

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit 7:  
Assessing and Reporting  
Achievement of Outcomes**

**Study Guide**



Department of Education



**Australian Government**  
**AusAID**

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**For further information about the units contact the  
Teacher Education and Staff Development Division.**

# Inservice Units to Support the Implementation of the Primary Reform Curriculum

## **Unit 7: Assessing and Reporting Achievement of Outcomes**

<b>Contents</b>	<b>Page/s</b>
Secretary's Message	iv
How to use the study guide	1-4
<b>Unit introduction</b>	1- 15
❖ The Context	
❖ Duration	
❖ Prerequisites	
❖ Learning tips	
❖ The learning model	
❖ Resources	
❖ About this unit	
- The context	
❖ Unit learning outcomes	
❖ The modules	
❖ References	
Module 1: Assessment is integral to teaching and learning	1-54
Module 2: Are we accurately assessing student learning?	1-64
Module 3: Are we accurately interpreting, recording and reporting student learning?	1-50
Module 4: Implications for our practice	1-20
<b>Unit Summary</b>	1- 3
<b>Where to go from here?</b>	1
<b>Accreditation and Certification</b>	1-11
❖ The Context	
❖ Some definitions	
❖ Ways this unit can assist you	
❖ Accreditation requirements	
❖ Certification requirements	
❖ Self-assessment of progress	
<b>Learning Contract</b>	1-8
<b>Final Steps</b>	1-2

## Secretary's message


The Papua New Guinea Department of Education *In-service Management Plan 2001-2005* sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.



Dr. Joseph Pagelio  
A/Secretary for Education

## How to use the study guide

There are a number of ways you can use this study guide:

- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

### **Option 1. School-based, cluster or district learning and development**

This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following - the Head Teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

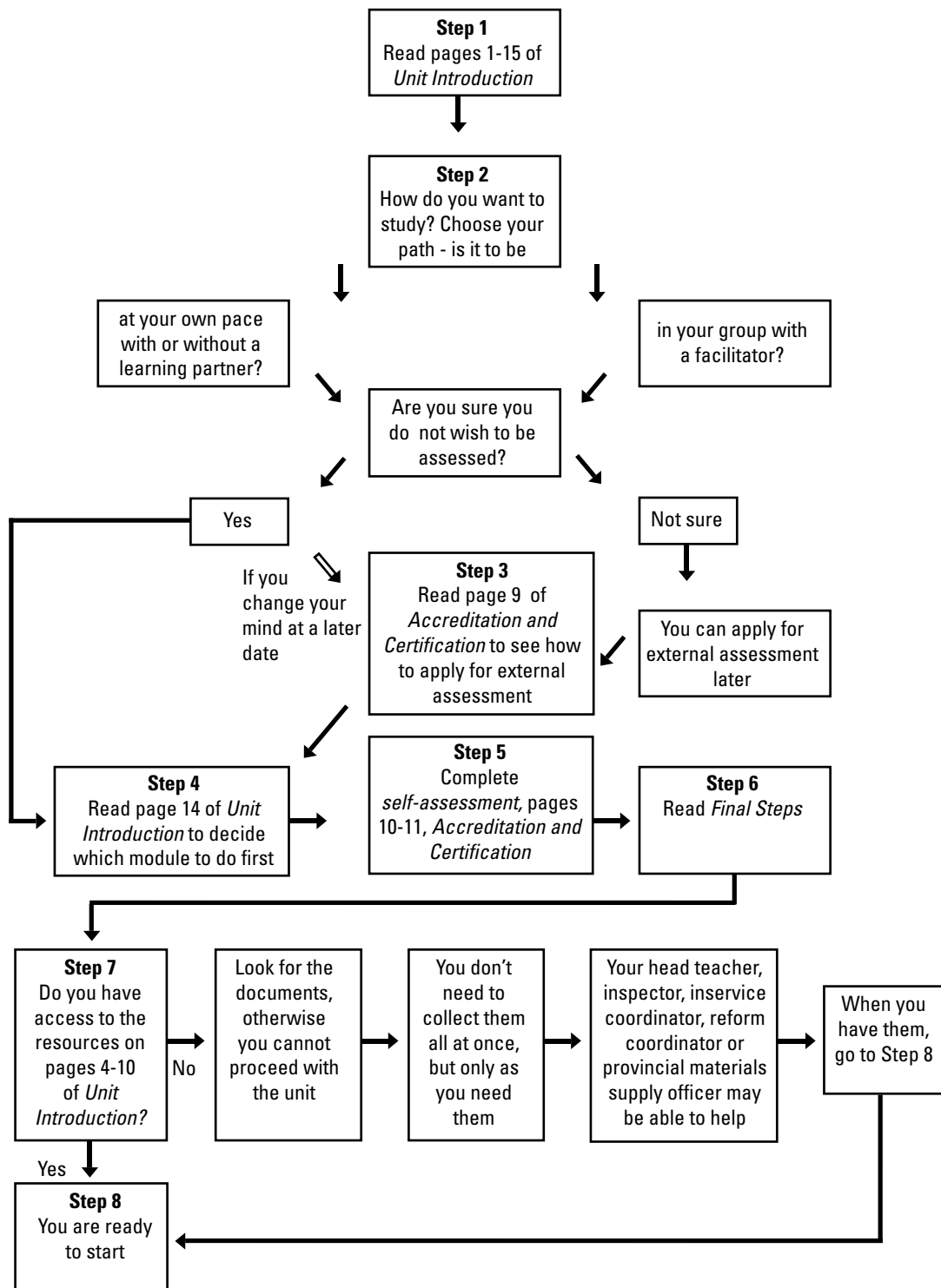
It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 13 of the *Accreditation and Certification* section can be used for this purpose.

