CURRICULUM, PEDAGOGY AND BEYOND

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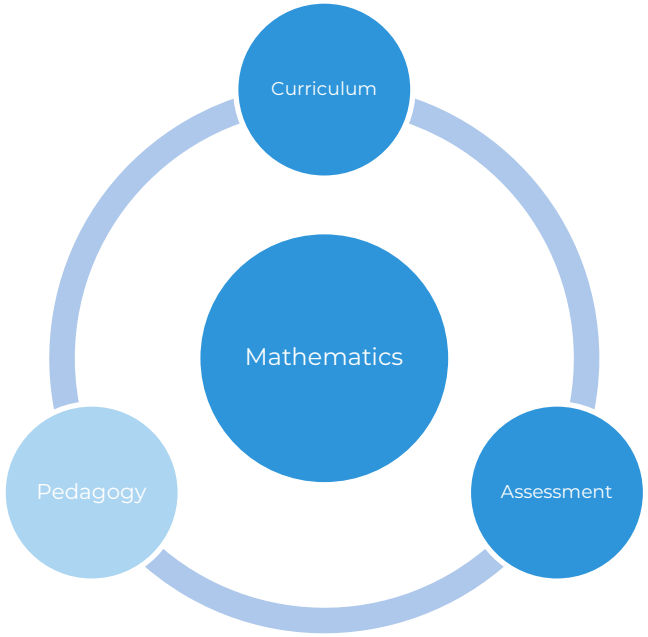
UNPACKING THE VICTORIAN CURRICULUM-MATHEMATICS 2.0 FOR SUCCESSFUL IMPLEMENTATION

Crystal Afitu
Lee Gianfriddo

Victorian Curriculum and Assessment Authority

Introduction and intention



Curriculum aligned and **actionable** information that directly informs **teaching** and **learning,** for improved **student outcomes.**

The DAL contains over 460 assessments across the curriculum learning areas.

Mathematics	**English**	**Science**
Health and Physical Education	**Critical and Creative Thinking**	

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Senior Assessment Development Lead
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VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

1.

Mathematics and the Victorian Curriculum Version 2.0

Understanding the changes and the impact of the revised curriculum

VC v 1.0	VC v 2.0
3 strands 13 Sub-strands	6 Strands
Proficiencies sat alongside VCv1	Proficiencies embedded in VCv2
Mathematical processes not explicitly included	Mathematical processes included in CDs and AS statements
Linking AS statements and CDs at each level	Increased clarity in linking AS statements and CDs at each level

Strands

Number

Number and Algebra

The Number strand is where students are taught the **properties** of number and efficient mental and written **strategies** with calculations using the four operations

AS: Students...apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts; and regroup partitioned numbers to assist in calculations

CD: add and subtract one- and two-digit numbers, represent problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies

VC2M2N04

◂Back Next▸

Here are 10 apple slices.

One child eats 5 apple slices.

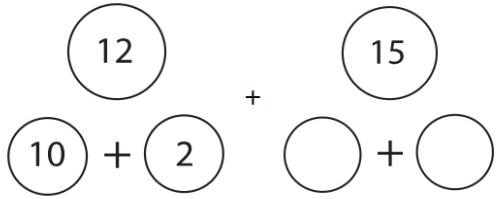
Another child eats 2 apple slices.

Which number sentence shows how many apple slices are left?

- ○ 10 + 5 + 2 = 17
- ○ 10 + 5 − 2 = 13
- ○ 10 − 5 + 2 = 7
- ○ 10 − 5 − 2 = 3

◂Back Next▸

Henry uses partitioning to work out 12 + 15.

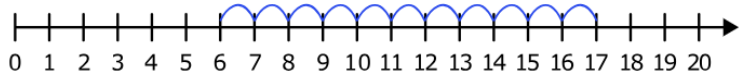


How should Henry partition 15 to help with the calculation?

- ☐ 2
- ☐ 5
- ☐ 10
- ☐ 12
- ☐ 15

◂Back Next▸

Here is a number line.



Use the number line to help complete the number sentence.

17 − ☐ = 6

6	11	12	20

Strands

Algebra

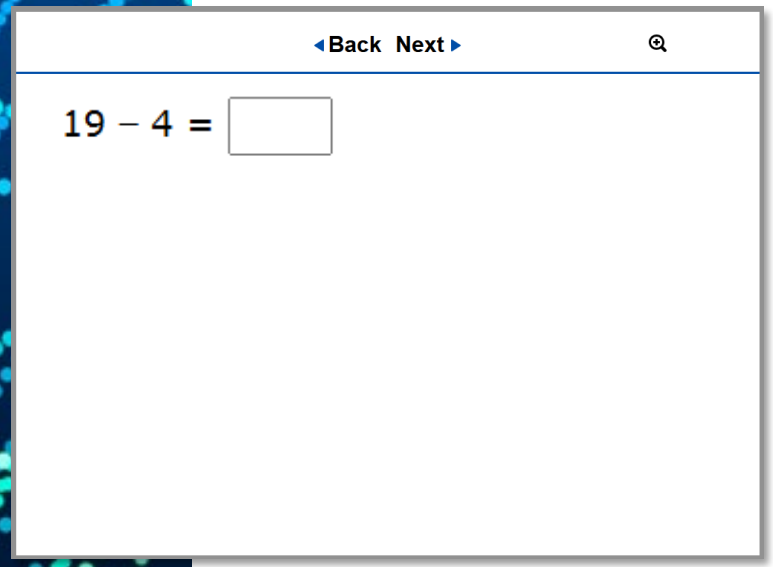
The Algebra strand is where students 'extend and apply' the strategies and patterns they have learnt to **solve** the calculations. They use symbols and apply rules. This includes using variables to represent numbers or unknowns, enabling the solving of problems and understanding patterns and structures

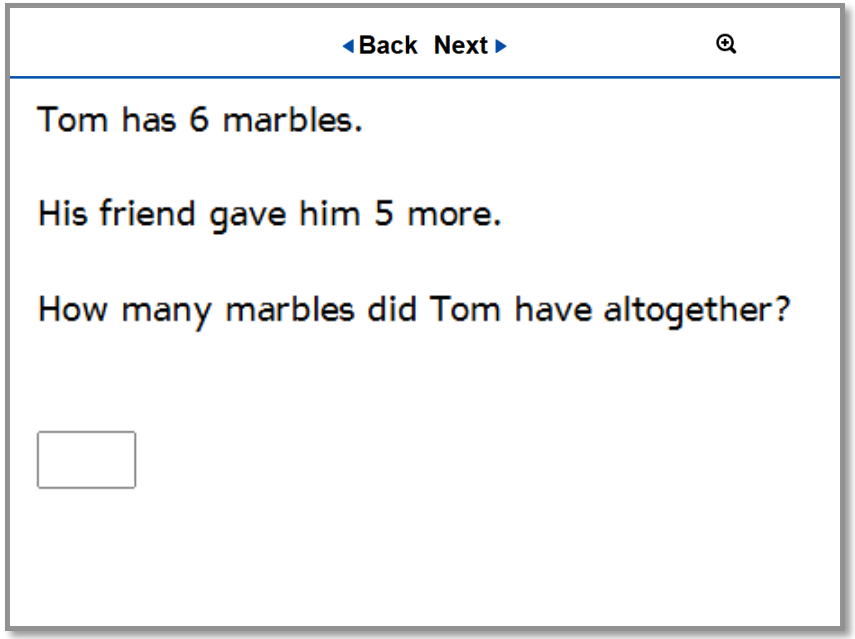
Number and Algebra

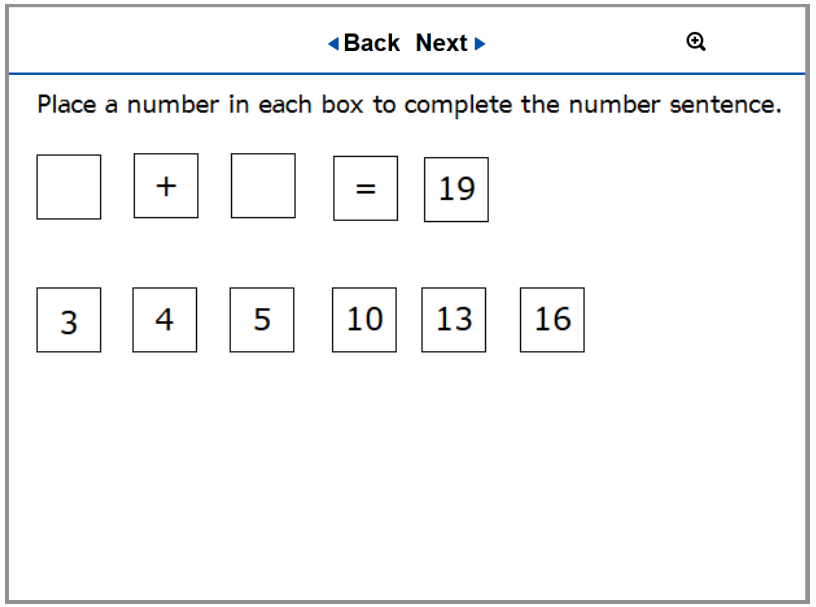
AS: Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos

