CURRICULUM, PEDAGOGY AND BEYOND











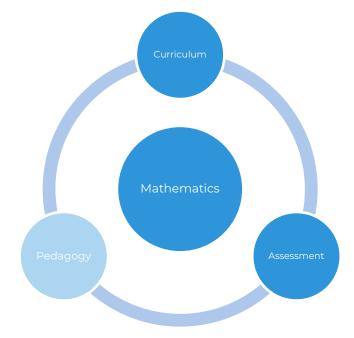


UNPACKING THE VICTORIAN CURRICULUM-MATHEMATICS 2.0 FOR SUCCESSFUL IMPLEMENTATION

Crystal Afitu Lee Gianfriddo

Victorian Curriculum and Assessment Authority

Introduction and intention





Crystal Afitu Senior Assessment Development Lead F-10 Mathematics VCAA



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 | Eng | lish | Science |
|-----------------------|-----------|------------|----------------------|
| Health and Physical I | Education | Critical a | nd Creative Thinking |

Lee Gianfriddo Assessment Project Lead F-10 Mathematics VCAA



Mathematics and the Victorian Curriculum Version 2.0

Understanding the changes and the impact of the revised curriculum



3 strands 13 Sub-strands

Proficiencies sat alongside VCv1

Mathematical processes not explicitly included

Linking AS statements and CDs at each level

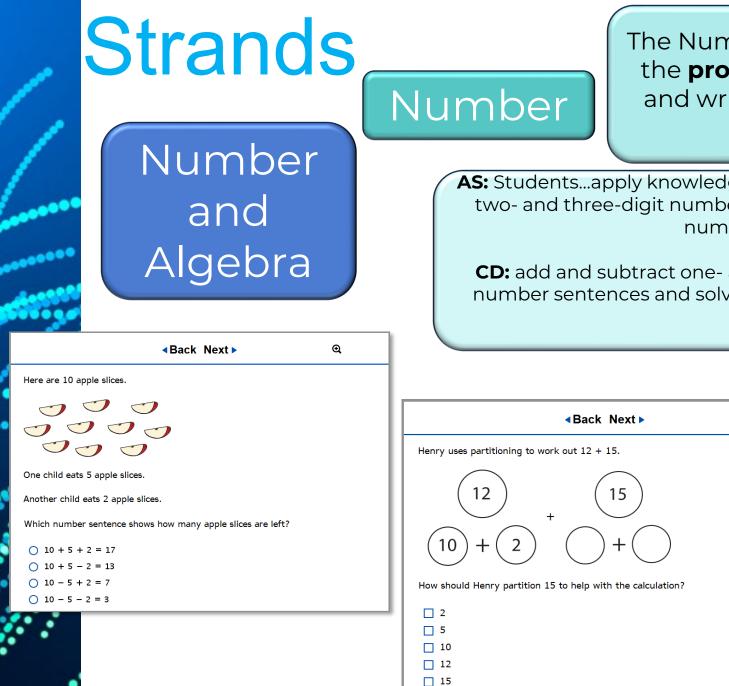
VC v 2.0

6 Strands

Proficiencies embedded in VCv2

Mathematical processes included in CDs and AS statements

Increased clarity in linking AS statements and CDs at each level



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

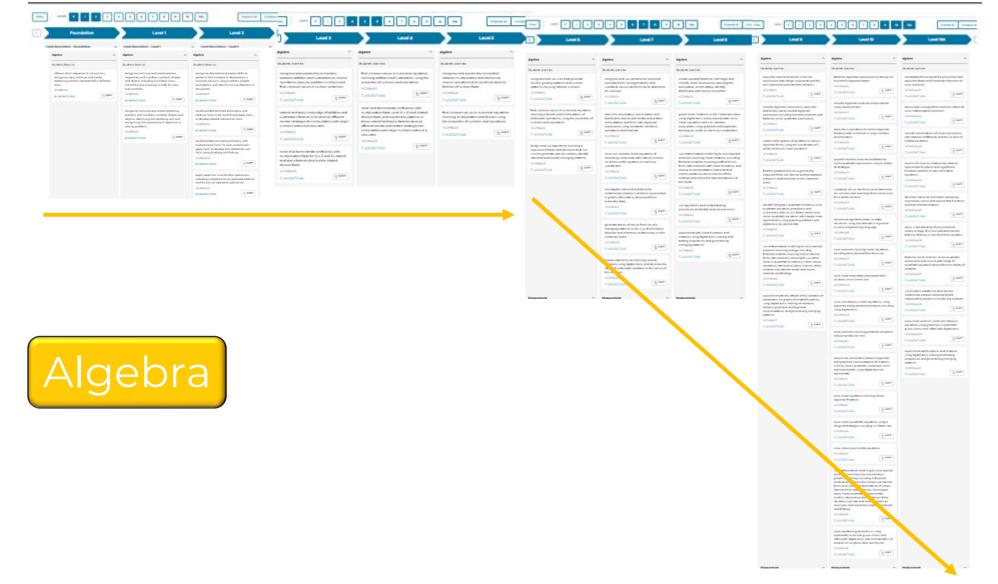
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| to work out 12 + 15. | | $\begin{array}{c ccccccccccccccccccccccccccccccccccc$ | |
| n 15 to help with the calculation? | | 6 11 12 20 | |

| and Algebra •Back Next ▶ @ 19 - 4 = | end and ve learnt ols and es to ng the atterns |
|--|---|
| Tom has 6 marbles. His friend gave him 5 more. How many marbles did Tom have altogether? | |
| His friend gave him 5 more. + = 19 How many marbles did Tom have altogether? - - - | Q |
| | 7 |

Strands

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Strands

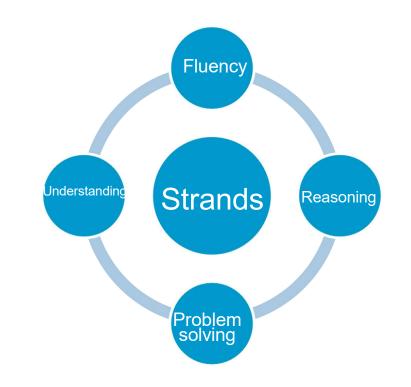


Mathematical proficiencies

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 | |
| 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 | Understanding, Fluency |

Mathematical proficiencies

Achievement Standard

They **choose** rounding and estimation **strategies to determine** whether results of calculations are **reasonable**.