### **Option 2. Self-improvement**

You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.

### Study Pathway Planner for Self-improvement ....

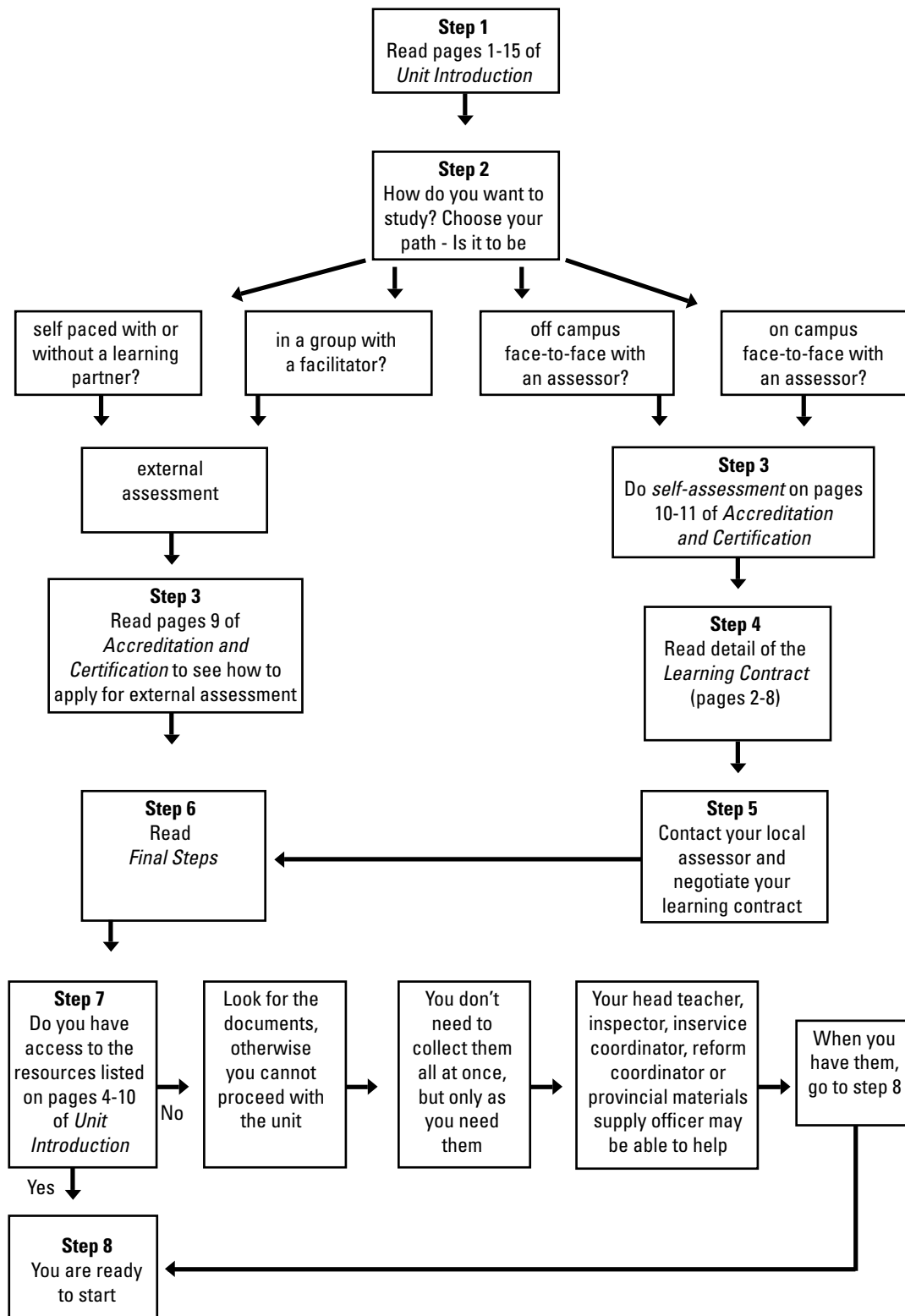


**Option 3. Improve your qualifications**

You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.

## Study Pathway Planner for Improving Qualifications...



# Unit Introduction

## The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary's Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and Indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through 'elaborations' of the outcomes. 'Suggested activities' are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a 'self-learning mode'. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your progress/learning through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term **colleague** is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 4 of *Accreditation and Certification* section of this Study Guide.)

## Prerequisites

There are no academic prerequisites for this unit.

## Duration

It is likely to take you around 48 hours to complete all *the Learn, Do, Share and Reflect* activities in a unit.

## Learning tips

Each module includes *learning, doing, sharing and reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-10. Resource 1 was sent to provinces in 2000 for distribution to schools. All other resources were sent to schools during 2003-2005.





## The learning model

The activities in this unit, using the learning model of *Learn, Do, Share and Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.

## Icons

An **icon** is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.



