

St Peter's College Assessment Information

In 2023, St Peter's College implemented a new form of assessing student achievement.

Criterion Referenced Framework (CRF) is a tool designed to assess a student's progress according to capabilities from the 7-10 Victorian Curriculum.

The CRF provides valuable information to a teacher, student and parent about what a student can say, make, write and do. It clearly outlines the next step in their learning across a variety of indicators.

Additionally, in alignment with the Victorian Curriculum, you will see a grade between 0.1 to 11.0.

The intention behind this new assessment system is to ensure that students are looking at their learning progression and making adjustments to improve their outcomes before the final assessments are completed. It allows for students to have greater control of their learning journey.

Formative CRFs

The Formative CRF shows the student where they currently sit on their learning journey, and where they need to go next. The conversation with their teacher will help inform 'how' they can move along the continuum

| | | Insufficient evidence | Learners at this level can run a dance warm up. | Learners at this level consider safety. | Learners at this level consider environmental factors. | Learners at this level understand human anatomy and ability. | Learners at this level understand fitness levels and apply dance specific language and technique |
|-------------------------------|--|-----------------------------|---|---|--|--|--|
| 1.Design a safe dance warm up | 1.1 Includes cardiovascular movements | 1.1.0 Insufficient evidence | 1.1.1 Chooses cardiovascular movements | | | 1.1.2 Classifies muscles used in cardiovascular movements | 1.1.3 Compiles extension cardiovascular work for participants with higher fitness level |
| | 1.2. Includes static and dynamic stretches | 1.2.0 Insufficient evidence | 1.2.1 Chooses static and dynamic stretches | 1.2.2 Identifies the difference between static and dynamic stretching | | | 1.2.3 Differentiates static and dynamic stretches for all skill levels |
| | 1.3 Includes joint mobilisation | 1.3.0 Insufficient evidence | 1.3.1 Chooses joint mobilisation movements | | | 1.3.2 Classifies bones used in joint mobilisation movements | 1.3.3 Adapts joint mobilisation for participants with limited mobility |
| 2.Run a safe dance warm up | 2.1 Use of music | 2.1.0 Insufficient evidence | 2.1.1 Chooses music | | 2.1.2 Selects music that matches tempo of movement | | |
| | 2.2 Use of safe technique | 2.2.0 Insufficient evidence | | 2.2.1 Uses safe technique | | 2.2.2 Matches movement to personal capability | 2.2.3 Corrects participants technique |
| | 2.3 Voice projection | 2.3.0 Insufficient evidence | 2.3.1 Speaks audibly | | 2.3.2 Matches volume to music level | | |
| | 2.4 Use of dance language | 2.4.0 Insufficient evidence | 2.4.1 Speaks | 2.4.2 Selects instructional language | | | 2.4.3 Uses dance specific language |

Curriculum Links (AusVELS)

What students 'do, say, make, write'

The red boxes show the student where they sit on the learning continuum

STUDENTS WILL ENGAGE WITH FORMATIVE CRFS AT MULTIPLE TIMES THROUGHOUT THE ASSESSMENT PERIOD.

Moving Along the Learning Continuum

Students provide evidence of what they can do, say, make and write in the classroom. This evidence informs the teacher that the student is moving along the learning continuum, which is shown below (you'll notice that the red boxes are moving towards the right, indicating growth).

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