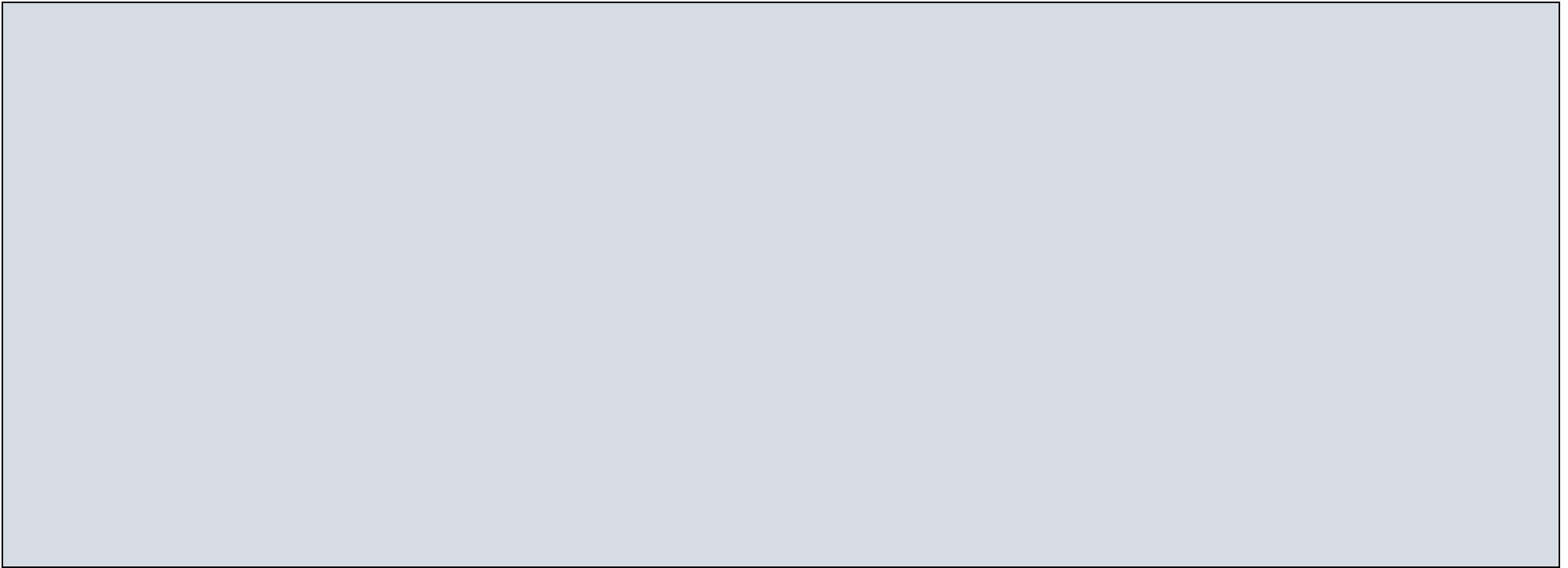


QUESTIONS FOR SCHOOL LEADERS

- Is assessment in my school having the impact we hope it will have?
- How do we support assessment that is embedded in the classroom and co-regulated by teachers and students?
- How do I support a better understanding of assessment so that what we do is purposeful, actioned and sustained?
- How is formative assessment going in my school?
- What do we value? Then how do we plan, promote and assess those things?
- How do we focus assessment on what we want kids to achieve? – big ideas; thinking like an expert in the discipline; confidence as learners across the curriculum; 4Cs
- How do we ensure that we are measuring more than content (ie processes, personal qualities)?
- How do we strengthen internal data in our schools that captures “the whole student” to counteract the impact of external data (NAPLAN etc)?
- How do we ensure that assessment is fair and captures the range of skills that a student possesses?
- How do we support teacher and student capacity in assessment?

QUESTIONS ABOUT UNDERSTANDING & INVOLVING OUR STUDENTS?

- How do we strengthen assessment so that we capture MORE about the child?
- How do we get to deeply learn about our students (ie beyond a test); and how do we pass that understanding onto others?
- How do we prepare students to have agency in assessment?
 - jointly construct Success Criteria; What a Good One Looks Like
 - reflect: I used to think... and now I think
 - set goals
 - take part in 3-way reporting
- How can we use assessment to ensure mastery of essential literacy and numeracy skills and effectively target our interventions?
- How do we support assessment that is embedded in the classroom and co-regulated by teachers and students?



QUESTIONS FOR TEACHERS

- How do we assess for impact?
- How do we assess so that the process results in agency and equity for our students?
- Are we using the information from assessment to give feedback to students? to give feedback to leaders?
- How can we support each other to assess students as we teach, rather than taking work home to assess/mark?
- How can we develop a mindset to value observational and informal data as much as external data?
- How do we take our communities on the journey alongside us?
- How can we better develop a mindset that assessment is about reflecting on students' progress and achievement (where we were before and where we are now) rather than a comparison between students?