CD: recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts

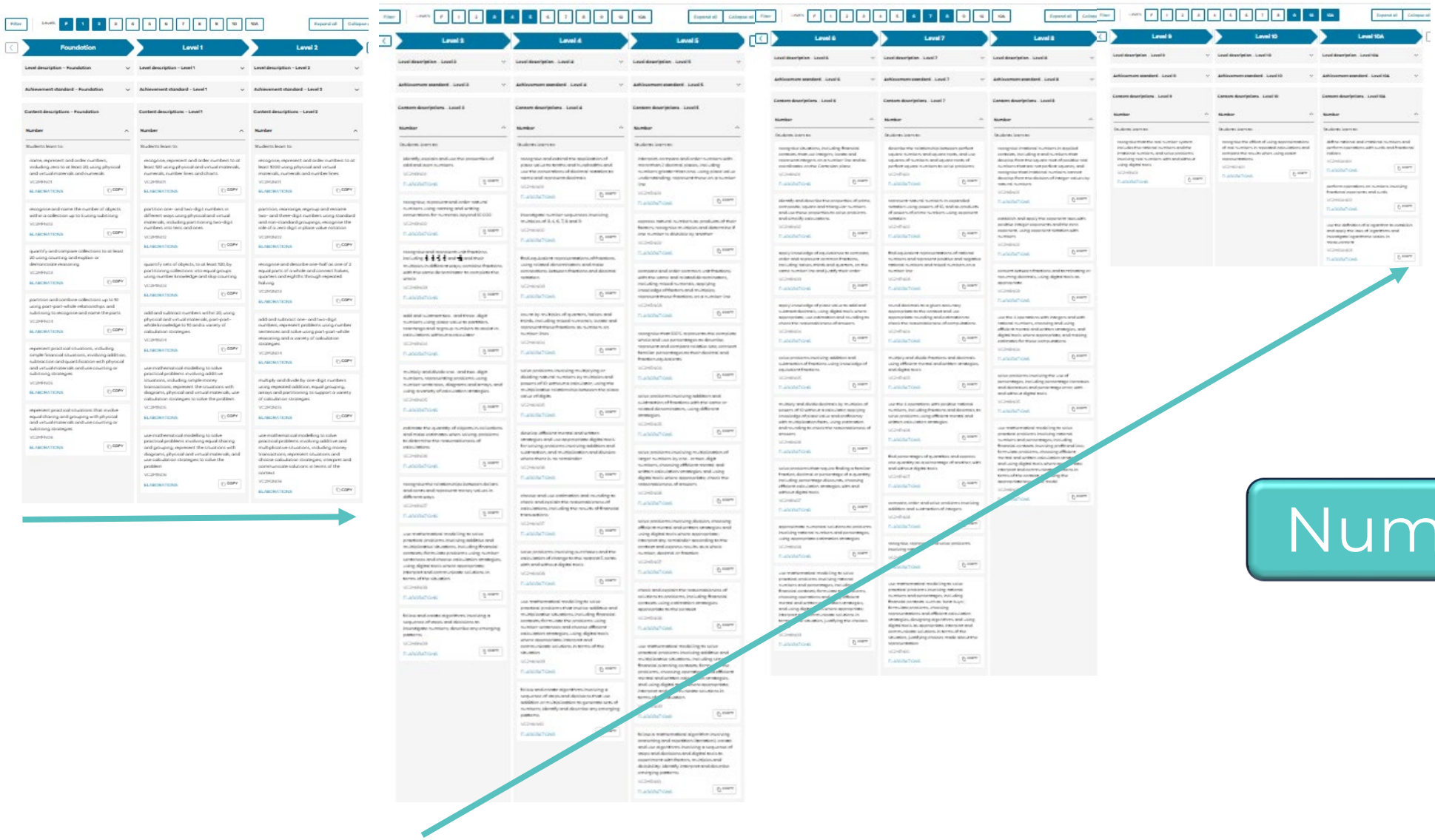
VC2M2A02



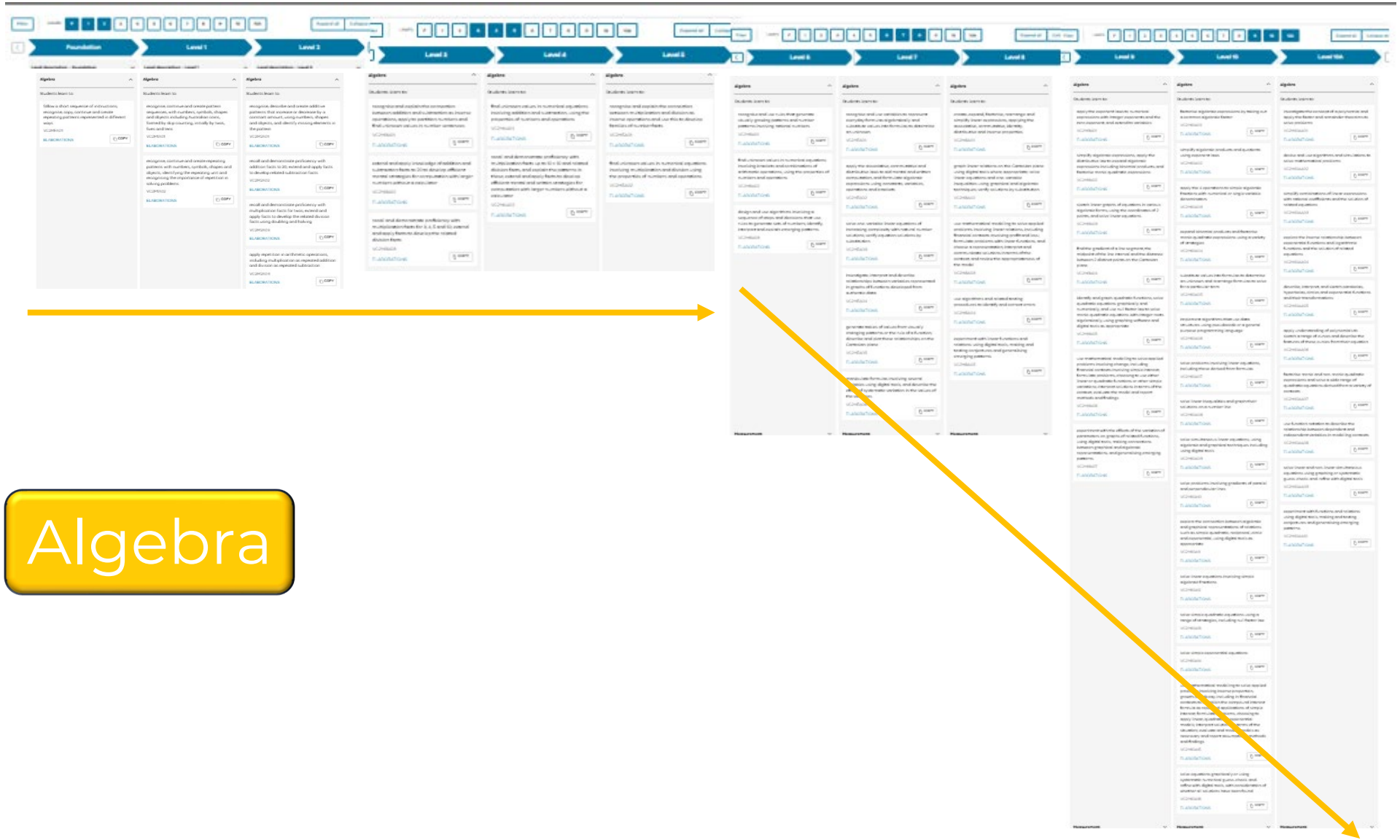




Strands


Foundation
Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7
Level 8
Level 9
Level 10
Level 10A
Number

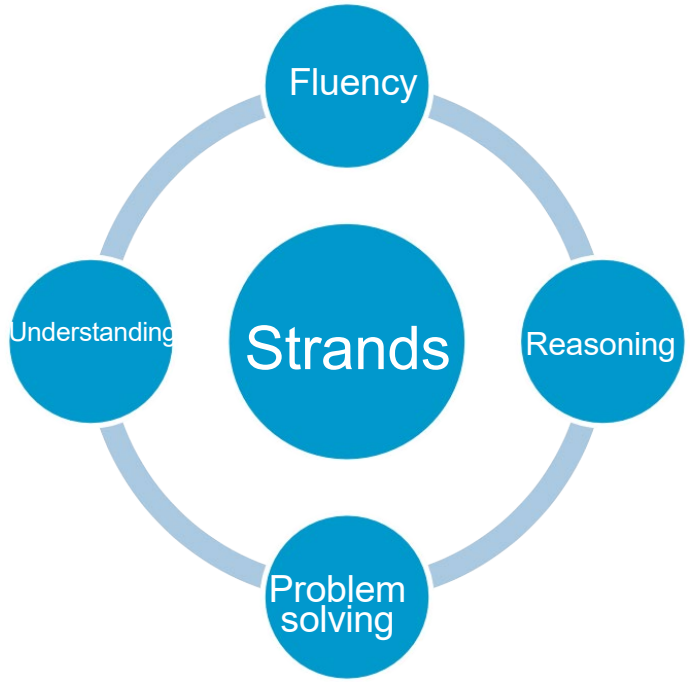
Strands



Algebra

Mathematical proficiencies

- The proficiencies are fundamental to learning mathematics and working mathematically
- The proficiencies are included across the 6 strands
- They are the ‘what’ and ‘how’ of mathematics in action
- They enable students to respond to familiar and unfamiliar situations, make informed decisions, and adopt reflective approaches to verify and evaluate solutions



Mathematical proficiencies

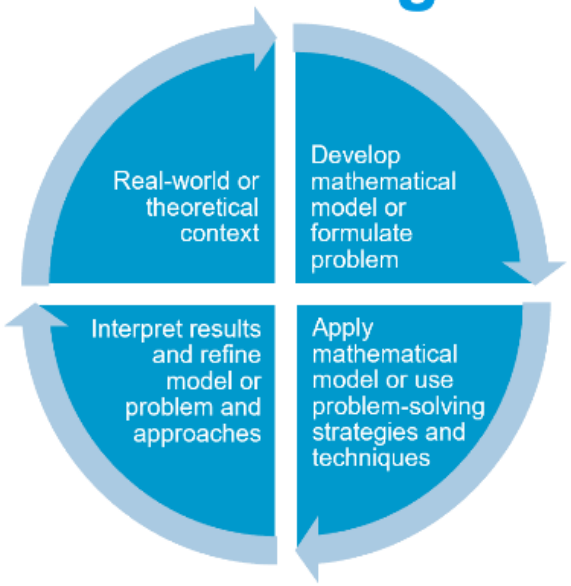
Achievement Standard	Content Description	Proficiency
Students extend and **use single-digit addition and related subtraction facts** and **apply additive strategies** to model and solve problems involving two- and three-digit numbers.	extend and **apply** knowledge of addition and subtraction facts to 20 to develop **efficient mental strategies** for computation with larger numbers without a calculator **VC2M3A02**	Understanding, Fluency
Students use **algebraic expressions** to represent situations, **describe the relationships** between variables from authentic data and **substitute values** into formulas to **determine unknown** values.	**apply** the associative, commutative and distributive laws **to aid mental and written computation**, and **formulate** algebraic expressions using constants, variables, operations and brackets **VC2M7A02**	

Mathematical proficiencies

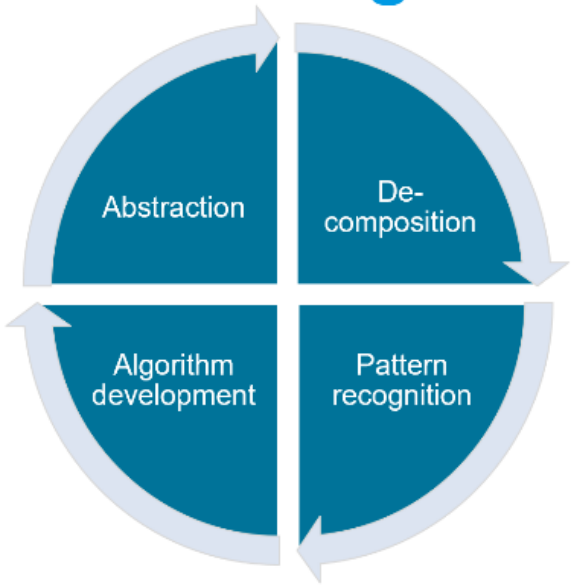
Achievement Standard	Content Description	Proficiency
They **choose** rounding and estimation **strategies to determine** whether results of calculations are **reasonable**.	**choose** and use estimation and rounding to check and **explain the reasonableness** of calculations, including the results of **financial transactions** **VC2M4N07**	Reasoning, Problem-solving
Students **compare and analyse** the distributions of multiple numerical data sets, **choose** representations, **describe** features of these data sets using summary statistics and the shape of distributions, and **consider** the effect of outliers.	**choose** appropriate forms of display or visualisation for a given type of data; **justify selections** and **interpret** displays for a given context **VC2M9ST04**	