 <p><b>Learn (Lainim)</b></p> <ul style="list-style-type: none"> <li>• Find out more about</li> <li>• Use information to create knowledge</li> </ul>	 <p><b>Do (Wokim)</b></p> <ul style="list-style-type: none"> <li>• Do tasks</li> <li>• Practise skills</li> <li>• Apply new knowledge</li> </ul>
 <p><b>Share (Tok tok wantaim)</b></p> <ul style="list-style-type: none"> <li>• Talk to others about what you are learning</li> <li>• Discuss findings with a colleague, learning partner or group acting as a critical friend(s). Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</li> </ul>	 <p><b>Reflect (Tingim bek)</b></p> <ul style="list-style-type: none"> <li>• Think critically about what you have learnt, done and shared</li> <li>• Think about changes to your practice</li> <li>• Think about changes to your beliefs and attitudes</li> </ul> <p>Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be:</p> <ul style="list-style-type: none"> <li>- what does this mean for my practice in my current position?</li> <li>- what are the implications for the group?</li> <li>- what are the implications for the school or my classroom?</li> </ul>

## Resources

Here is a list of resource texts for use with this study guide. If you are currently teaching in the lower primary years, you may think of focusing on the lower primary syllabuses and related documents only. If you are currently teaching in the upper primary years, you may think of focusing on the upper primary syllabuses and related documents only. However, it is important that you become familiar with both sets of documents to become an effective and competent primary school teacher.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2000-2005.

At the beginning of each module, the resource books you will need for that module are identified.