Content Description

choose and use estimation and rounding to check and **explain the reasonableness** of calculations, including the results of **financial transactions**

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.

VC2M4N07

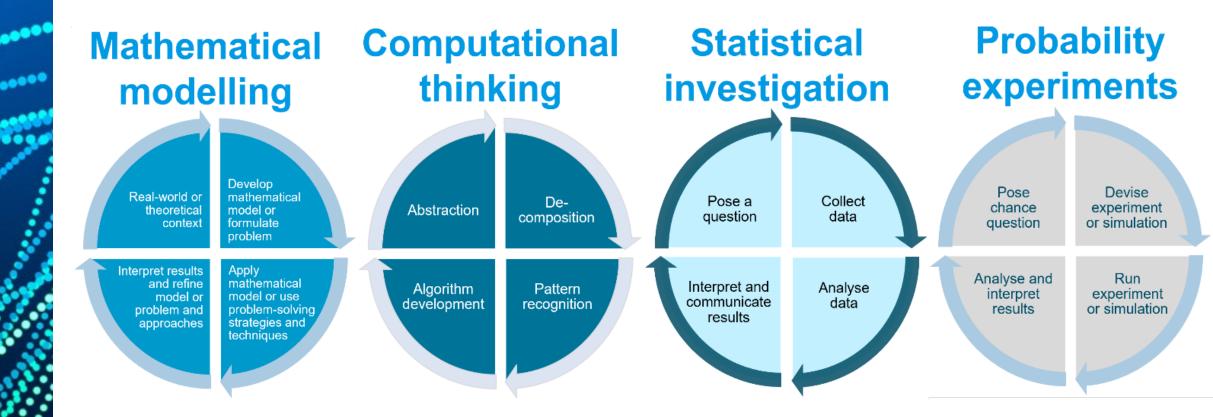
choose appropriate forms of display or visualisation for a given type of data; justify selections and interpret displays for a given context