Mathematical Processes

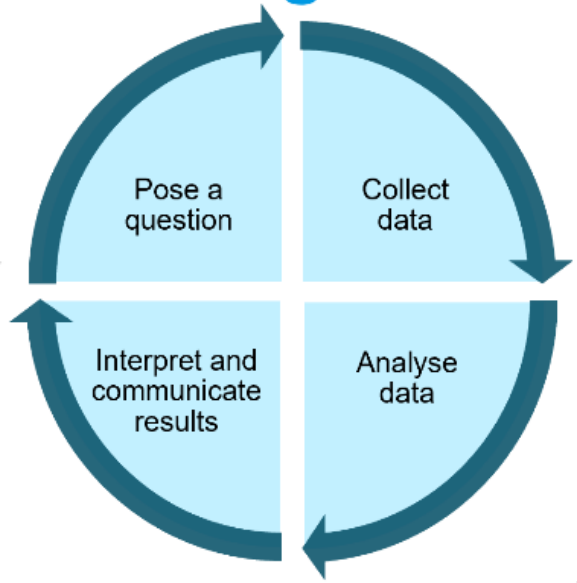
Mathematical modelling



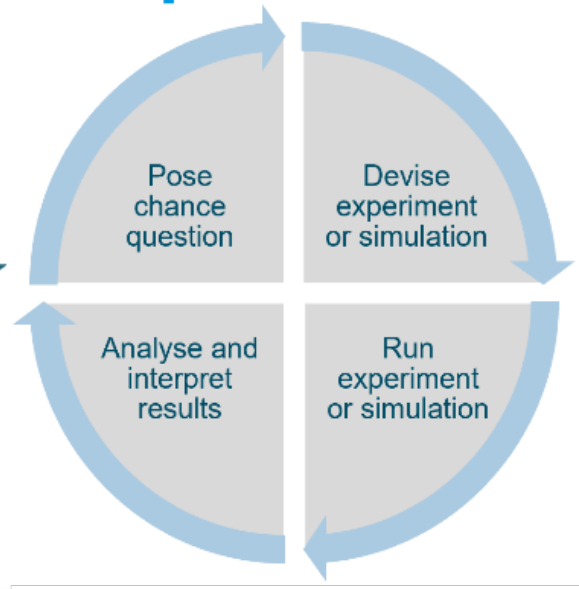
Computational thinking



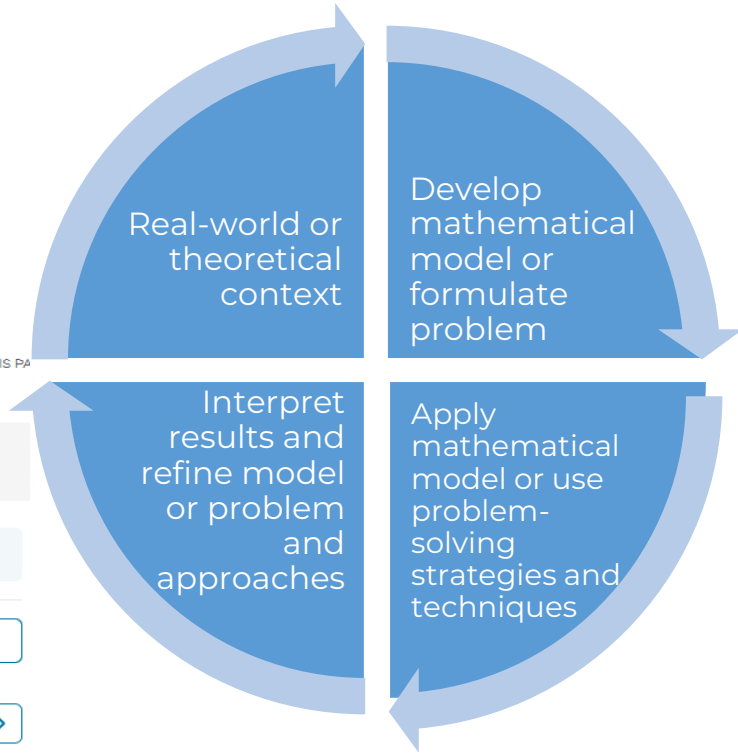
Statistical investigation

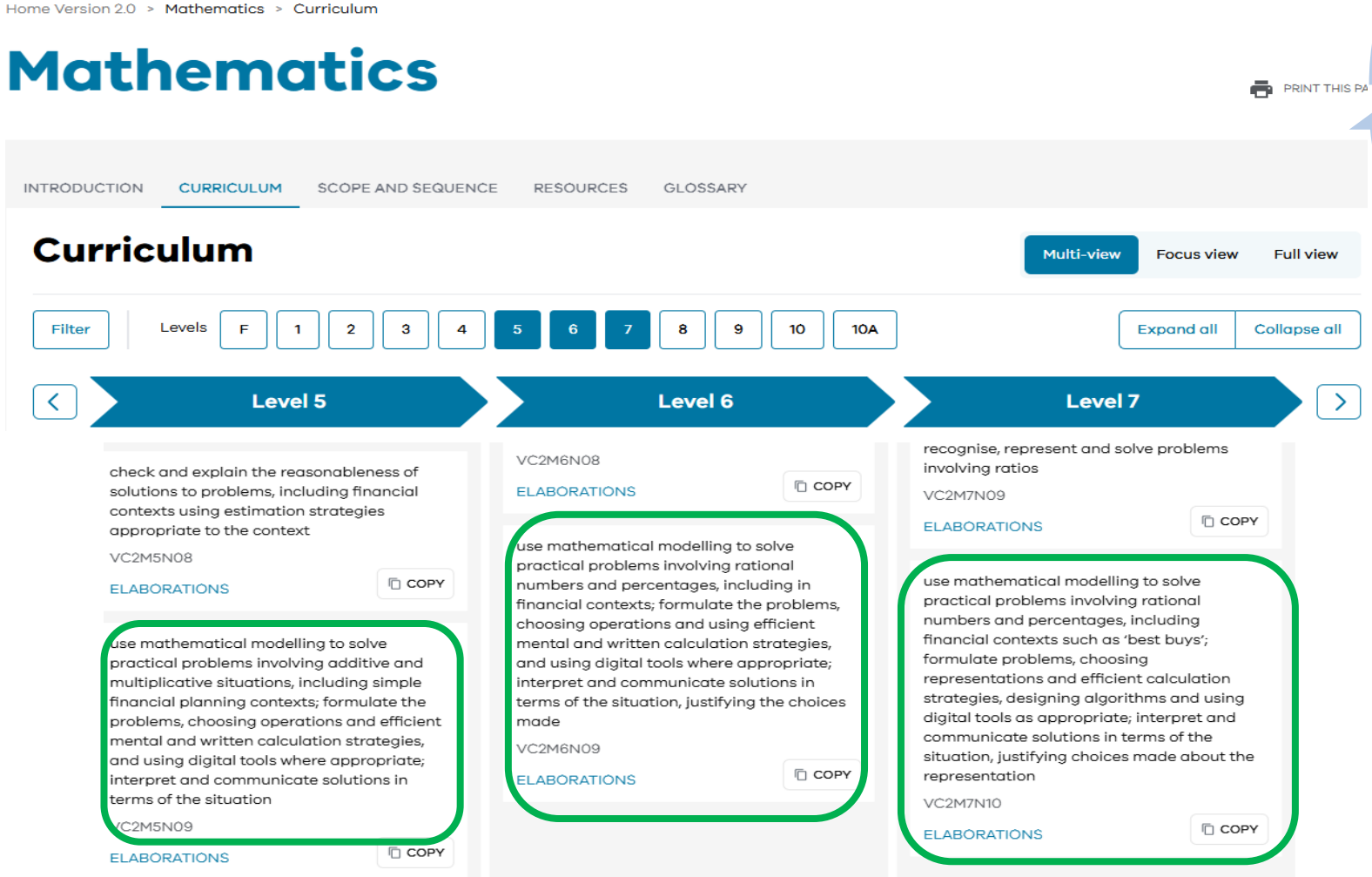


Probability experiments

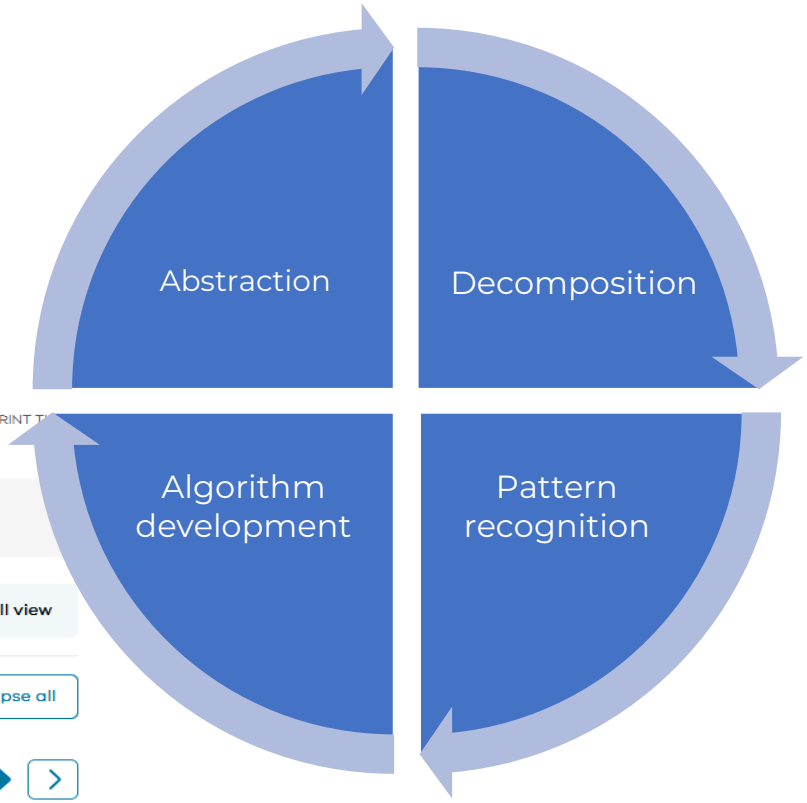


Mathematical modelling





Computational thinking



Home Version 2.0 > Mathematics > Curriculum

Mathematics

INTRODUCTION | CURRICULUM | SCOPE AND SEQUENCE | RESOURCES | GLOSSARY

Curriculum

Multi-view | Focus view | Full view

Filter | Levels F 1 2 3 4 5 6 7 8 9 10 10A | Expand all | Collapse all

Level 5

follow a mathematical algorithm involving branching and repetition (iteration); create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns

VC2M5N10

ELABORATIONS COPY

Level 6

design and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns

VC2M6A03

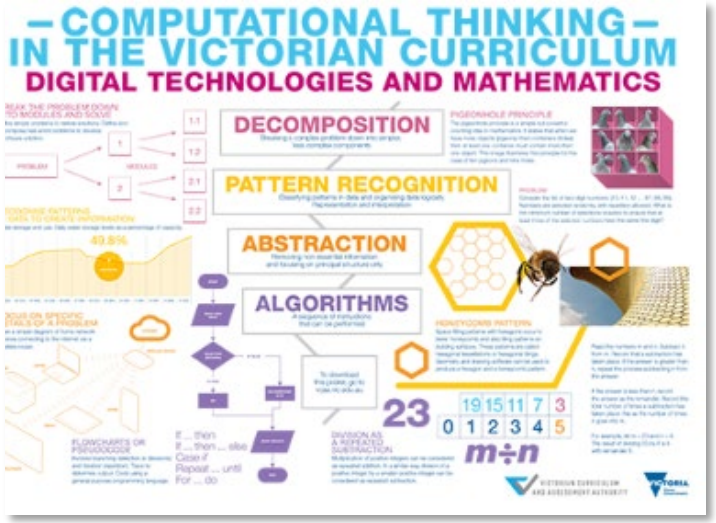
ELABORATIONS COPY

Level 7

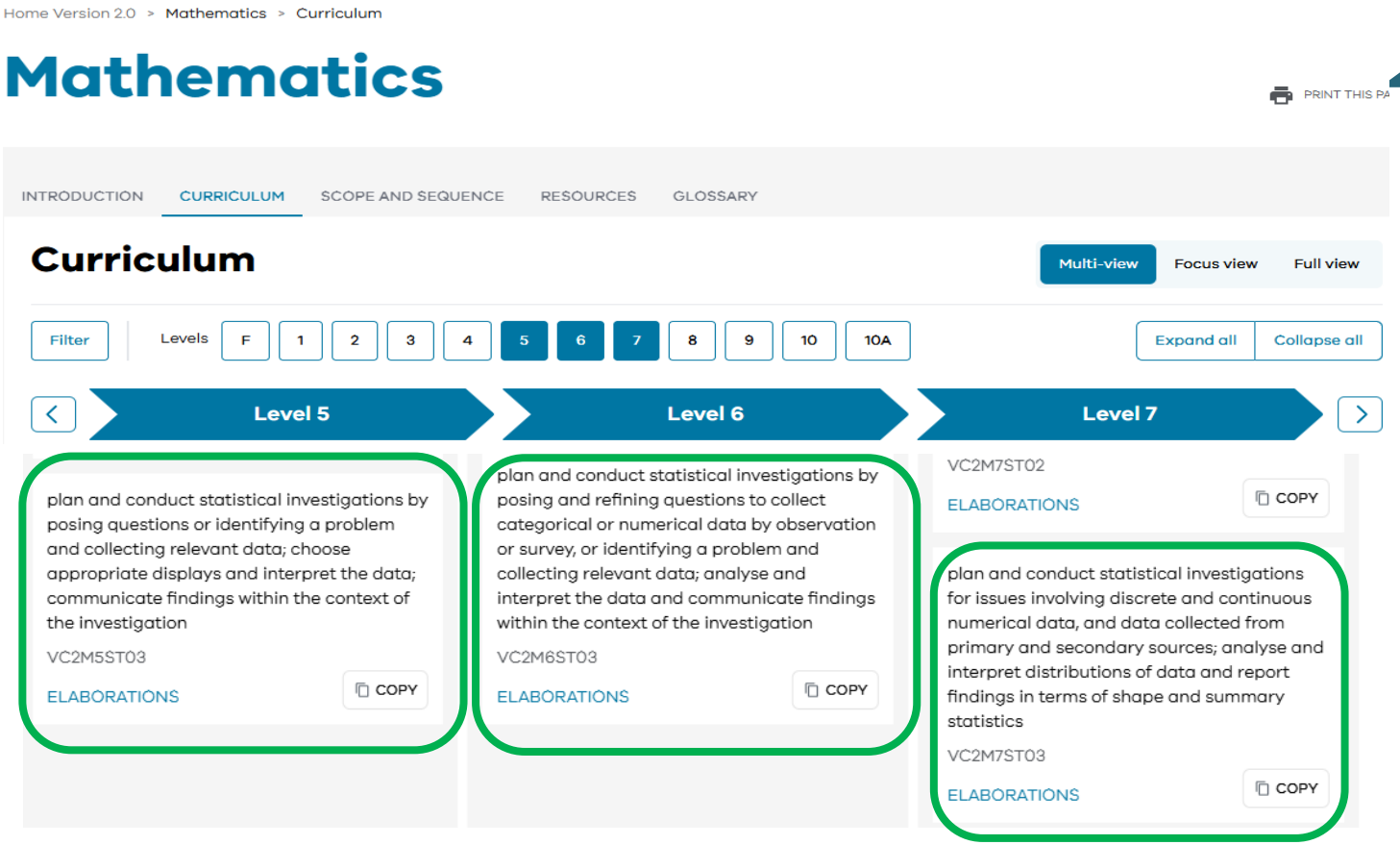
design algorithms involving a sequence of steps and decisions that will sort and classify sets of shapes according to their attributes, and describe how the algorithms work

