texts by taking different perspectives to achieve understanding. They can understand unusual, nuanced or creative language in fiction, and technical terminology or jargon in non-fiction. They are able to imagine and speculate about underlying reasons for choices of subject matter and style that may be problematic or indeterminate.
LEVEL J	<b>Focus on distinguishing the conventional and the unconventional</b> Students demonstrate an awareness of social and narrative conventions and a capacity to accommodate the unexpected or unconventional, both in form and in content. They are able to comprehend perspectives, experiences and uses of language that do not conform to predictable patterns. They can offer reasons for the use of different writing styles. They can connect parts of speech not presented in the usual order, analyse detailed text to discover embedded rules or patterns, and identify inconsistencies. They demonstrate understanding of the conventions of rational argument and the social norms of conversation as presented in dialogue. They can engage with imaginative writing that departs from conventional narrative to explore the fantastic and the irrational. They can identify an author's attitudes or beliefs and gain understanding of a character's viewpoint from a range of authorial choices (e.g. writing style, setting of scene, vocabulary).
LEVEL I	<b>Focus on author's purpose</b> Students can infer an author's intention from what is explicit or implicit in a text. They can identify the most likely character or plot developments and the most likely explanations of behaviour or events. They understand how structure influences interpretation and can analyse how authors use text structures and language features to achieve a purpose. They can gain meaning from complex clauses and use their understanding of phrases and clauses in a text to analyse their relevance. They understand how a word's meaning changes when it is used in different contexts. They can combine indirectly stated information and writing style to draw conclusions about the roles of characters and events in a narrative.
LEVEL H	<b>Focus on evidence for alternatives</b> Students combine overall understanding with an attention to detail that enables them to focus on subtleties and consider alternative implications of words and texts. They can identify words and phrases that support different sides of an argument and make use of formal definitions and technical language to consider alternative meanings. They are able to hold in mind detailed information from different parts of a text while weighing up evidence. They can identify different levels of meaning in a text.
LEVEL G	<b>Focus on synthesis</b> Students can synthesise information across a text to determine its overall purpose or draw a conclusion. They understand that words and texts can have non-literal meanings and they can determine the moral of a fable. They can interpret the style and language used to identify different types of text and recognise that similar content can be expressed in different ways. They can also synthesise elements of a story to form an opinion about a character.
LEVEL F	<b>Focus on interconnections</b> Students can sequence information according to a story's timeline and are aware of causal relationships in a connected narrative. They are able to make assumptions based on general knowledge and cues in a text. They can use a wider context (e.g. the general meaning of a sentence or paragraph, or a word's position in a sentence) as a cue to interpret a word or a phrase. They can visualise locations from descriptions.
LEVEL E	<b>Focus on selecting and combining strategies</b> Students make meaning by combining syntax, vocabulary and context. They can identify the main ideas in a text, select information and make predictions based on their understanding of ideas, events and characters. They can also gain understanding of a text by connecting it to their own experience or general knowledge, and are able to suggest reasons for a character's actions or feelings by connecting explicit information with personal experience.
LEVEL D	<b>Focus on finding information</b> Students can recognise written words relatively effortlessly. They also recognise basic narrative conventions, e.g. dialogue, and can link the elements of a story. They can identify a main character's feelings from explicitly stated actions. They can read back and forward to locate information and understand that similar meanings can be conveyed by different words. They attempt unfamiliar words by sounding out, re-reading and looking through all word parts. In spoken words they are able to manipulate the sounds within words by segmenting and reconstructing the different sounds.
LEVEL C	<b>Focus on story</b> Students can identify the narrator of a simple story, describe what the story is about and relate it to their own experience. They can locate information by matching words and can re-tell a story using illustrations in sequence as a guide. They understand the implications of visual layout (e.g. in posters, advertisements or party invitations) for the meaning of texts. Their understanding of text is supported by high frequency sight-words and simple sentence structure. When they cannot easily recognise a word by one or two letters they may draw on prior knowledge, sentence structure or accompanying illustrations. They use simple punctuation to assist fluency and re-read to correct their own errors.
LEVEL B	<b>Focus on cracking the code</b> Students can determine the meaning of texts with the help of repetition, illustrations, and knowledge of familiar topics. They can recall content using picture cues for support. They can understand print conventions such as word spacing and punctuation marks. They can read familiar words with regular blends or spelling patterns and may focus on the initial and final sounds in unfamiliar words. In spoken words, they can identify discrete sounds, discriminate between syllables, and recognise rhyme.
LEVEL A	<b>Focus on print conveying meaning</b> Students understand that language can be represented by symbols and that text conveys meaning. Their print knowledge includes holding a text the right way, reading directionality and page-turning. They can identify the sound/symbol correspondence of letters and some common blends. To gain meaning from printed words, they may refer to accompanying pictures, focus on the initial letter, or draw on prior knowledge. In spoken words, they can identify the initial sounds and can discriminate minor vowel and consonant differences.