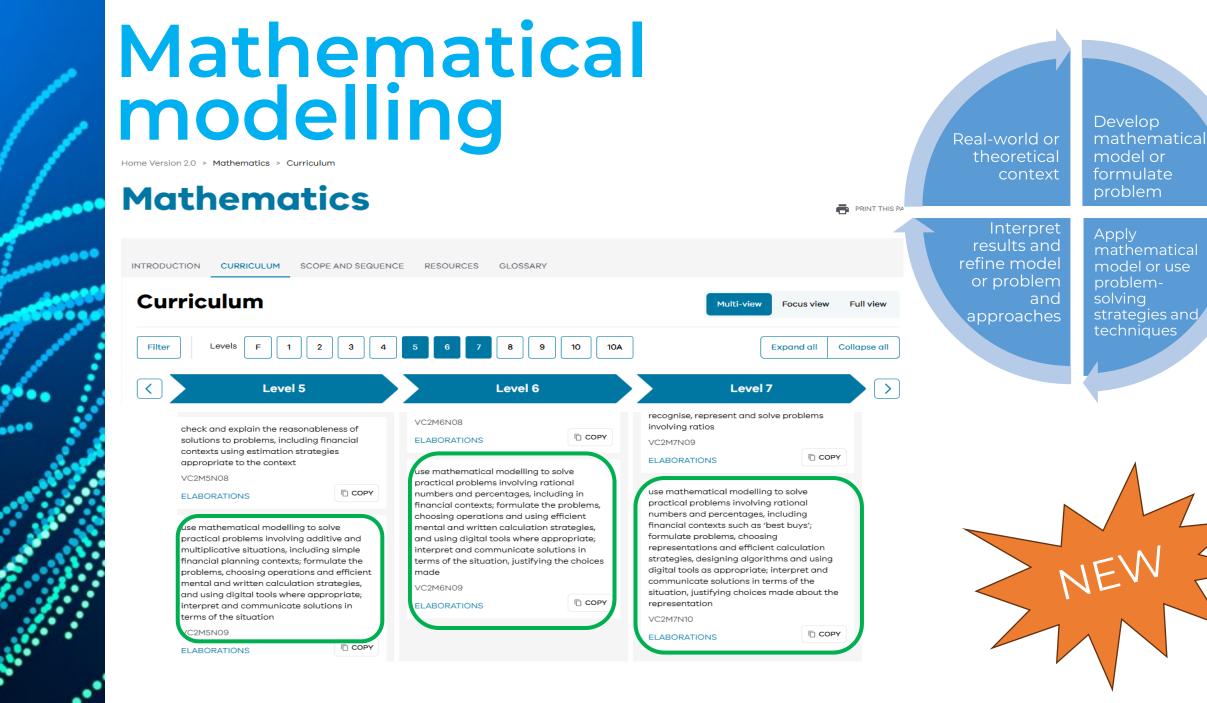
VC2M9ST04

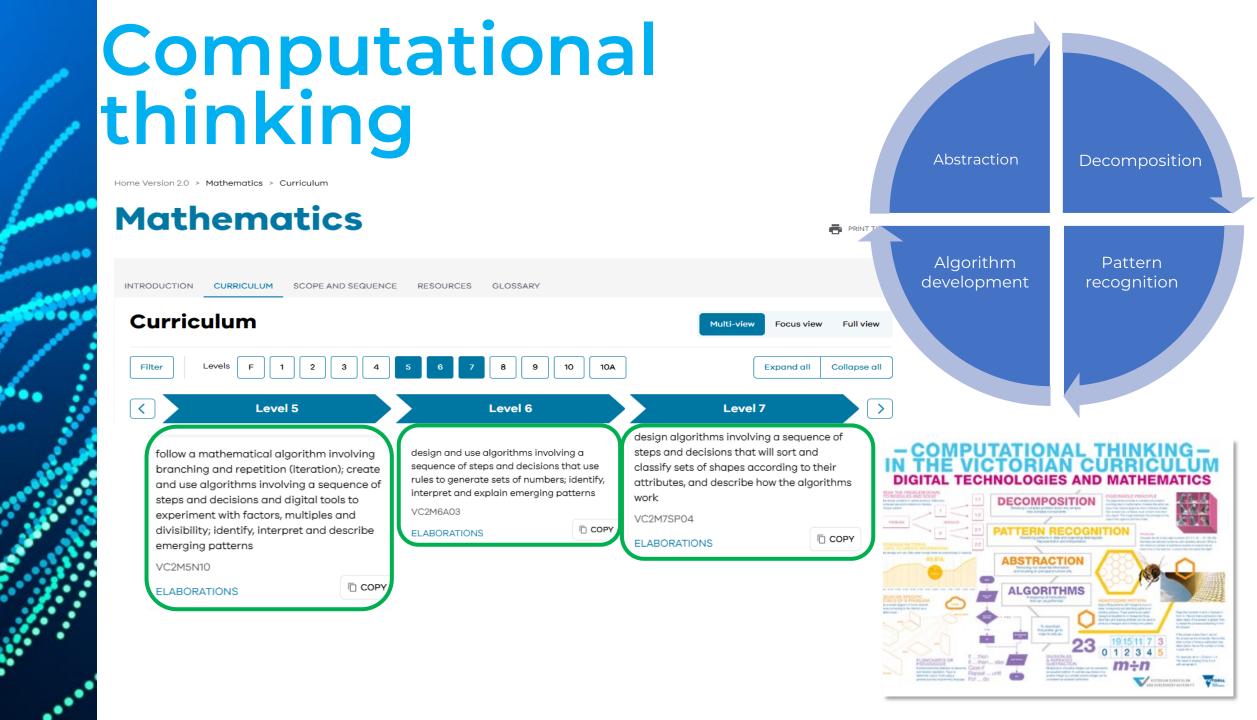
Reasoning, Problem-solving

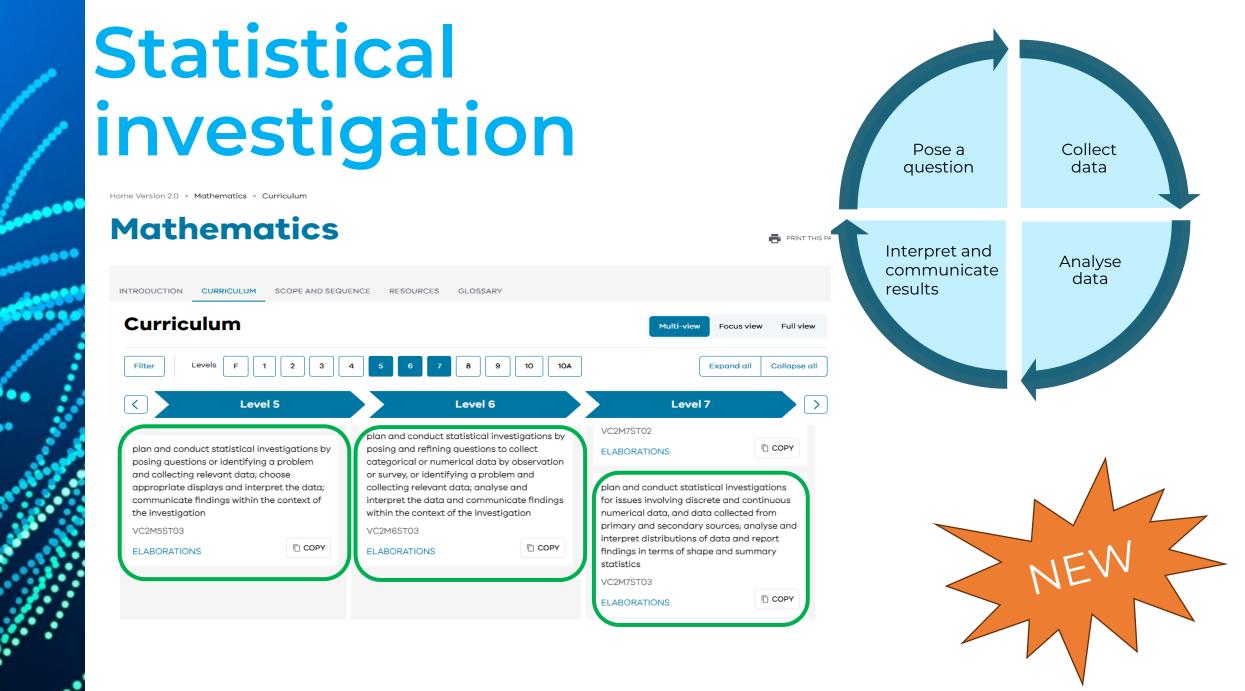
Proficiency

Mathematical Processes









Probability experiments and simulations

Home Version 2.0 > Mathematics > Curriculum

Mathematics



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list the possible outcomes of chance experiments involving equally likely outcomes and compare to those that are not eaually likely

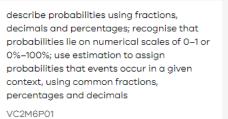
VC2M5P01

ELABORATIONS

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



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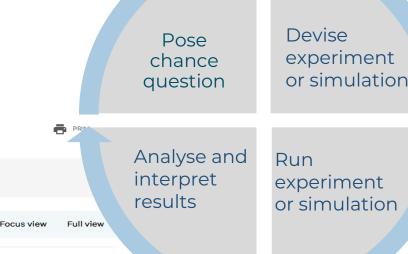
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ELABORATIONS