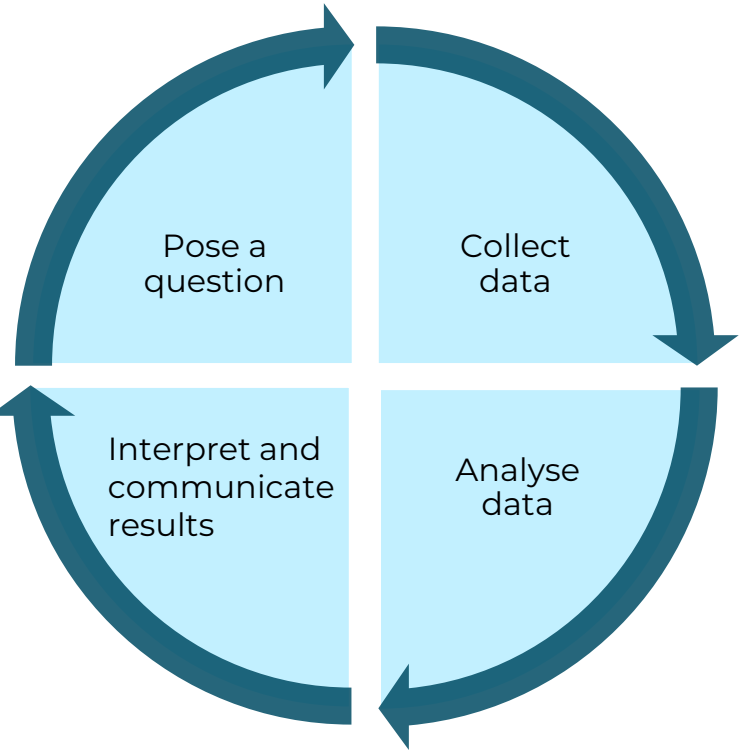
VC2M7SP04

ELABORATIONS COPY

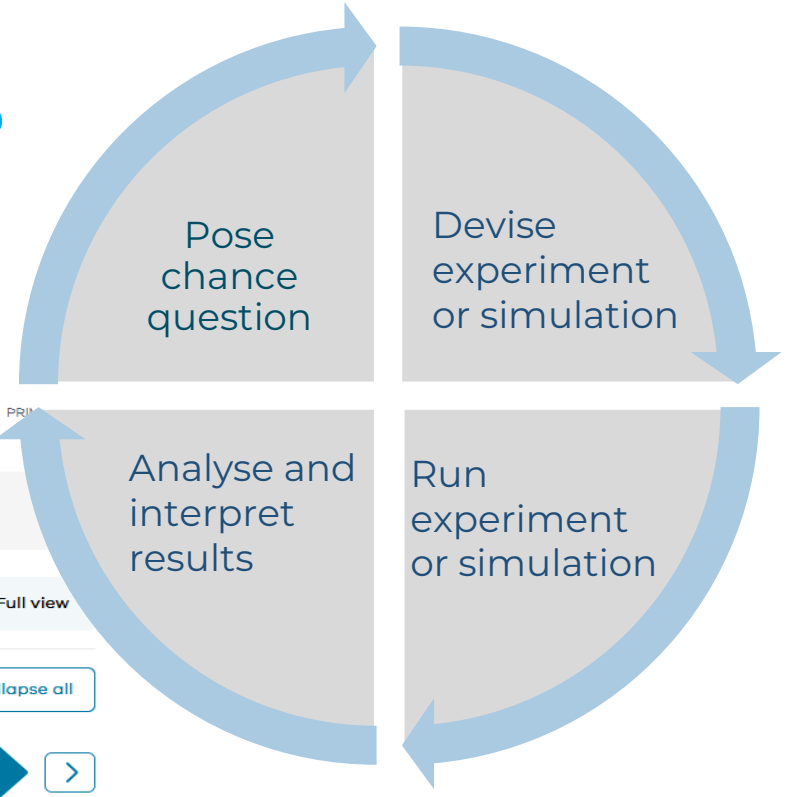


Statistical investigation





Probability experiments and simulations



Home Version 2.0 > Mathematics > Curriculum

Mathematics

INTRODUCTION | CURRICULUM | SCOPE AND SEQUENCE | RESOURCES | GLOSSARY

Curriculum

Multi-view | Focus view | Full view

Filter | Levels F 1 2 3 4 5 6 7 8 9 10 10A | Expand all | Collapse all

Level 5	Level 6	Level 7
list the possible outcomes of chance experiments involving equally likely outcomes and compare to those that are not equally likely VC2M5P01 ELABORATIONS COPY	describe probabilities using fractions, decimals and percentages; recognise that probabilities lie on numerical scales of 0–1 or 0%–100%; use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals VC2M6P01 ELABORATIONS COPY	identify the sample space for single-stage experiments; assign probabilities to the possible outcomes and predict relative frequencies for related experiments VC2M7P01 ELABORATIONS COPY
conduct repeated chance experiments, including those with and without equally likely outcomes, and observe and record the results; use frequency to compare outcomes and estimate their likelihoods VC2M5P02 ELABORATIONS COPY	conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials VC2M6P02 ELABORATIONS COPY	conduct repeated chance experiments and run simulations with a large number of trials using digital tools; compare predicted with observed results, explaining the differences and the effect of sample size on the outcomes VC2M7P02 ELABORATIONS COPY

Mathematics Vs Numeracy

Numeracy comprises knowledge and skills developed through learning in the discipline of mathematics, in conjunction with behaviours and dispositions that students judiciously draw on to use mathematics effectively in a wide range of academic and social situations

Numeracy is fundamental to a student's ability to learn at school and to engage productively in society. In the Victorian Curriculum F–10, students become numerate as they develop the knowledge and skills to use mathematics confidently across learning areas at school and in their lives more broadly.

Curriculum Area	Mathematics
Science	Students require a strong understanding of number, space, shape, structure, measurement, chance and data in order to problem-solve and ask appropriate questions to further investigate the world around them. In Science, students identify and use appropriate measuring instruments and units of measurement, sampling procedures and appropriate types of data collection to achieve a specified purpose. They learn to make estimates, relate measurement to an investigation, develop an understanding of error in measurement and identify methods to improve precision in repeated measurements and use data to draw conclusions related to the prediction or hypothesis investigated.

Version 2.0 Resources

- Teacher and learning area leader guides
- Planning templates and examples
- Teacher and Learner Unit examples
- Assessment examples
- On Demand Professional Learning modules

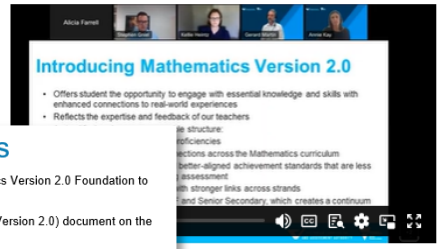
–10 Mathematics Version 2.0 webinars

This page provides recordings of our recent webinars supporting primary and secondary school leaders and teachers to understand the Victorian Curriculum F–10 Mathematics Version 2.0.

For school principals and curriculum area leaders (both primary and secondary)

▼ An overview of the revisions to the F–10 Mathematics curriculum

This webinar is for school principals and curriculum area leaders. It provides an overview of the key changes in Mathematics Version 2.0 and the broad implications for schools. It also provides timelines and lists the resources available to support familiarisation.

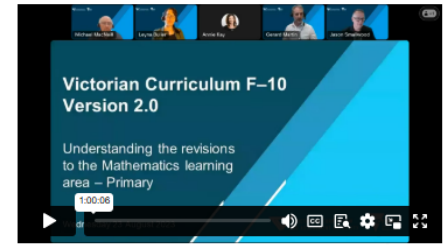


evisions to the F–10 Mathematics

For primary school teachers

▼ Understanding the revisions to the Mathematics learning area – Primary

This webinar is for primary school teachers. It provides an overview of the revisions to the structure, levels, content descriptions and achievement standards in Mathematics Version 2.0. It also shares the resources available to support familiarisation



Understanding the revisions to the Mathematics learning area – Primary transcript
Understanding the revisions to the Mathematics learning area – Primary presentation

Mathematics Level 1 map – template

Use this curriculum area map to identify where content descriptions and achievement standards are explicitly addressed within your school's teaching and learning plans. This template will help you to both map the Victorian Curriculum F–10 Version 2.0 and audit your current teaching and learning plans.

Instructions

1. Enter your details in the footer on page 1.
2. Enter the title of each teaching and learning unit in the first column of each mapping table. Indicate the connections to the curriculum by checking the box of the relevant content description(s) and writing the number of the relevant sentence(s) from the achievement standard.
3. Complete all the mapping tables, listing all teaching and learning units. Check that all achievement standard sentences have been covered. Detail any comments, notes and actions.
4. Complete the Assessment, Analysis of Curriculum Coverage and Next Steps sections on the final page.

Hint: Use your completed curriculum area map to start populating or updating your curriculum area plan.

Achievement standard (AS) paragraph for Number strand, with numbered sentences	Y/N
1. By the end of Level 1, students connect number names, numerals and quantities, and order numbers to at least 120.	☐
2. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones.	☐
3. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120.	☐
4. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.	☐

Achievement standard (AS) paragraph for Algebra strand, with numbered sentences	Y/N
5. Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit.	☐

Strand	Number						Algebra	
Content description (CD)	recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts VC2M1N01	partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones VC2M1N02	quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting VC2M1N03	add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies VC2M1N04	use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials; use calculation strategies to solve the problem	use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem	recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects including Australian coins, formed by skip counting, initially by twos, fives and tens VC2M1A01	recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit and recognising the importance of repetition in solving problems

Levels F–10: Curriculum revisions

This section outlines the high-level whole-of-curriculum revisions for Mathematics Version 2.0 Foundation to Level 10.

Refer to the Mathematics comparison of curriculums document (Version 1.0 to Version 2.0) document on the VCAA website for more detailed revisions by level.

High level overview of Levels F–10 revisions

- Content is now organised under 6 strands – Number, Algebra, Measurement, Space (formerly Geometry), Statistics and Probability – with no sub-strands.
- There are clearer connections between the content descriptions and the achievement standards.
- The 4 proficiencies of Understanding, Fluency, Reasoning and Problem-solving have been embedded into the content descriptions and achievement standards, which now more clearly articulate the proficiencies.

Levels F–6 revisions

- The Probability strand commences at Level 3.
- There is greater emphasis on the processes of mathematical modelling and, from Level 3, statistical investigation and conducting repeated chance experiments.
- There is a continued focus on computational and algorithmic thinking.
- Content has been resequenced to provide students with increased opportunity to consolidate and master key skills.
- Play- and exploration-based content is included across Foundation to Level 2.

Resources

This page contains links to resources and professional learning to support educators to become familiar with the Victorian Curriculum F–10 Version 2.0 Mathematics (Mathematics Version 2.0).

Watch videos

To find out more about Mathematics Version 2.0, watch the following video.

Understanding the Victorian Curriculum F–10 Version 2.0, Mathematics

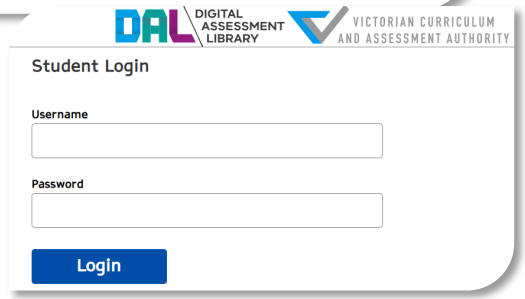
Teaching ar

Teaching and learning unit: 8.2.7 Pythagoras' theorem and applications

Mathematics, Level 8

Overview, including Victorian Curriculum F–10 links

Description of the teaching and learning unit	Cohort considerations (in relation to this teaching and learning unit)
This unit covers: • the recognition, demonstration and proof of Pythagoras' theorem, and its use to calculate side lengths in right-angled triangles • application of the theorem to solve practical problems involving lengths and distances in the plane • Pythagorean triples. The unit is planned as 8 lessons of 45–50 minutes duration over a period of approximately 2 weeks.	This topic involves a combination of graphical, numerical and symbolic representations related to triangles, squares as shapes and the relation of these shapes to areas and side lengths involving squares and square roots of numbers. Relevant data on student background could be obtained from NAPLAN Year 7 data or DAL assessments, as well as school data on prior learning and achievement. Manipulatives, measurement, drawing and digital tools can be used to support differentiation for the diversity of student learner backgrounds and needs, as well as the inclusion of some open and rich tasks. The work in this topic uses scaled diagrams, and graph paper, as well as 'blank pages', and physical models can be used assist students as applicable in construction work. Where students have difficulty with computational and algebraic processes, this can be scaffolded by the complementary use of various online calculation tools that also demonstrate the working and steps in solution processes.