1. *Primary Education Handbook, 2<sup>nd</sup> Edition*, Department of Education, 2000, Papua New Guinea



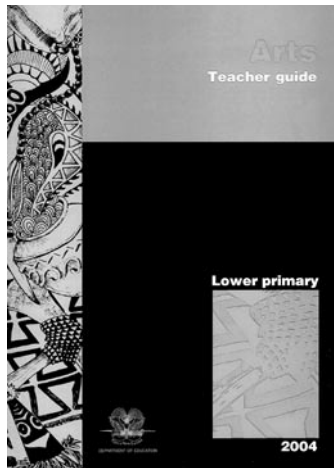
2. *National Curriculum Statement*, Department of Education, 2002, Papua New Guinea



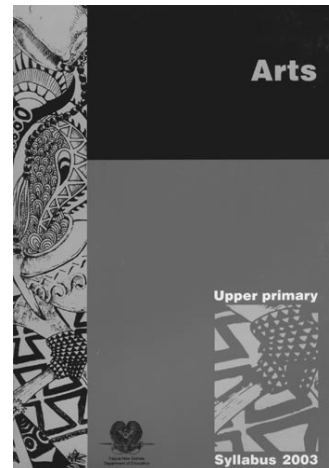
3. *National Assessment and Reporting Policy, 2003*, Department of Education, Papua New Guinea



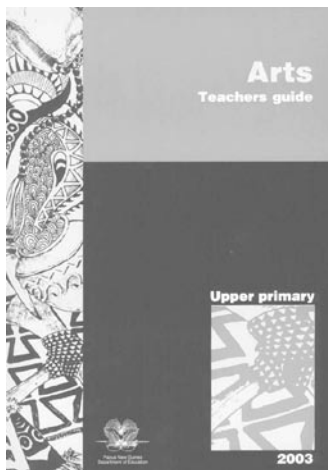
4. *Arts, Lower Primary Syllabus, 2004* Department of Education, Papua New Guinea



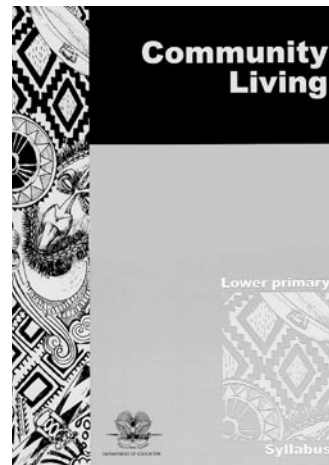
5. *Arts Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



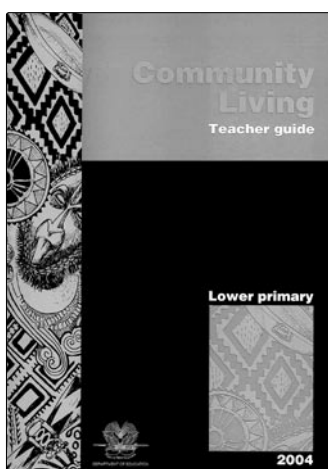
6. *Arts, Upper Primary Syllabus 2003*, Department of Education, Papua New Guinea



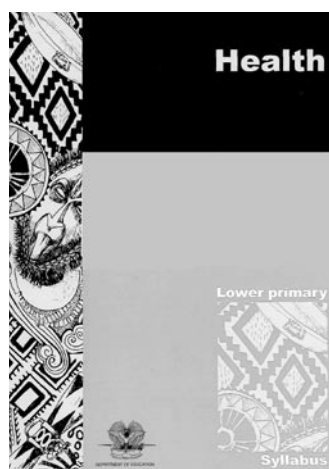
7. *Arts Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



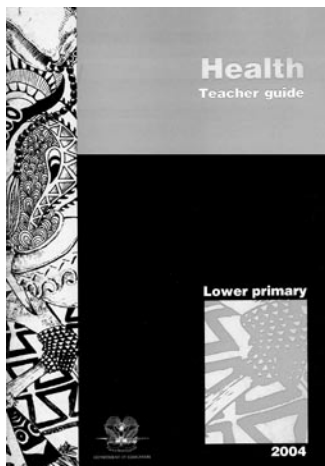
8. *Community Living, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