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



Expand all

Level 7

identify the sample space for single-stage

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

experiments; assign probabilities to the

possible outcomes and predict relative

frequencies for related experiments

VC2M7P01

outcomes

VC2M7P02

ELABORATIONS

ELABORATIONS

Collapse all

COPY

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

| | Mathematica Laural | t man tanan t | -4- | | | | | | | | |
|---|---|--|---|--|---|---|---|--|--|-----|---|
| | Mathematics Level | | | | chievement standard (AS) parag | graph for Number strand, with | numbered sentences | | | Y/N | Levels F–10: Curriculum revisions |
| | Use this curriculum area map to iden explicitly addressed within your scho | ol's teaching and learning | g plans. This template will | help you to both 1. | By the end of Level 1, studen | its connect number names, nume | erals and quantities, and order nu | mbers to at least 120. | | • | This section outlines the high-level whole-of-curriculum revisions for Mathematics |
| ۰ | map the Victorian Curriculum F-10 V | ersion 2.0 and audit your c | current teaching and lear | ning plans. 2. | They demonstrate how one- i ones. | and two-digit numbers can be pa | ritioned in different ways and tha | t two-digit numbers can be partit | ioned into tens and | • | Level 10. |
| | Instructions | | | 3. | Students partition collections | into equal groups and skip courr | t in twos, fives or tens to quantify | collections to at least 120. | | • | Refer to the Mathematics comparison of curriculums document (Version 1.0 to Ve |
| | Enter your details in the footer on page Enter the title of each teaching and | | ma of each monoing table | 4. | | g addition and subtraction of nur haring and grouping, using calcu | nbers to 20 and use mathematica | I modelling to solve practical pro | blems involving | • | VCAA website for more detailed revisions by level. |
| | Enter the due of each teaching and connections to the curriculum by ch number of the relevant sentence(s) | ecking the box of the relevan | nt content description(s) an | | addition, subtraction, equal si | nanng ano grouping, using calou | iauon strategies. | | | -1 | |
| 9 | Complete all the mapping tables, lis sentences have been covered. Deta | ting all teaching and learning | g units. Check that all achie | wement standard | chievement standard (AS) paraç | graph for Algebra strand, with | numbered sentences | | | Y/N | High level overview of Levels F–10 revisi |
| | 4. Complete the Assessment, Analysis | , . | | 5. | Students use numbers, symbol | Is and objects, including Australi | an coins, to create skip counting a | and repeating patterns, identifyin | g the repeating unit. | • | Content is now organised under 6 strands – Number, Algebra, Measurement, |
| | Hint: Use your completed curriculum ar | ea map to start populating or | r updating your curriculum | area plan. | | | | | | - 1 | Geometry), Statistics and Probability – with no sub-strands. |
| | Strand | | | Nu | mber | | | Alg | ebra | | There are clearer connections between the content descriptions and the achieved activity of the second |
| | Content description (CD) | recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number | partition one- and two-digit numbers in different ways using physical and virtual materials, including | quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and | add and subtract numbers within 20, using physical and virtual materials, part-part- whole knowledge to 10 and a | use mathematical modelling to solve practical problems involving additive situations, including simple money | use mathematical modelling to solve practical problems involving equal sharing and grouping: represent the | recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects including | recognise, continue and create repeating pattern with numbers, symbols, shapes and objects, | • | The 4 proficiencies of Understanding, Fluency, Reasoning and Problem-solvi into the content descriptions and achievement standards, which now more cle proficiencies. |
| 6 | | lines and charts VC2M1N01 | partitioning two-digit numbers into tens and <u>ones</u> VC2M1N02 | skip counting VC2M1N03 | variety of calculation strategies VC2M1N04 | transactions; represent the situations with diagrams, physical and virtual materials; use calculation strategies to solve the problem | situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem | Australian coins, formed by skip counting, initially by twos, fives and <u>tens</u> VC2M1A01 | identifying the repeating and recognising the importance of repetition solving problems | | Levels F–6 revisions The Probability strand commences at Level 3. |
| Ĉ | Teaching an Teaching | and lear | ning unit: | 8.2.7 Pv | thagoras | | | olications | | | The robushy stand commences at Level 3. There is greater emphasis on the processes of mathematical modelling and, it |

Mathematics, Level 8

Overview, including Victorian Curriculum F-10 links

| Des | cription of the teaching and learning unit | Cohort considerations (in relation to this teaching and learning unit) |
|------|---|--|
| This | unit covers: | 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 |
| • | the recognition, demonstration and proof of Pythagoras' theorem, and its use to calculate side lengths in right-angled triangles | and square roots of numbers. |
| • | application of the theorem to solve practical problems involving lengths and distances in the plane | 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. |
| • | Pythagorean triples. | Manipulatives, measurement, drawing and digital tools can be used to support differentiation for the |
| The | unit is planned as 8 lessons of 45–50 minutes duration over a period of approximately 2 weeks. | 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 trols that also demonstrate the working and steps in |

solution processe

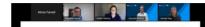
-10 Mathematics Version 2.0 webinars

This page provides recordings of our recent webingrs 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



Offers student the opportunity to encape with essential knowledge and skills with cts the expertise and feedback of our teacher ent standards that are les Im revisions for Mathematics Version 2.0 Foundation to document (Version 1.0 to Version 2.0) document on the evisions to the F–10 Mathematics

els F–10 revisions

- mber Algebra Measurement Space (formerly ub-strands.
- ent descriptions and the achievement standards Reasoning and Problem-solving have been embedded tandards, which now more clearly articulate the
- here 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 kev skills
- · Play- and exploration-based content is included across Foundation to Level 2



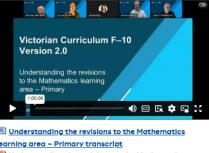
| Student Login | |
|---------------|--|
| Username | |
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Loair

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



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

Resources

This page contains links to resources and professional learning to support educators to become familiar with the Victorian Curriculum E-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. Mathematic