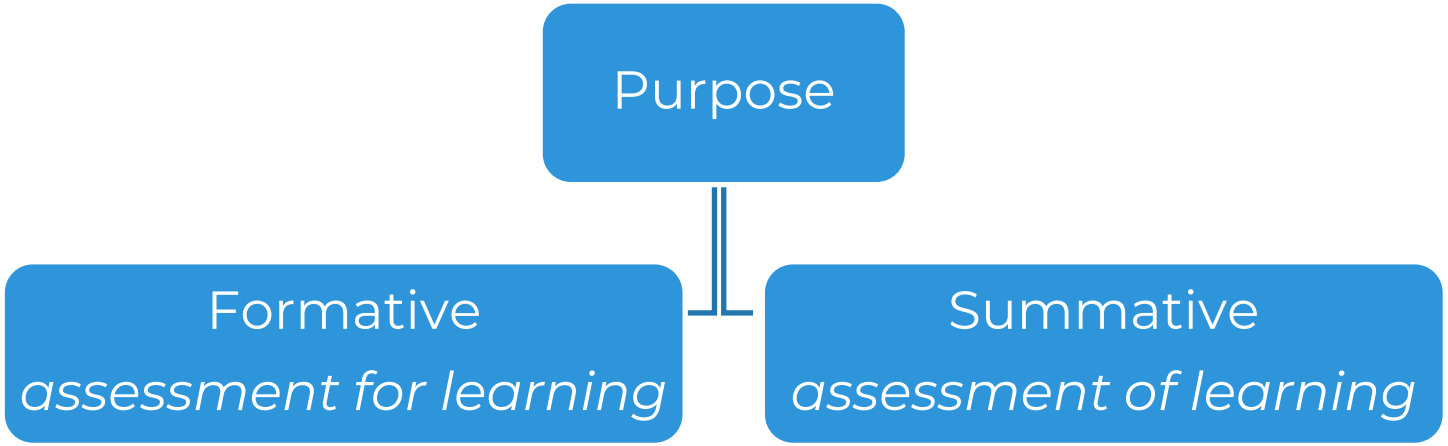
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2. Principles of quality assessment

Establishing a shared understanding of what quality assessment looks like

Assessment ~ *the how we'll know*

Assessment is ultimately distinguished by the purpose for which the assessment results are used, rather than by the format of the assessment.



the formative use of assessment provides feedback during the course of learning so that action can be taken to promote learning

the summative use of assessment represents an end point of instruction

Assessment ~ *the how we'll know*

VCAA's classroom assessment principles

- Promote student learning
- Align to the curriculum
- Support a developmental approach to teaching and learning
- Enable all students to demonstrate their true level of development
- Lead to valid inferences about student learning and progress
- Support feedback that is actionable
- Be a continuous process firmly embedded in the instructional cycle

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

3.

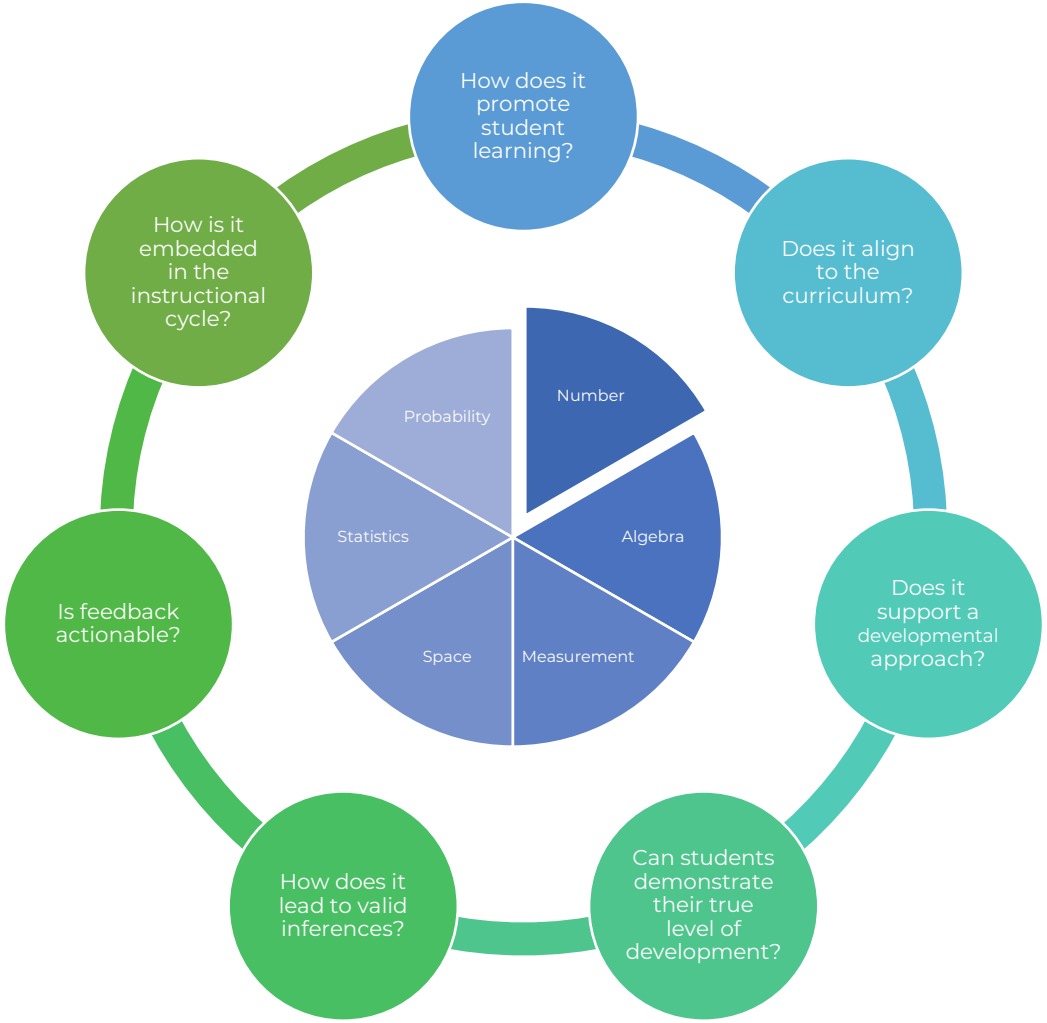
Appraising assessments

A process for on-balanced decision making when selecting assessments

Assessing Mathematics

How will we form an accurate picture of a student's mathematical understanding and ability as described by the curriculum?

What is the expected evidence of the skill we want to observe?

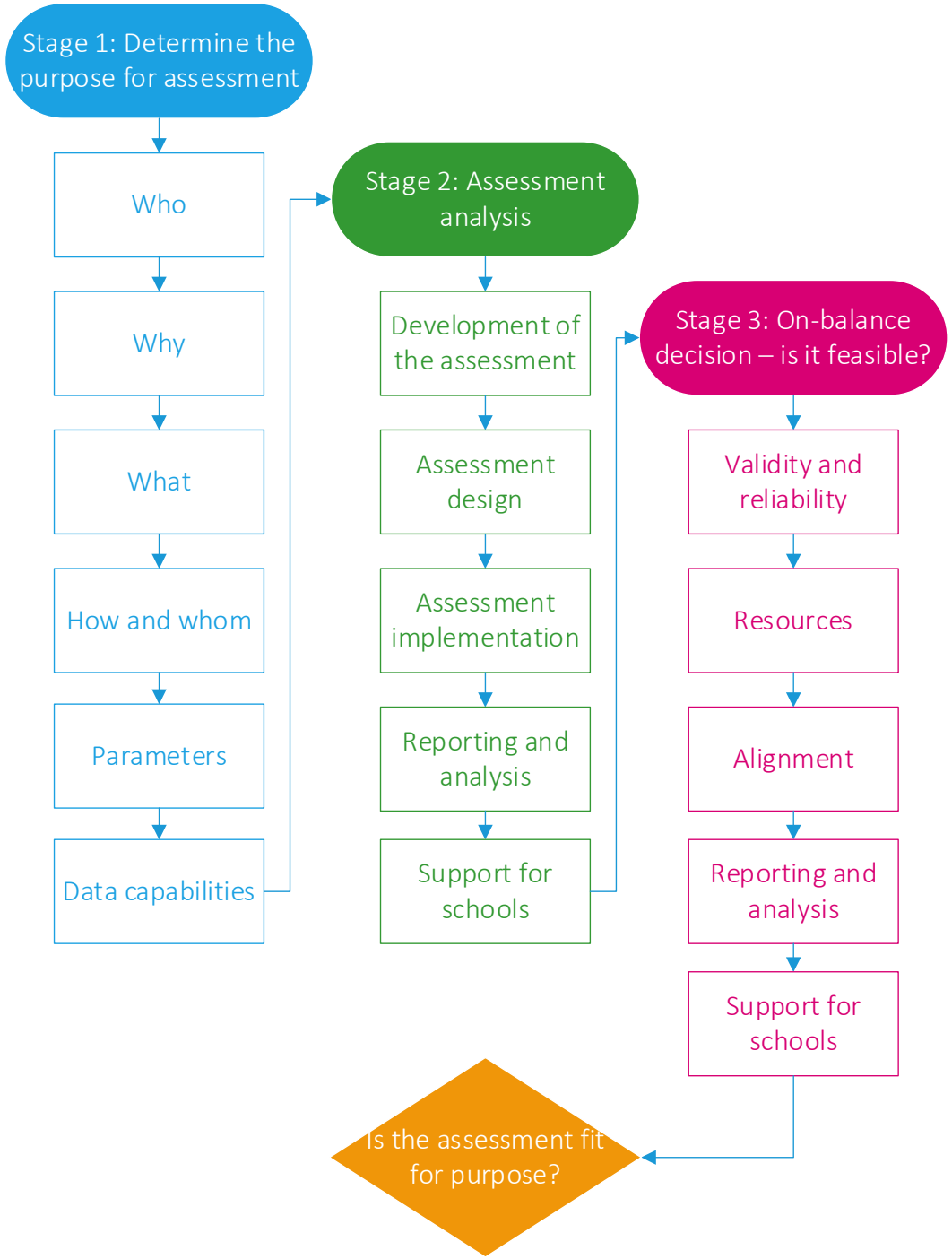


Is it fit for purpose?

Stage 1: Determine the purpose for assessment

Stage 2: Assessment analysis

Stage 3: On-balance decision – is it feasible?


Stage 1: Determine the purpose for assessment
Who
Why
What
How and whom
Parameters
Data capabilities
Stage 2: Assessment analysis
Development of the assessment
Assessment design
Assessment implementation
Reporting and analysis
Support for schools
Stage 3: On-balance decision – is it feasible?
Validity and reliability
Resources
Alignment
Reporting and analysis
Support for schools
Is the assessment fit for purpose?

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

4.

Utilising the Digital Assessment Library (DAL)

A free digital resource to measure student understanding of the Victorian Curriculum 2.0

What is the DAL?

The DAL delivers free, high quality online classroom assessments, providing teachers with meaningful and timely information about student learning and progress.

All assessments are directly aligned to the Victorian Curriculum F-10 with progressive release of Victorian Curriculum Version 2.0 assessments.

Assessments are linear, with selected branched assessments now available.

Curriculum aligned and **actionable** information that directly informs **teaching** and **learning,** for improved **student outcomes.**

The DAL contains over 460 assessments across the curriculum learning areas.

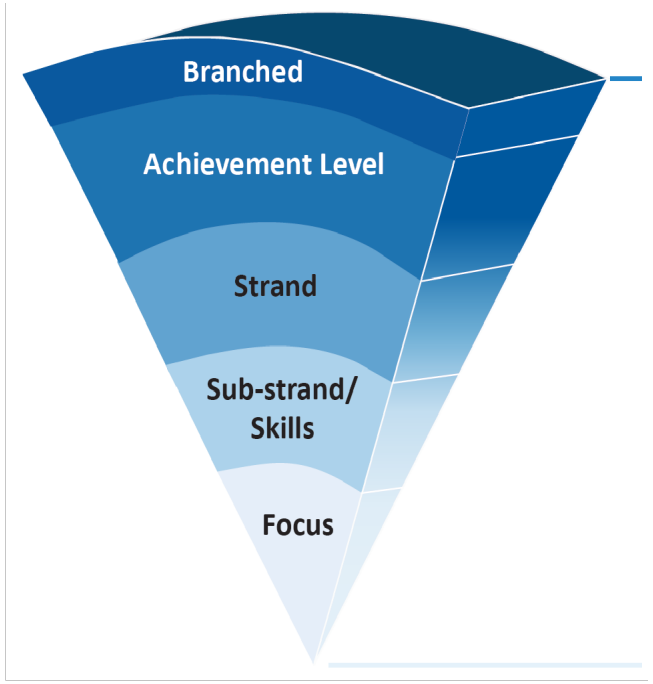
Mathematics	English	Science
Health and Physical Education	Critical and Creative Thinking	