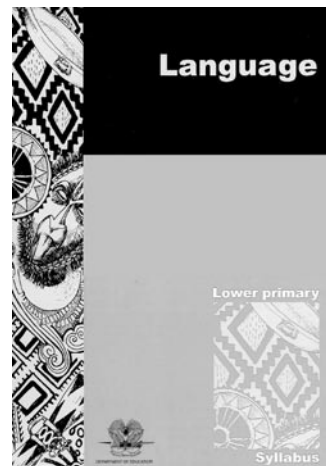
9. *Community Living Teachers Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



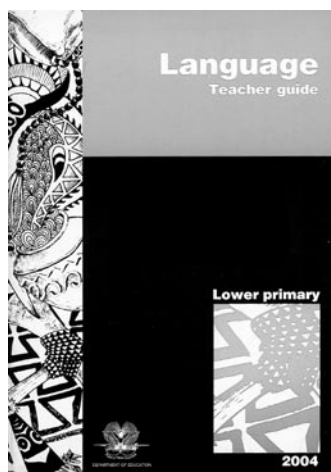
10. *Health, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



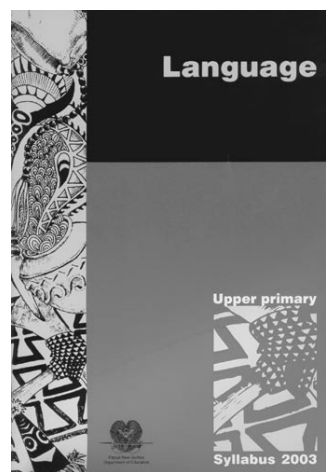
11. *Health Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



12. *Language, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



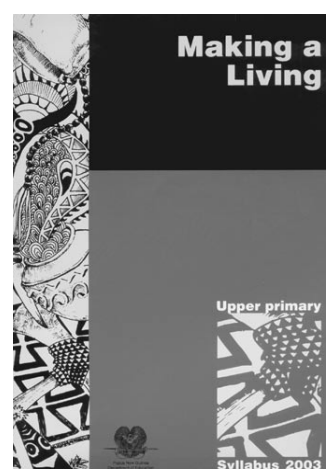
13. *Language Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



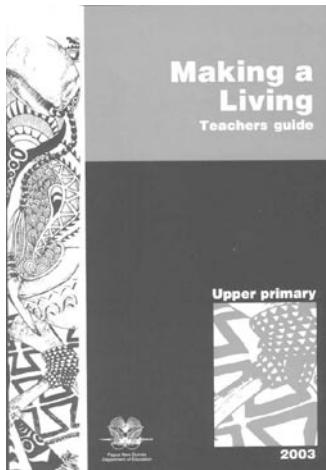
14. *Language, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



15. *Language Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



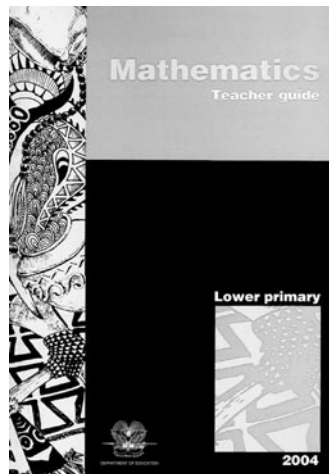
16. *Making a Living, Upper Primary Syllabus 2003*, Department of Education, Papua New Guinea



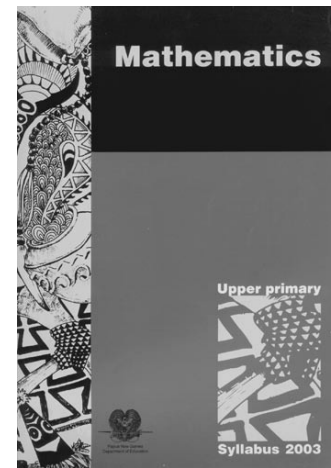
17. *Making a Living Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



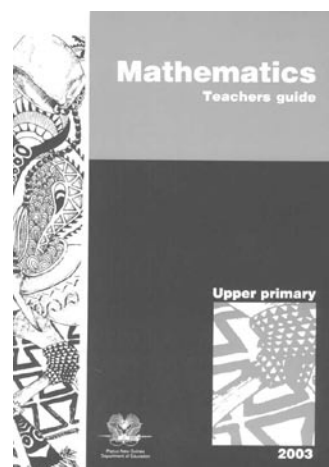
18. *Mathematics, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