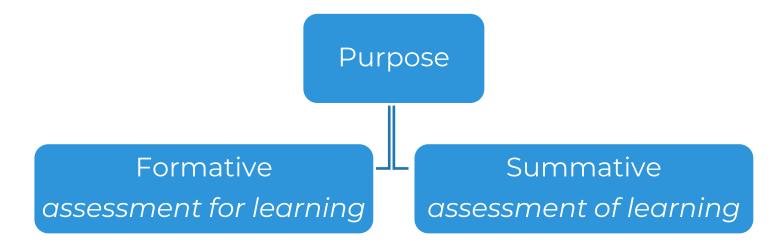


Principles of quality assessment

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



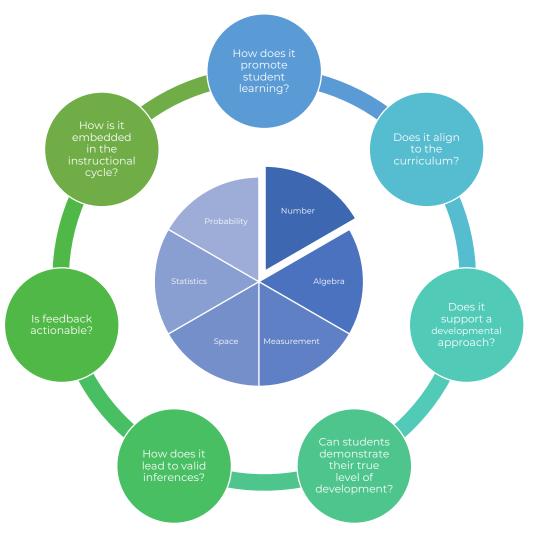
Appraising assessments

A process for onbalanced 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?

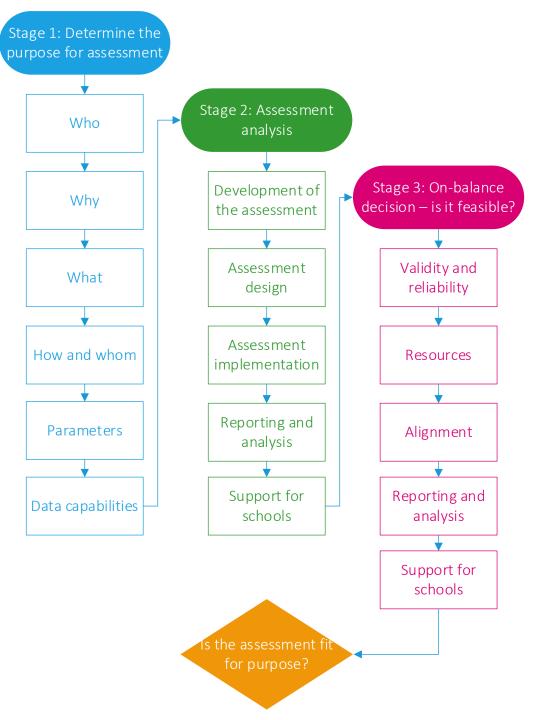


Is it fit for purpose?

Stage 1: Determine the purpose for assessment

Stage 2: Assessment analysis

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





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.

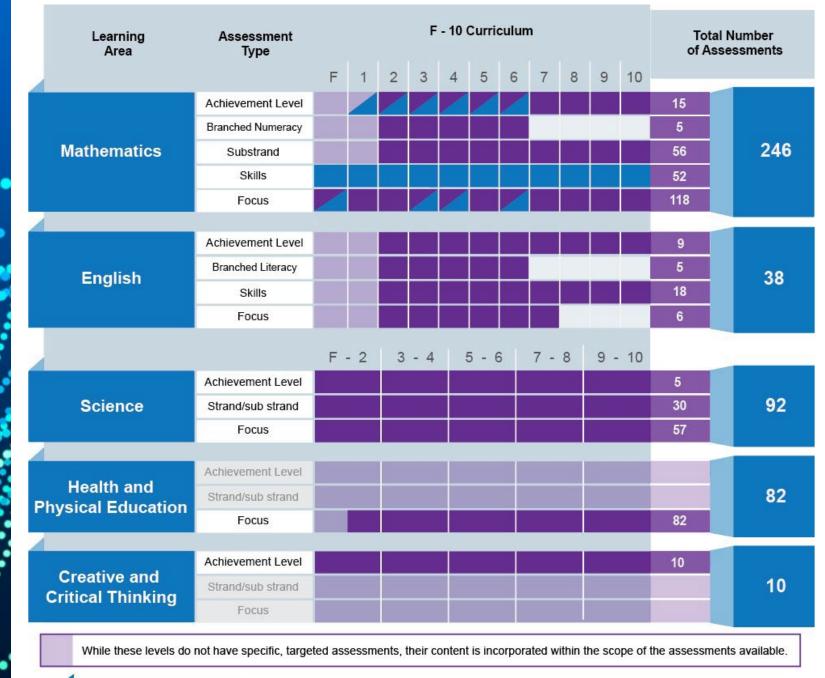
Assessments are linear, with selected branched assessments now available.

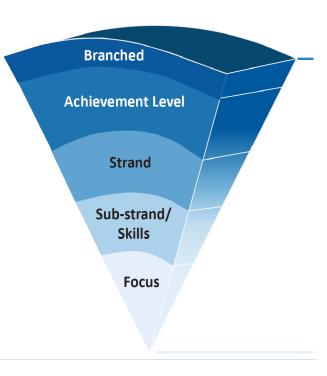
Curriculum aligned and actionable information that directly informs teaching and learning, for improved student outcomes.

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

| Mathematics | ematics English Science | | |
|-----------------------|-------------------------|------------|----------------------|
| Health and Physical I | Education | Critical a | nd Creative Thinking |