DAL DIGITAL ASSESSMENT LIBRARY

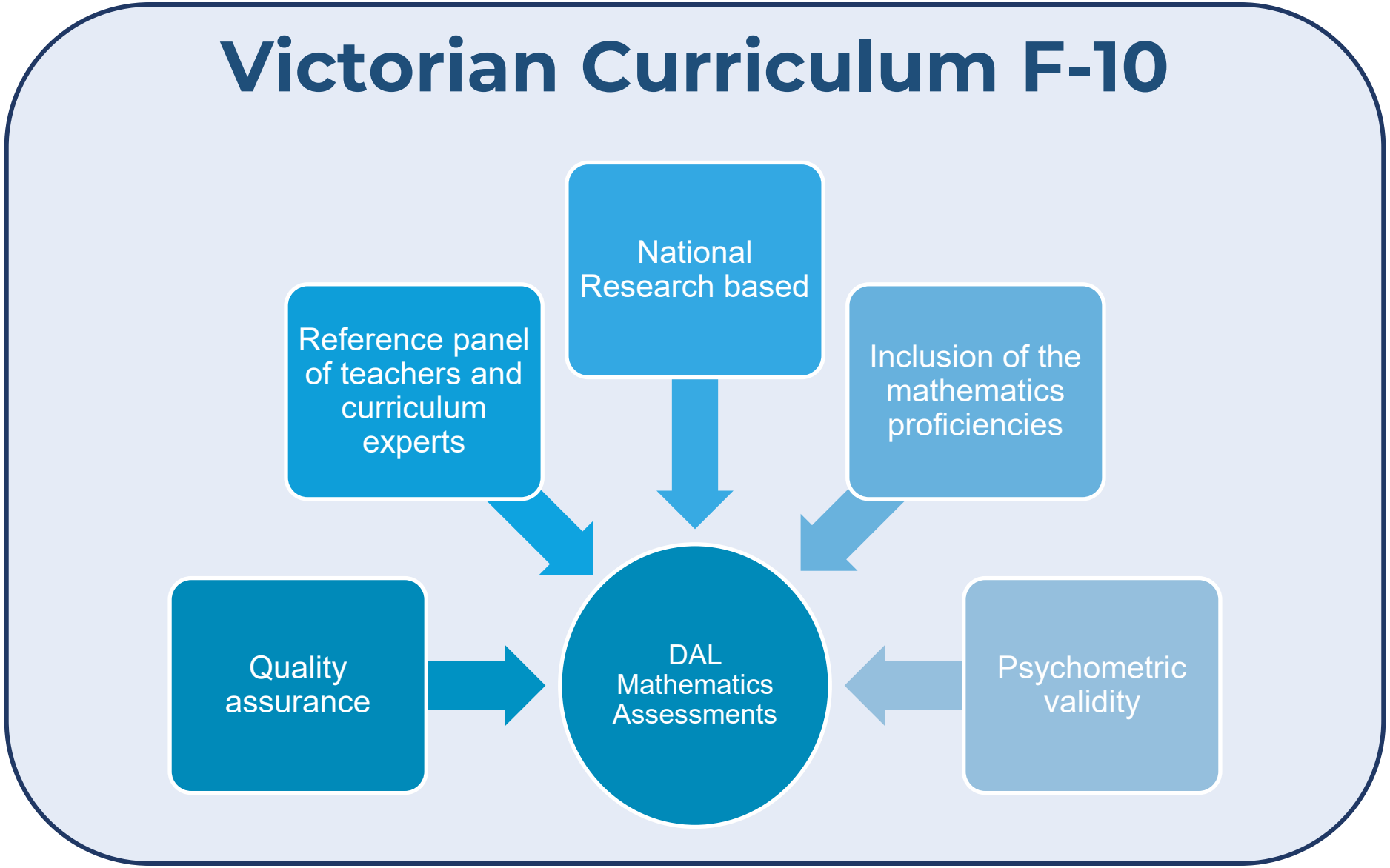
Learning Area	Assessment Type	F - 10 Curriculum											Total Number of Assessments	
		F	1	2	3	4	5	6	7	8	9	10		
Mathematics	Achievement Level												15	246
	Branched Numeracy												5	
	Substrand												56	
	Skills												52	
	Focus												118	
English	Achievement Level												9	38
	Branched Literacy												5	
	Skills												18	
	Focus												6	
		F - 2			3 - 4			5 - 6			7 - 8		9 - 10	
Science	Achievement Level												5	92
	Strand/sub strand												30	
	Focus												57	
Health and Physical Education	Achievement Level													82
	Strand/sub strand													
	Focus												82	
Creative and Critical Thinking	Achievement Level												10	10
	Strand/sub strand													
	Focus													

While these levels do not have specific, targeted assessments, their content is incorporated within the scope of the assessments available.

Victorian curriculum version 2.0



DAL Assessment Development

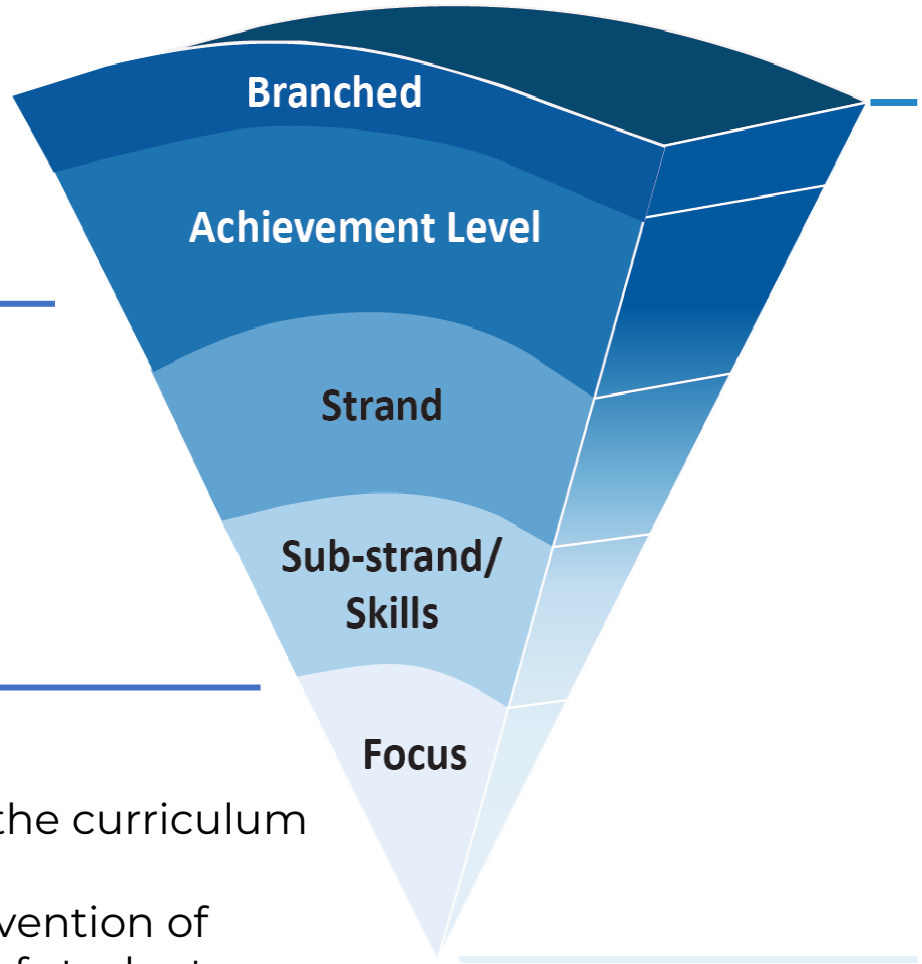


DAL Assessment Types

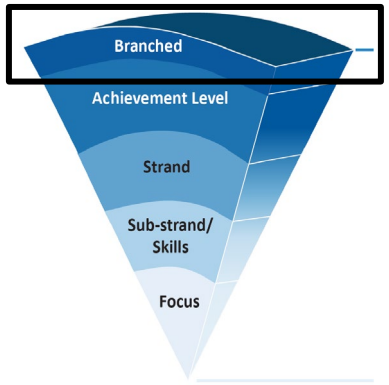
- Relative placement within a level
- 6-12 months
- Whole school, cohort, or class/group performance

- Focuses on a collection of related skills
- 3-6 months
- Provides direction for semester and term planning at a cohort, class and student level

- Focuses on a narrow part of the curriculum
- Flexible
- Supports differentiated intervention of individual and small groups of students



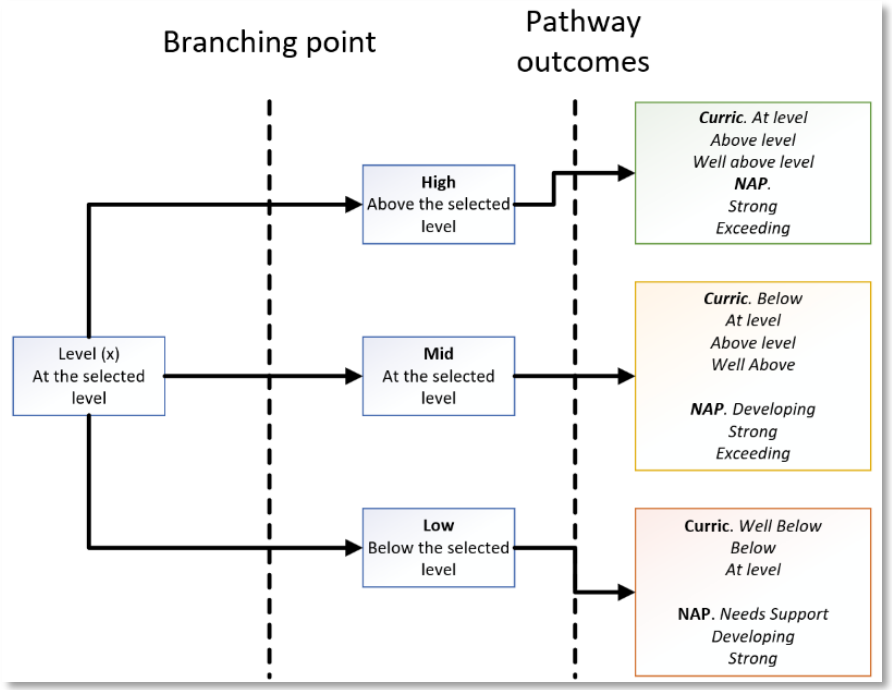
Branched Numeracy Assessments Levels 2 to 10



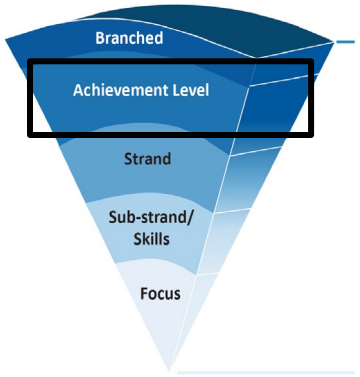
Branched

Branched Numeracy assessments

- broadly cover content from across the Mathematics curriculum assessing foundational skills of Numeracy
- Branched to cover a range of levels and skills depending on student responses
- relative placement within a level
- Indicative NAPLAN proficiency (for levels 3-6)
- recommended administration of at least 9 months between administration
- whole school, cohort, or class/group performance

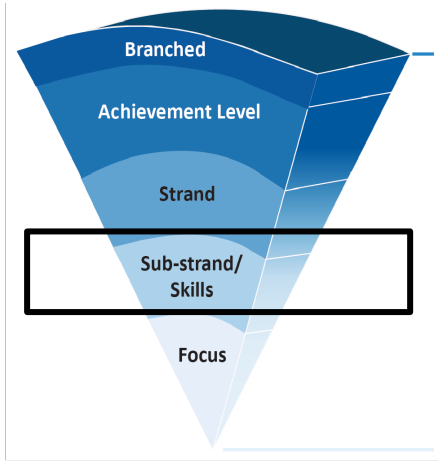


Achievement Assessments Levels 2 to 10



Achievement Level
Achievement assessments • Levels 2-10 aligned to Victorian Curriculum version 1 • Levels 1-6 aligned to Victorian Curriculum version 2 (7-10 Jan release) • broadly cover content from all Strands of the Mathematics curriculum • relative placement within a level • recommended administration of every 6-12 months • whole school, cohort, or class/group performance

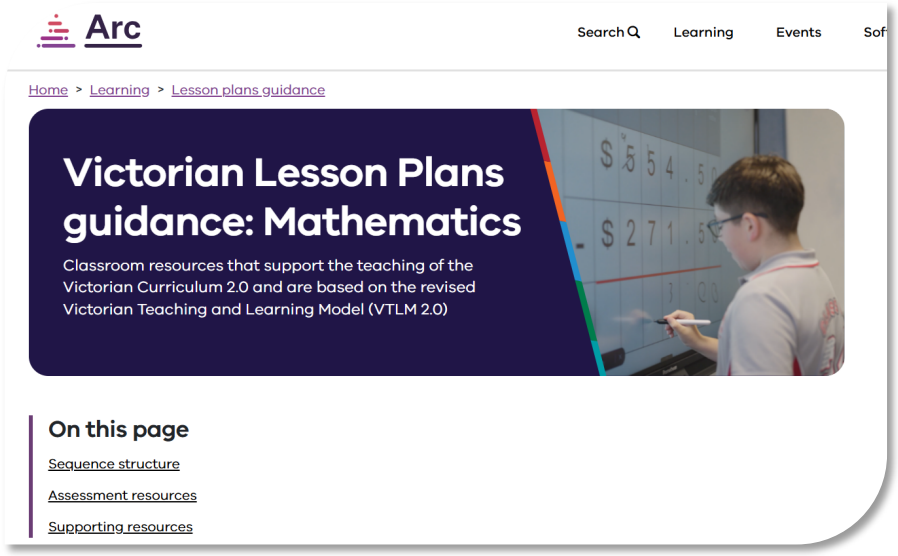
Skills Assessments Levels F to 10



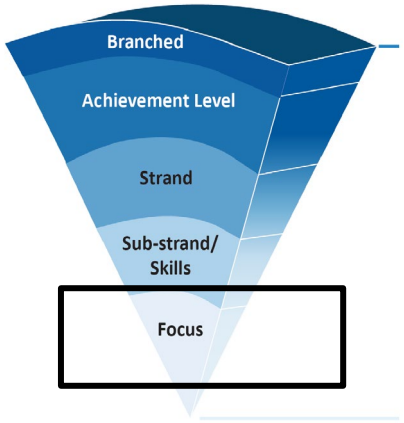
Skills

Skills assessments

- contain a collection of related aspects of the curriculum
- can be administered every 3-6 months
- provides direction for semester and term planning at a cohort, class and student level
- have been developed to complement the DE mathematics lesson plans
- designed to support curriculum planning implementation