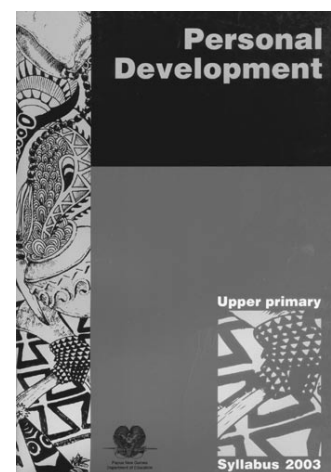
19. *Mathematics Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



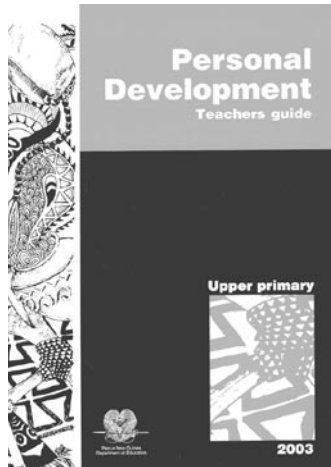
20. *Mathematics, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



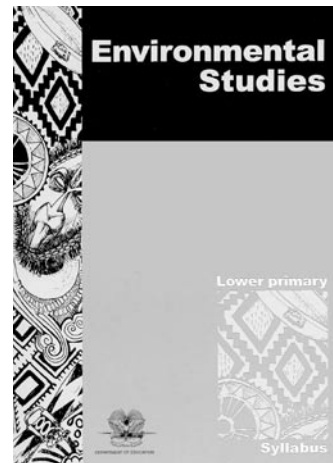
21. *Mathematics Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



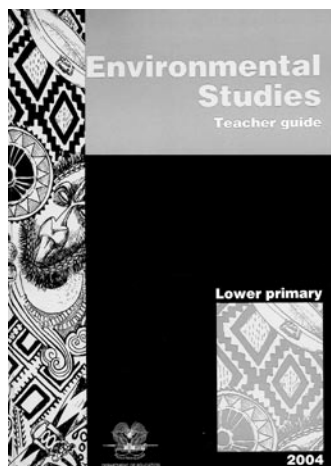
22. *Personal Development, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



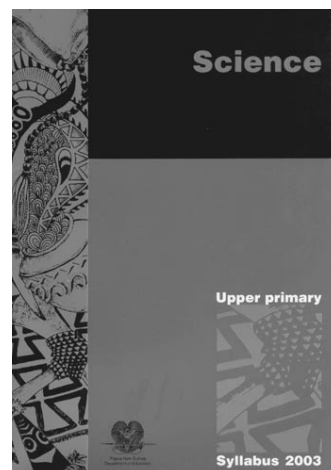
23. *Personal Development Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



24. *Environmental Studies, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



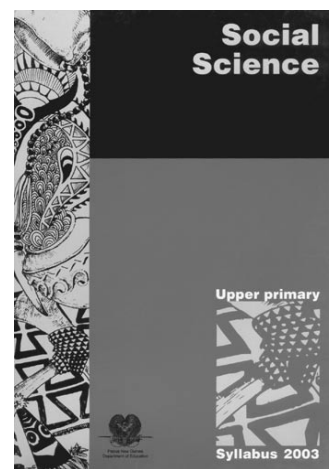
25. *Environmental Studies Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



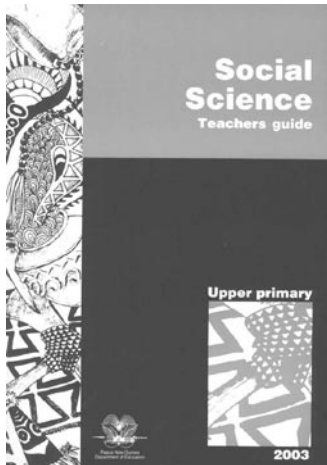
26. *Science, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