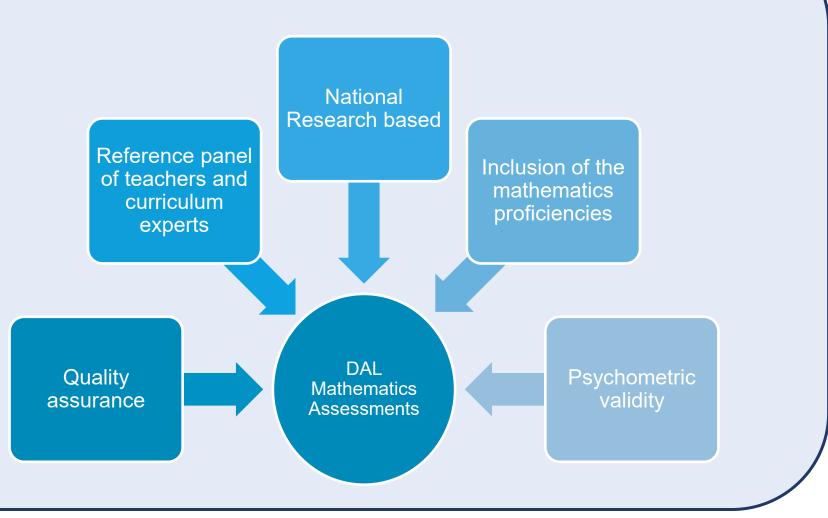


Victorian curriculum version 2.0

5

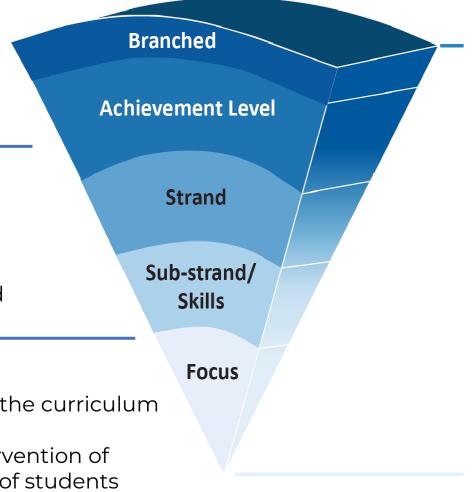
DAL Assessment Development

Victorian Curriculum F-10

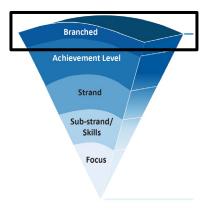


DAL Assessment Types

- 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



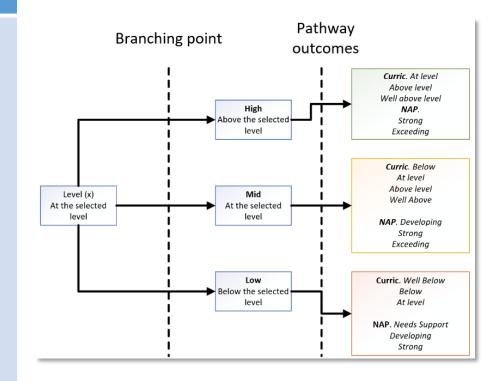
Branched Numeracy Assessments Levels 2 to 10



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

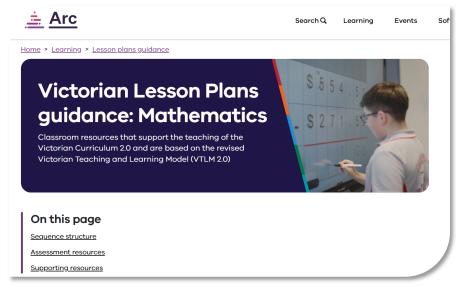
Skills Assessments Levels F to 10

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

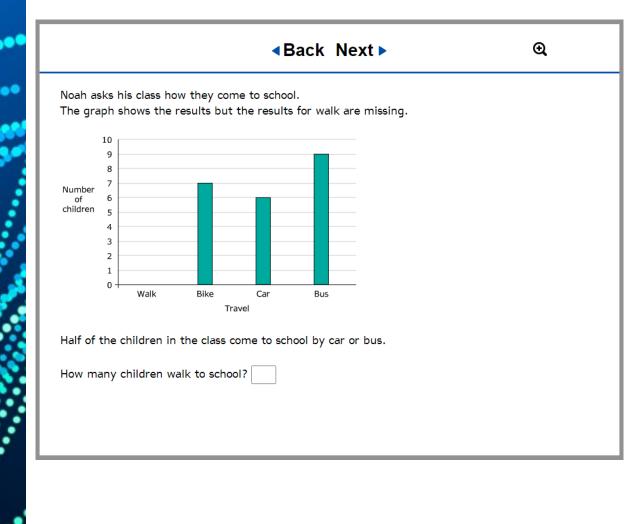


Focus

Focus assessments

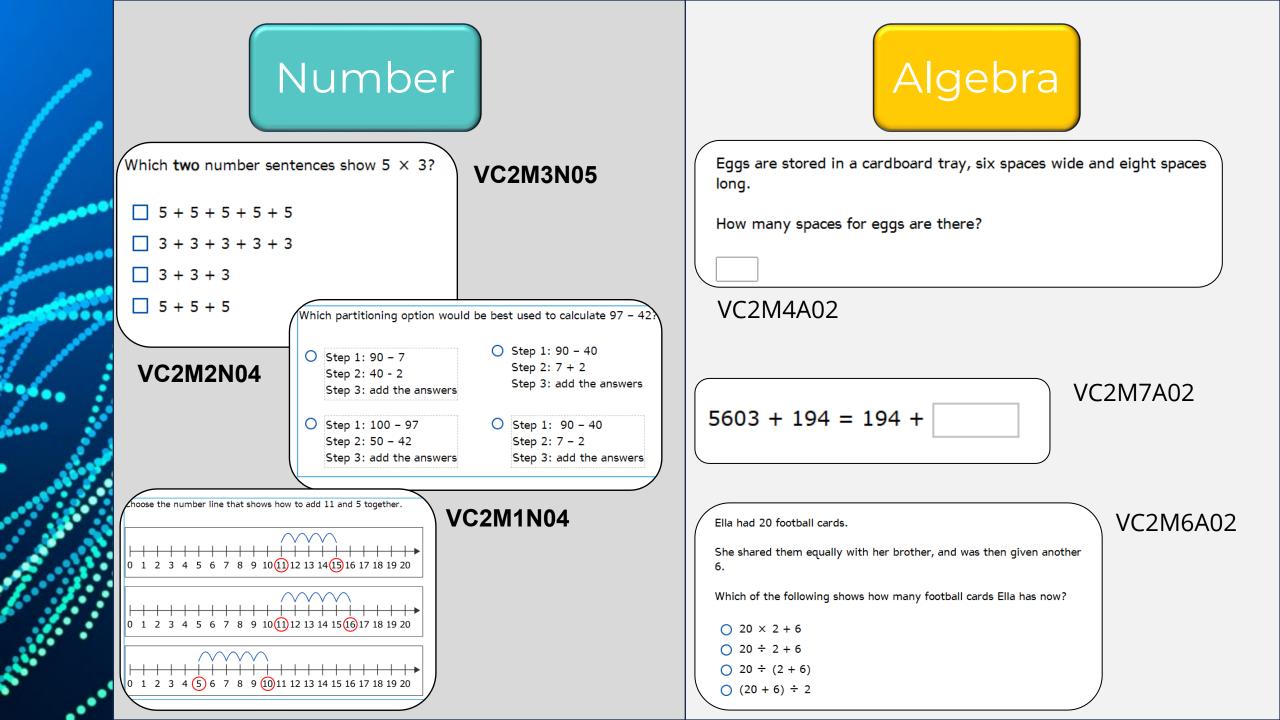
- explicitly link to Content Descriptions and linking Achievement Standard statements
- have been developed as a Set, Set A (Pre) and Set B (Post)
- can be administered as required to complement existing teaching and learning cycles
- currently only available in the Number and Algebra strand
- provides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