Focus Assessments Levels 2 to 10

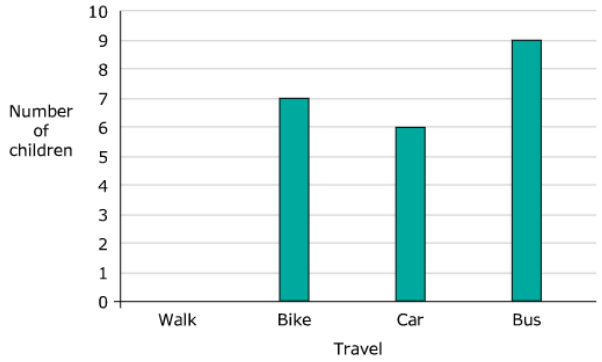


Focus
Focus assessments • explicitly link to Content Descriptions and linking Achievement Standard statements • have been developed as a Set, Set A (Pre) and Set B (Post) • can be administered as required to complement existing teaching and learning cycles • currently only available in the Number and Algebra strand • provides direction for class, group and student planning

Curriculum Alignment

◂Back Next ▸

Noah asks his class how they come to school.
The graph shows the results but the results for walk are missing.



Half of the children in the class come to school by car or bus.

How many children walk to school? ☐

Mathematics – Level 5	
Strand	Statistics
Achievement Standard Statement	Students compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools.
Content Description	**VC2M6ST01** - Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape
Intent	Evaluate categorical data to determine a missing value in a column graph
Proficiency	Problem solving

Number

Which **two** number sentences show 5 × 3?

- ☐ 5 + 5 + 5 + 5 + 5
- ☐ 3 + 3 + 3 + 3 + 3
- ☐ 3 + 3 + 3
- ☐ 5 + 5 + 5

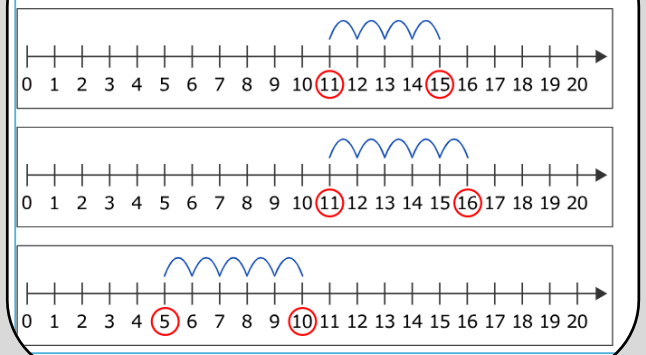
VC2M3N05

VC2M2N04

Which partitioning option would be best used to calculate 97 – 42?

- ○ Step 1: 90 – 7
Step 2: 40 - 2
Step 3: add the answers
- ○ Step 1: 90 – 40
Step 2: 7 + 2
Step 3: add the answers
- ○ Step 1: 100 – 97
Step 2: 50 – 42
Step 3: add the answers
- ○ Step 1: 90 – 40
Step 2: 7 – 2
Step 3: add the answers

Choose the number line that shows how to add 11 and 5 together.



VC2M1N04

Algebra

Eggs are stored in a cardboard tray, six spaces wide and eight spaces long.

How many spaces for eggs are there?

☐

VC2M4A02

5603 + 194 = 194 + ☐

VC2M7A02

Ella had 20 football cards.

She shared them equally with her brother, and was then given another 6.

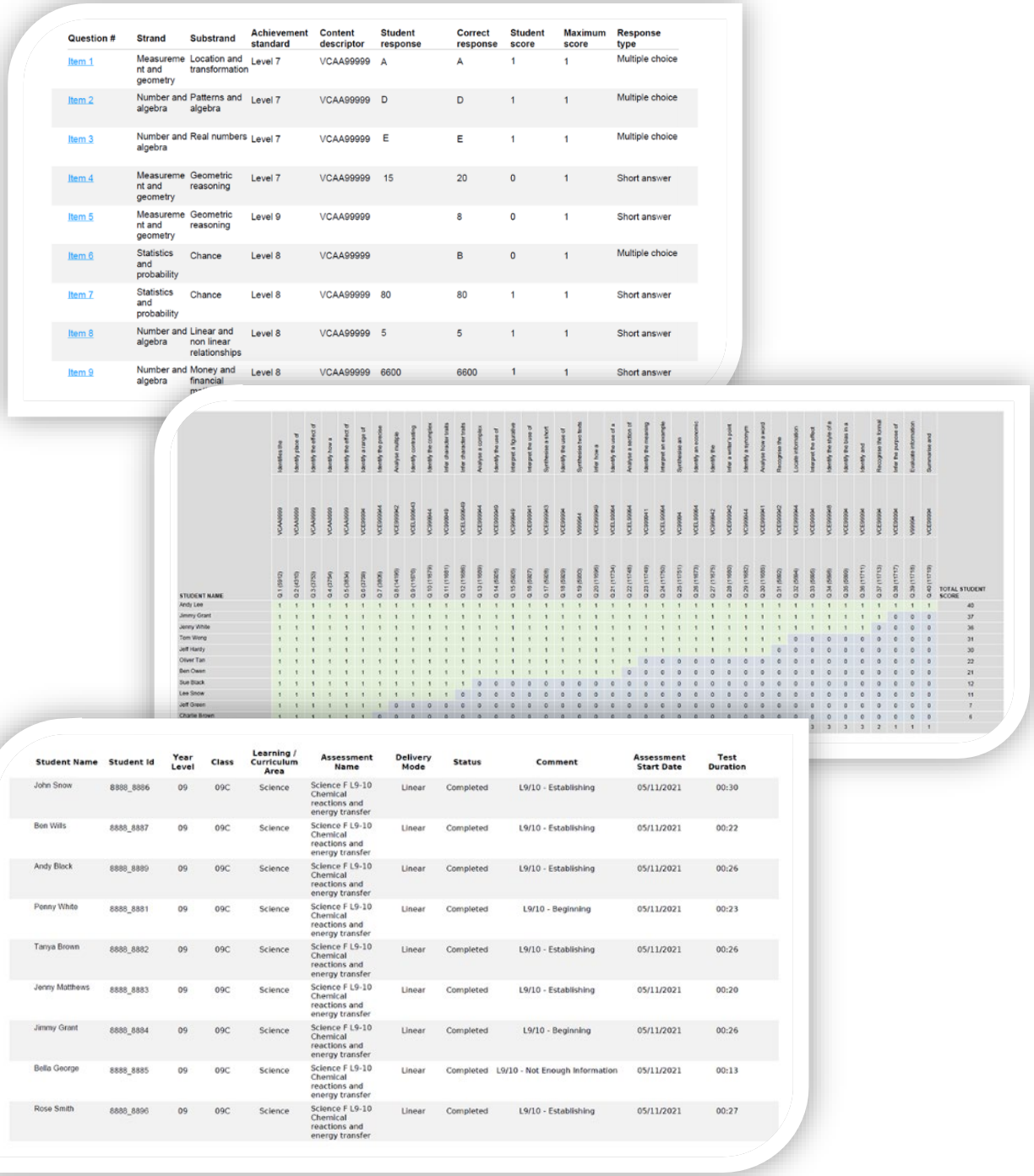
Which of the following shows how many football cards Ella has now?

- ○ 20 × 2 + 6
- ○ 20 ÷ 2 + 6
- ○ 20 ÷ (2 + 6)
- ○ (20 + 6) ÷ 2

VC2M6A02

Reporting

- Reporting is available immediately following the submission of an assessment.
- The reports currently available include:
  - Item Response Summary
  - Guttman Chart
  - Assessment Summary
- All reporting is against the Victorian Curriculum
- Reports can be exported for manipulation outside of the platform.



Question #	Strand	Substrand	Achievement standard	Content descriptor	Student response	Correct response	Student score	Maximum score	Response type
Item 1	Measurement and geometry	Location and transformation	Level 7	VCAA99999	A	A	1	1	Multiple choice
Item 2	Number and algebra	Patterns and algebra	Level 7	VCAA99999	D	D	1	1	Multiple choice
Item 3	Number and algebra	Real numbers	Level 7	VCAA99999	E	E	1	1	Multiple choice
Item 4	Measurement and geometry	Geometric reasoning	Level 7	VCAA99999	15	20	0	1	Short answer
Item 5	Measurement and geometry	Geometric reasoning	Level 9	VCAA99999		8	0	1	Short answer
Item 6	Statistics and probability	Chance	Level 8	VCAA99999		B	0	1	Multiple choice
Item 7	Statistics and probability	Chance	Level 8	VCAA99999	80	80	1	1	Short answer
Item 8	Number and algebra	Linear and non linear relationships	Level 8	VCAA99999	5	5	1	1	Short answer
Item 9	Number and algebra	Money and financial	Level 8	VCAA99999	6600	6600	1	1	Short answer

Student Name	Student Id	Year Level	Class	Learning / Curriculum Area	Assessment Name	Delivery Mode	Status	Comment	Assessment Start Date	Test Duration
John Snow	8888_8886	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Establishing	05/11/2021	00:30
Ben Wills	8888_8887	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Establishing	05/11/2021	00:22
Andy Black	8888_8889	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Establishing	05/11/2021	00:26
Penny White	8888_8881	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Beginning	05/11/2021	00:23
Tanya Brown	8888_8882	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Establishing	05/11/2021	00:26
Jenny Matthews	8888_8883	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Establishing	05/11/2021	00:20
Jimmy Grant	8888_8884	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Beginning	05/11/2021	00:26
Bella George	8888_8885	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Not Enough Information	05/11/2021	00:13
Rose Smith	8888_8896	09	09C	Science	Science F L9-10 Chemical reactions and energy transfer	Linear	Completed	L9/10 - Establishing	05/11/2021	00:27

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

5.

Activity: Exploring DAL Mathematics assessments

Enhancing digital and data literacy skills to inform curriculum aligned planning and teaching.

DAL Mathematics

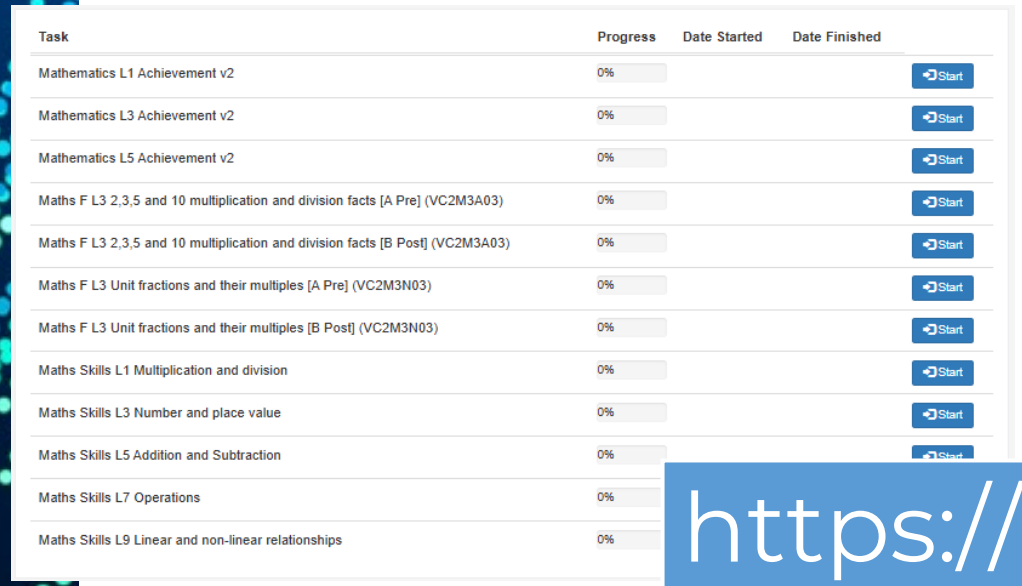
How might you use these?

When might you use these?