# Level descriptions

- Are written from a synthesis of behaviours at the same level of difficulty
- Include only a sample of all these students know and can do
- Designed to bring students to mind

<b>LEVEL H</b>	<b>Focus on evidence for alternatives</b> Students combine overall understanding with an attention to detail that enables them to focus on subtleties and consider alternative implications of words and texts. They can identify words and phrases that support different sides of an argument and make use of formal definitions and technical language to consider alternative meanings. They are able to hold in mind detailed information from different parts of a text while weighing up evidence. They can identify different levels of meaning in a text.
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# Using progressions

LEVEL H	<p><b>Focus on evidence for alternatives</b></p> <p>Students combine overall understanding with an attention to detail that enables them to focus on subtleties and consider alternative implications of words and texts. They can identify words and phrases that support different sides of an argument and make use of formal definitions and technical language to consider alternative meanings. They are able to hold in mind detailed information from different parts of a text while weighing up evidence. They can identify different levels of meaning in a text.</p>
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- Teachers can use progressions as a prompt to design tasks and interpret and record student behaviour
- Students can use the statements as a signpost for what is important and what improvement looks like and to self/peer assess
- Adaptable models in the case of complex competencies

# How to write level statements

## Step 1 – Identify a theme (nutshell statement)

- At each level, look across the criteria for a common theme (e.g. recognising, implementing, sustaining, embedding). If it is possible, write a nutshell statement, a phrase or a heading to express the theme. If it helps, use verbs from a taxonomy (eg. SOLO/Blooms), but don't be bound by the taxonomy.



# Styles of nutshell statements



<b>Victorian Aspiring Principal Assessment - Leading the management of the school</b>
<b>Shaping a culture</b>
<b>Influencing policies and outcomes</b>
<b>Using support structures</b>
<b>Meeting leadership requirements</b>

<b>Progression of Reading Development</b>
<b>Focus on perspective</b>
<b>Focus on critical review</b>
<b>Focus on indeterminate meaning</b>
<b>Focus on distinguishing the conventional and unconventional</b>

<b>Collaborative Learning</b>
<b>Students at this level harness group interactions to improve learning.</b>
<b>Students at this level utilise group interactions to monitor progress.</b>
<b>Students at this level value group interactions</b>
<b>Students at this level participate with their group</b>



# How to write level statements

## Step 1 – Identify qualitative differences

- To identify a common theme at one level, it can be helpful to look at the levels above or below. The common theme should identify a qualitative difference between the levels, capturing the behaviours required for transition from one to the other. Comparison between the levels can help to crystallise a theme at each level.





# Collaborative Problem Solving – How People work together to solve problems to reach common goals

		2.3. Mentors others to build confidence to contribute		4.4 Facilitates or mediates resolution					9.2. Negotiates task sharing based on team collaboration/ to build team skills (may allow for someone to build skills, etc)		11.3 Manages resources to accomplish team goals		At this level, a person manages and oversees the problem-solving process. He/she mentors and facilitates members of the team to solve the problem and manages team contribution and resources.
	1.3 Adapts contribution to team requirements			4.3. Seeks support from others to resolve differences	5.4 Engages others' perspectives to understand the problem	6.3. Evaluates problem/issue to determine next steps	7.3. Oversees potential problems	8.3 Prioritises an option for a solution by considering all options	9.1. Allocates tasks aligned with strengths and weaknesses of team members	10.2 Tracks own progress in relation to team goals			At this level, a person understands/recognises the different roles of members in a team. He/she makes use of the varying skills and abilities of team members to solve the problem. He/she can identify the different elements of a problem and if necessary can adapt their contribution to suit the needs of the team.
	1.2. Matches contributions to team goals	2.2. Draws out others' contributions through questioning	3.2. Incorporates contributions of others	4.2 Passes resolution of differences to someone else	5.3 Uses evidence to understand the problem	6.2. Organises actions to solve the problem	7.2. Plans for potential problems	8.2 Presents different options for solution			11.2. Shares resources to meet team goals		At this level, a person takes responsibility for their own role within the team. He/she is starting to consider the contributions of other team members and how they can work together to solve the problem.
		2.1. Invites others to contribute		4.1. Identifies reason for differences between team members	5.2 Uses existing knowledge to define the problem	6.1. Asks questions to clarify details of the problem	7.1. Identifies potential problems based on experience	8.1 Seeks ideas for solutions				12.2. Addresses failure	At this level, a person is beginning to understand how the team works together to achieve goals/to solve problems. He/she is starting to take a more active role within the team.
	1. Makes a contribution		3.1. Acknowledges others' contributions		5.1 Acknowledges a problem exists					10.1 Checks own progress	11.1. Uses resources to meet individual goals	12.1. Acknowledges failure	At this level, a person works alongside others. He/she contribute to the team and are aware of their own progress in solving a problem.
	sufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Level statements
	manages own contributions	2. Enables others to contribute	3. Values others' contributions	4. Resolves differences	5. Defines the problem	6. Addresses the problem – reactive	7. Manages potential problems - proactive	8. Develops solution based on context	9. Delegates tasks as a team	10. Monitors progress	11. Organises available resources (e.g. time, materials)	12. Responds to failure	
	Participation/Social regulation				Problem solving				Task management				