Curriculum Alignment



| Mainematics - | |
|--------------------------------------|--|
| 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 |

Mathematics – Level 5



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 | Achievemer standard | nt Content descriptor | Student response | Correct response | Student score | Maximum score | Response type | | | | | | | | | | |
|------|---------------|-------------------------------------|--|-------------------------------|---|---|---|---|--|---|---|---------------------------------------|---|------------------------------|--------------|----------------------|-----------------------|---------------|-------------|--|
| | Item 1 | Measurement nt and geometry | e Location and transformation | Level 7 | VCAA99999 | A | A | 1 | 1 | Multiple choice | | | | | | | | | | |
| | Item 2 | | d Patterns and algebra | Level 7 | VCAA99999 | D | D | 1 | 1 | Multiple choice | | | | | | | | | | |
| | Item 3 | Number an algebra | d Real numbers | ⁸ Level 7 | VCAA99999 | E | E | 1 | 1 | Multiple choice | | | | | | | | | | |
| | <u>ltem 4</u> | nt and | e Geometric reasoning | Level 7 | VCAA99999 | 15 | 20 | 0 | 1 | Short answer | | | | | | | | | | |
| | Item 5 | nt and | e Geometric reasoning | Level 9 | VCAA99999 | | 8 | 0 | 1 | Short answer | | | | | | | | | | |
| | <u>ltem 6</u> | geometry Statistics and | Chance | Level 8 | VCAA99999 | | в | 0 | 1 | Multiple choice | | | | | | | | | | |
| | Item 7 | probability Statistics and | Chance | Level 8 | VCAA99999 | 80 | 80 | 1 | 1 | Short answer | | | | | | | | | | |
| | Item 8 | probability Number an algebra | d Linear and non linear | Level 8 | VCAA99999 | 5 | 5 | 1 | 1 | Short answer | | | | | | | | | | |
| | <u>Item 9</u> | Number an algebra | relationships d Money and financial | Level 8 | VCAA99999 | 6600 | 6600 | 1 | 1 | Short answer | | | | | | | | | | |
| - | | | m | | | | | | | | | | | | | | | | | |
| | | | | lacettes the lacettes the | la caffe and yitradi. In work yitradi. In some and yitradi. | Identify the precise Analyse multiple Identify contrasting Userity the complex | tife character trads life character trads Avaiyes a conplex Identity the use of | laterpet a figuative laterpet tre use of Synthesiae a short | landly the use of Synthesise two tests later homes | Accely the use of a Accelored a section of Islandy the meaning Islandy the meaning Systemise an Denelly an economic | Identify the Inter a within sport Identify a sprongen Autopat from a mort | Recognise the Locale intomation | Interpret the effect Identity the style of a | specify the bass in a | box (thereis | fecogress the former | Evaluates information | Summarise and | | |
| | | | | VCM888 | VCM4889 VCM4889 VCM4889 VCE9894 | VCE99944 VCE9994C VCE19994C | VCELSORMS VCELSORMS VCEDSORMS | VCERRINE VCERRINE | VCESSISA | VCIL0006 VCIL0006 VCIL0006 VCIL0006 | VCB984C VCE9694C VCE96941 | VCENNING | VCENNIM | VCENNIM | VCENNIK | VICENDER | VIIIII | VCCMMM | | |
| | | | STUDENT NAME toda Lee anny Grant anny White Gen Wong With Hung Diver Tan ben Osen Lee Snow att Green Dates Brook | 01(00(0)) | 1 1 | 0 1 1 1 1 0 | 0 1 | 0 0 0 0 0 1 1 1 1 1 1 0 1 0 1 0 1 0 1 0 | | 0 0 1 | (0001)050 1 1 1 1 0 | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 1 1 0 0000 | 0 0 0 0 0 0 1 1 1 0 20 (200) | | | | | TOTAL SCORE | stu 4 3 3 3 2 2 1 1 1 |
| | | | | Learning / | | | | | | | | | 3 3 | 3 | 3 3 | 2 1 | 1 | 1 | | |
| | udent Name | Student Id Le 8888_8886 0 | vel Class | Curriculum Area Science | Assessment Name Science F L9-10 Chemical reactions and | Delivery Mode Linear | Status Completed | Com L9/10 - Es | ment tablishing | Assessment Start Date 05/11/2021 | Test Duration 00:30 | | ľ | | | | | | | |
| Ben | Wills | 8888_8887 0 | 9 09C | Science | energy transfer Science F L9-10 Chemical reactions and | Linear | Completed | L9/10 - Es | stablishing | 05/11/2021 | 00:22 | | | | | | | | | |
| And | ly Black | 8888_8889 0 | 9 09C | Science | energy transfer Science F L9-10 Chemical reactions and | Linear | Completed | L9/10 - Es | stablishing | 05/11/2021 | 00:26 | | | | | | | | | |
| Pen | iny White | 8885_8881 0 | 9 09C | Science | energy transfer Science F L9-10 Chemical reactions and | Linear | Completed | L9/10 - B | Beginning | 05/11/2021 | 00:23 | | | | | | | | | |
| Tany | iya Brown | 8888_8882 0 | 9 09C | Science | energy transfer Science F L9-10 Chemical reactions and | Linear | Completed | L9/10 - Es | stablishing | 05/11/2021 | 00:26 | | | | | | | | | |
| Jenn | ny Matthews | 8888_8883 0 | 9 09C | Science | energy transfer Science F L9-10 Chemical reactions and energy transfer | Linear | Completed | L9/10 - Es | stablishing | 05/11/2021 | 00:20 | | | | | | | | | |
| | my Grant | 8888_8884 0 | 9 09C | Science | Science F L9-10 Chemical reactions and energy transfer | Linear | Completed | L9/10 - B | leginning | 05/11/2021 | 00:26 | | | | | | | | | |
| Jimn | | | | | | | | | | | | | | | | | | | | |
| | a George | 8888_8885 0 | 9 09C | Science | Science F L9-10 Chemical reactions and energy transfer | Unear | Completed LS | 9/10 - Not Eno | ugh Informatio | on 05/11/2021 | 00:13 | | | | | | | | | |