How do they reflect the VCAA's Principles of Assessment?

What are the nuances between the various assessment types? (Achievement Level, Skills and Focus)

Can you see examples of the differences in cognitive complexity?



Task	Progress	Date Started	Date Finished	
Mathematics L1 Achievement v2	0%			Start
Mathematics L3 Achievement v2	0%			Start
Mathematics L5 Achievement v2	0%			Start
Maths F L3 2,3,5 and 10 multiplication and division facts [A Pre] (VC2M3A03)	0%			Start
Maths F L3 2,3,5 and 10 multiplication and division facts [B Post] (VC2M3A03)	0%			Start
Maths F L3 Unit fractions and their multiples [A Pre] (VC2M3N03)	0%			Start
Maths F L3 Unit fractions and their multiples [B Post] (VC2M3N03)	0%			Start
Maths Skills L1 Multiplication and division	0%			Start
Maths Skills L3 Number and place value	0%			Start
Maths Skills L5 Addition and Subtraction	0%			Start
Maths Skills L7 Operations	0%			
Maths Skills L9 Linear and non-linear relationships	0%			

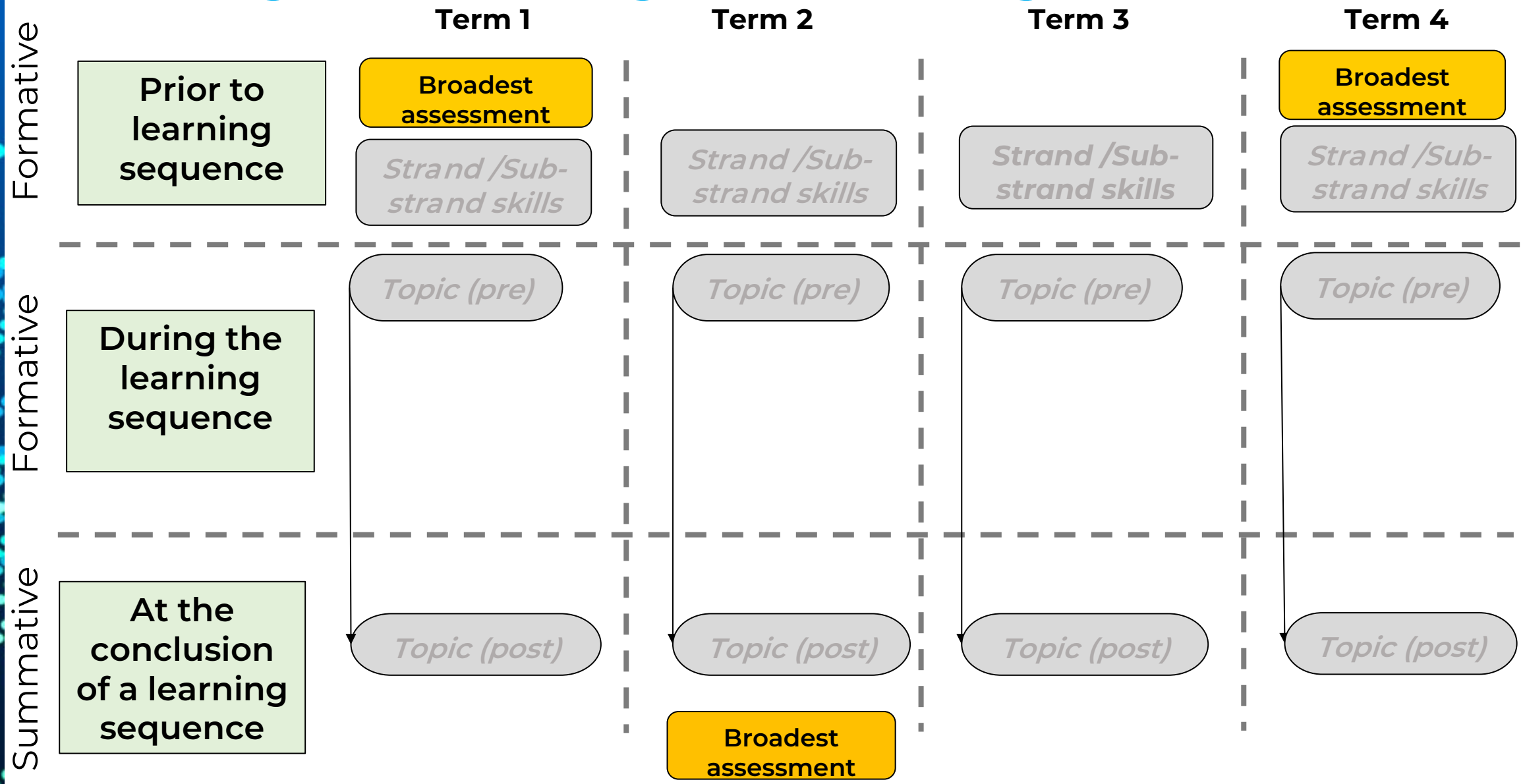
username:
MAV24DEMO1
pw: MAV24DEMO1

username:
MAV24DEMO2
pw: MAV24DEMO2

1	Promote student learning
2	Align to the curriculum
3	Support a developmental approach to teaching and learning
4	Enable all students to demonstrate their true level of development
5	Lead to valid inferences about student learning and progress
6	Support feedback that is actionable
7	Be a continuous process firmly embedded in the instructional cycle

https://dal.vcaa.vic.edu.au/student

Planning for teaching and learning



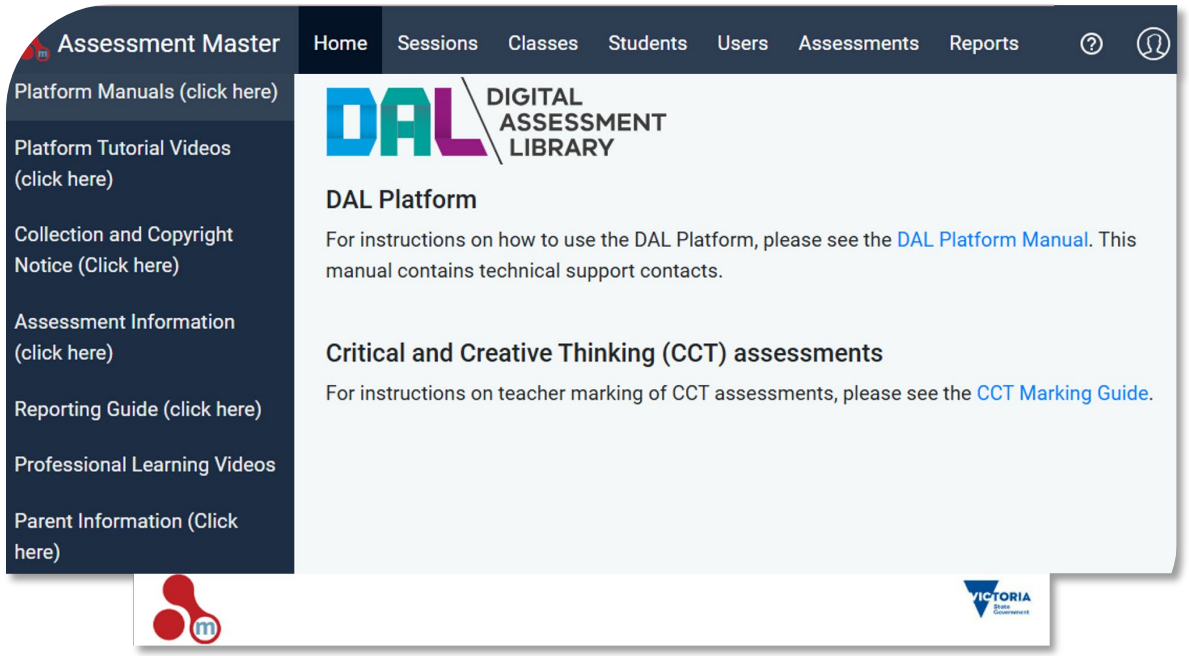
Digital Assessment Library Resources

VCAA DAL Helpdesk

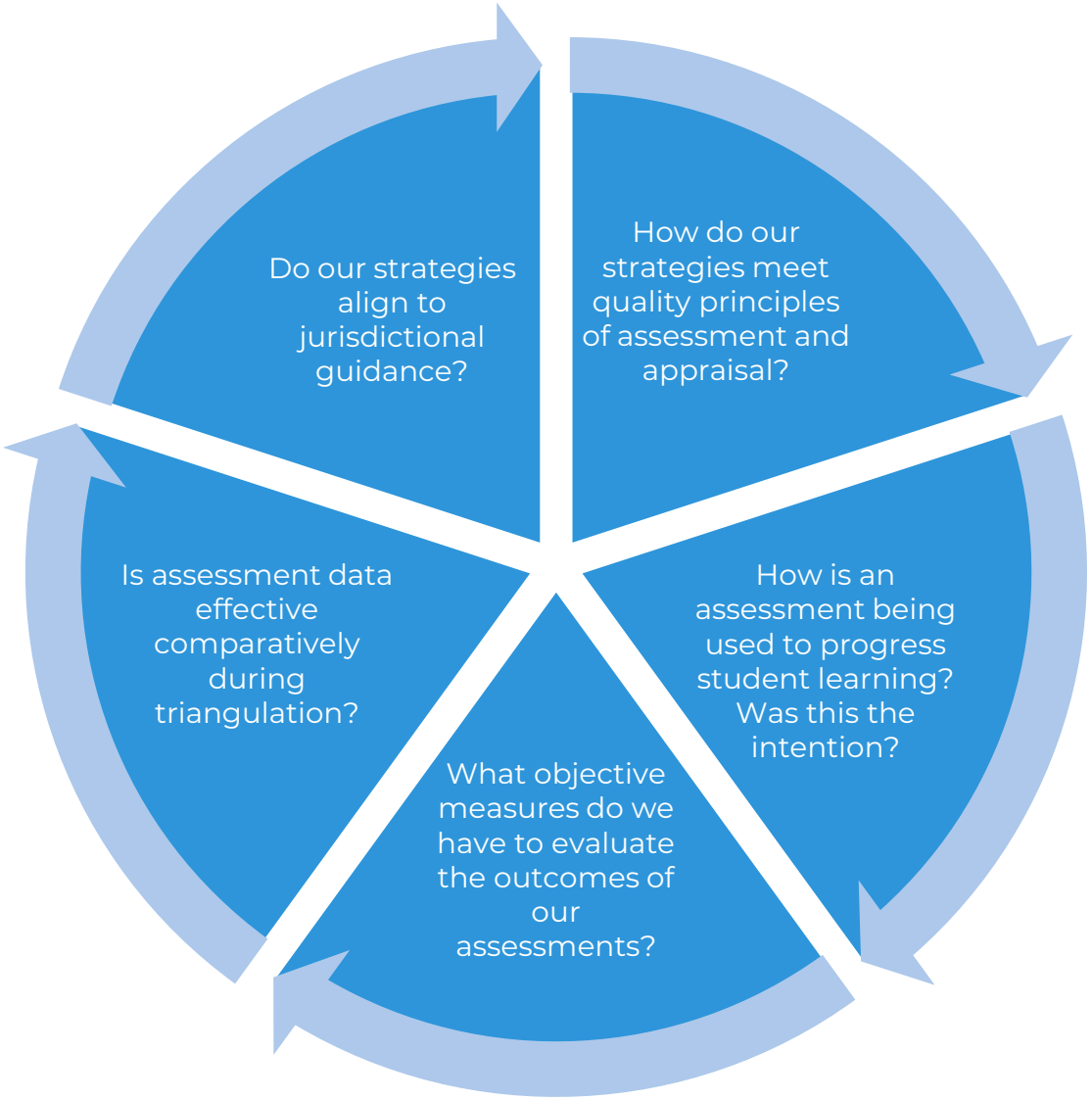
Phone: 1800 314 523

Email: vcaa.dal@education.vic.gov.au

- Platform Manual
- Catalogue
- Reporting Guide
- Tutorial Videos
- Information for Parents
- Webinars



Reflection


Do our strategies align to jurisdictional guidance?
How do our strategies meet quality principles of assessment and appraisal?
How is an assessment being used to progress student learning? Was this the intention?
What objective measures do we have to evaluate the outcomes of our assessments?
Is assessment data effective comparatively during triangulation?

Getting started

DIGITAL ASSESSMENT LIBRARY

To register your interest scan below:

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Thanks

Any questions?

You can find me at:
crystal.afitu@education.vic.gov.au
linkedin.com/in/crystal-afitu

Victorian teachers search for the DAL on the VCAA website
https://www.vcaa.vic.edu.au/assessment/f-10assessment/digital-assessment-library

Curriculum aligned and **actionable** information that directly informs **teaching** and **learning,** for improved **student outcomes.**

The DAL contains over 460 assessments across the curriculum learning areas.

Mathematics	**English**	**Science**
Health and Physical Education	**Critical and Creative Thinking**	