# How to write level statements

## Step 2 – Describe characteristics that drive the behaviours within that theme

Use the criteria as a prompt to write qualitative transitions or emergent properties that represent the capabilities or performances of people who are likely to be placed in this level. To do this, think about the typical behaviours a person at this level demonstrates. Think about the criteria as evidence of a **sample** of those behaviours.



# Collaborative Problem Solving – How People work together to solve problems to reach common goals

		2.3. Mentors others to build confidence to contribute		4.4 Facilitates or mediates resolution					9.2. Negotiates task sharing based on team collaboration/ to build team skills (may allow for someone to build skills, etc)		11.3 Manages resources to accomplish team goals		At this level, a person manages and oversees the problem-solving process. He/she mentors and facilitates members of the team to solve the problem and manages team contribution and resources.
	1.3 Adapts contribution to team requirements			4.3. Seeks support from others to resolve differences	5.4 Engages others' perspectives to understand the problem	6.3. Evaluates problem/issue to determine next steps	7.3. Oversees potential problems	8.3 Prioritises an option for a solution by considering all options	9.1. Allocates tasks aligned with strengths and weaknesses of team members	Focus on language to use 'on the go'			At this level, a person understands/recognises the different roles of members in a team. He/she makes use of the varying skills and abilities of team members to solve the problem. He/she can identify the different elements of a problem and if necessary can adapt their contribution to suit the needs of the team.
	1.2. Matches contributions to team goals	2.2. Draws out others' contributions through questioning	3.2. Incorporates contributions of others	4.2 Passes resolution of differences to someone else	5.3 Uses evidence to understand the problem	6.2. Organises actions to solve the problem	7.2. Plans for potential problems	8.2 Presents different options for solution			11.2. Shares resources to meet team goals		At this level, a person takes responsibility for their own role within the team. He/she is starting to consider the contributions of other team members and how they can work together to solve the problem.
		2.1. Invites others to contribute	Sample of behaviours			4.1. Identifies reason for	5.2 Uses existing knowledge to	6.1. Asks questions to clarify details of the problem	7.1. Identifies potential problems based on experience	8.1 Seeks ideas for solutions		12.2. Addresses failure	At this level, a person is beginning to understand how the team works together to achieve goals/to solve problems. He/she is starting to take a more active role within the team.
	1. Makes a contribution		3.2. Acknowledges others' contributions							10.1 Checks own progress	11.1. Uses resources to meet individual goals	12.1. Acknowledges failure	At this level, a person works alongside others. He/she contribute to the team and are aware of their own progress in solving a problem.
	sufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Level statements
	1. Manages own contributions	2. Enables others to contribute	3. Values others' contributions	4. Resolves differences	5. Defines the problem	6. Addresses the problem – reactive	7. Manages potential problems - proactive	8. Develops solution based on context	9. Delegates tasks as a team	10. Monitors progress	11. Organises available resources (e.g. time, materials)	12. Responds to failure	
	Participation/Social regulation				Problem solving				Task management				



# How to write level statements

## Step 3 – Review alignment between level statements

- Read level statements from bottom to top or top to bottom and check for whether qualitative shifts are apparent.



## **Your turn**

**Step 1 – Identify a theme if helpful – can you think of a nutshell statement?**

**Step 2 – Describe behaviours/characteristics that drive the behaviours within that theme – use your criteria as a prompt**

**Step 3 – Review alignment between level statements**



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# Thank you

Subtitle

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Identifier first line

Second line