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?

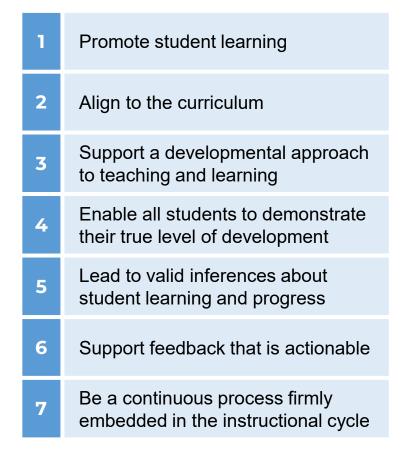
What are the nuances between the various assessment types? (Achievement Level, Skills and Focus)

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% | | | |
| | | | | |

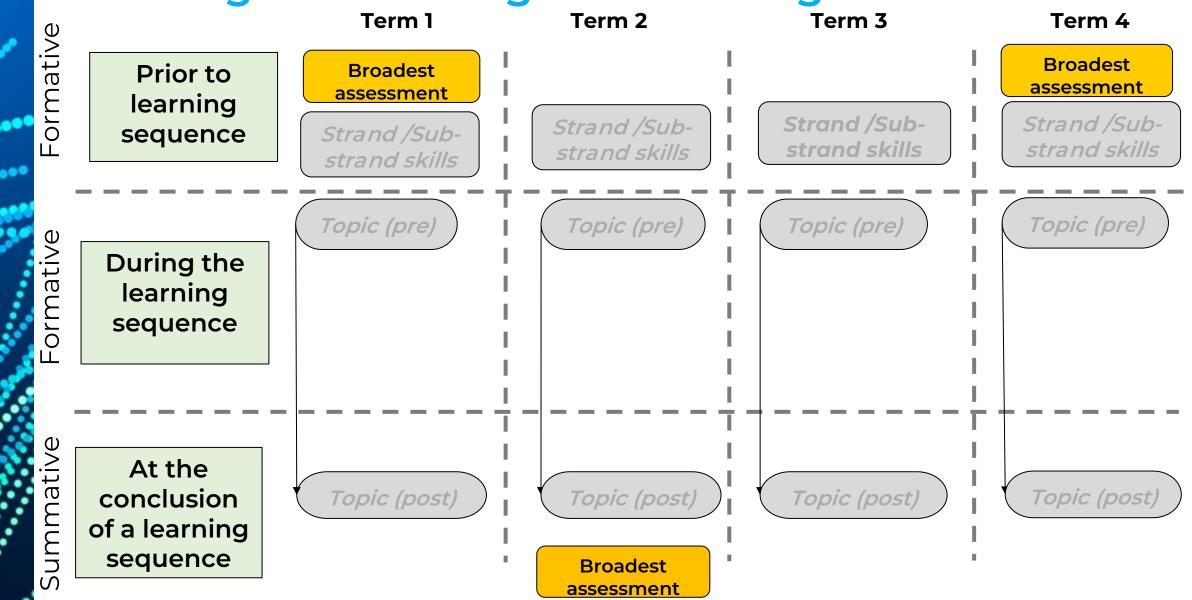
Maths Skills L9 Linear and non-linear relationsh

username: MAV24DEMO1 pw: MAV24DEMO1 username: MAV24DEMO2 pw: MAV24DEMO2



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



| Assessment Master | Home | Sessions | Classes | Students | Users | Assessments | Reports | 0 | 0 |
|---|--|--------------|-------------|-------------------------------|-----------|-------------------|----------------------------------|----------|-------|
| Platform Manuals (click here) | | | | MENT | | | | | |
| Platform Tutorial Videos (click here) | | | | RY | | | | | |
| | DAL | Platform | | | | | | | |
| Collection and Copyright Notice (Click here) | | | | e the DAL Pla pport contac | | ease see the DAL | Platform Ma | nual. Th | is |
| Assessment Information | | | | | | | | | |
| (click here) | Critical and Creative Thinking (CCT) assessments | | | | | | | | |
| Reporting Guide (click here) | For ins | tructions or | n teacher m | arking of CC | T assessi | nents, please see | e the CCT Ma | rking Gu | iide. |
| Professional Learning Videos | | | | | | | | | |
| Parent Information (Click | | | | | | | | | |
| here) | | | | | | | | | |
| | | | | | | | VICTORIA Base Contractoria | | _ |

Reflection

Do our strategies align to jurisdictional guidance? How do our strategies meet quality principles of assessment and appraisal?

Is assessment data effective comparatively during triangulation?

> What objective measures do we have to evaluate the outcomes of our assessments?

How is an assessment being used to progress student learning? Was this the intention?

Getting started



To register your interest scan below:





Thanks

Any questions?

You can find me at: crystal.afitu@education.vic.gov.au in 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 | | | |