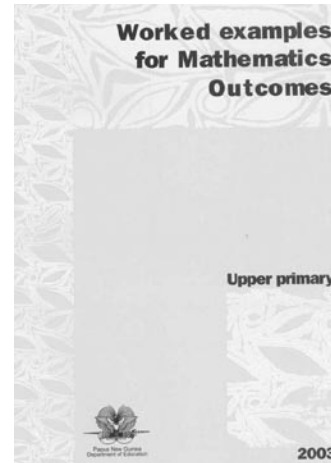
27. *Science Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



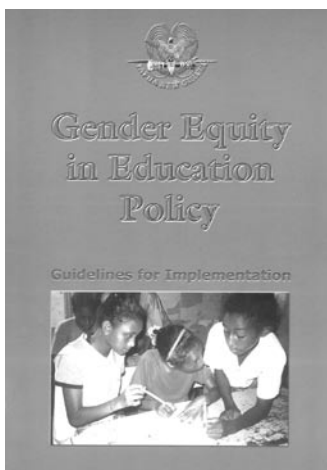
28. *Social Science, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



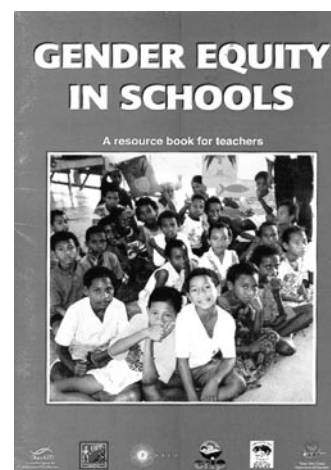
29. *Social Science Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



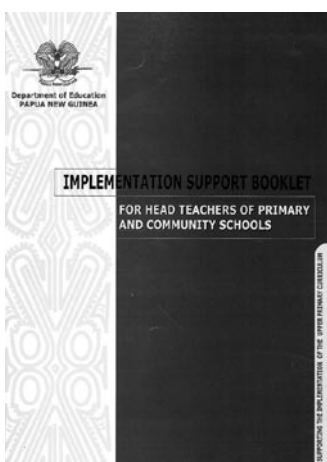
30. *Worked example for Mathematics Outcomes Upper Primary, 2003*, Department of Education, Papua New Guinea.



31. *Gender Equity in Education Policy, 2003*, Department of Education, Papua New Guinea.



32. *Gender Equity in Schools: A resource book for teachers, 2003*, Department of Education, Papua New Guinea



33. *Implementation Support booklet for Head teachers of Primary and Community School, Department of Education, Papua New Guinea, 2003*



## About this unit

### The context

As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation.

The in-service units in the set are:

Unit 1: Philosophy of Curriculum Reform

Unit 2: Learning Area: Culture and Community

Unit 3: Learning Areas: Language and PD

Unit 4: Learning Areas: Mathematics and Science

Unit 5: Outcomes-based Planning and Programming

Unit 6: Learning and Teaching for Outcomes

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit 8: Bridging to English

Unit 9: Vernacular Literacies

In this unit, *Unit 7: Assessing and Reporting Achievement of Outcomes*, we begin by acknowledging that:

- the interplay between teaching and learning, assessment and reporting is complex and dynamic
- teachers make a difference to the learning of students
- the need for quality in education is paramount
- the key to improved educational outcomes is teacher effectiveness
- the needs of your school will depend on how much it has already achieved and how far it has to go
- different schools will be at different points of implementation and will need different processes and information.

The implications for you, as a teacher, is that you are now responsible for:

- judging what students can do and at what grade level they are working
- articulating what students know, understand and can do with the next steps in your program
- developing learning and teaching processes that enable students to maximise their learning and proceed to the next grade level
- diagnosing the learning needs of students
- making explicit to students what they have achieved and where they are heading
- identifying and articulating student progression to the next level of achievement
- documenting and reporting students' learning.

**Key questions for teachers**

As a teacher, you are likely to ask yourself one or more of the following key questions, from time to time, about assessment and reporting:

- What's it that students need to learn and be able to demonstrate? (outcomes)
- What's the best way to find out what my students know and can do? (assessment)
- What's the best way to find out if my students are progressing? (advancement)
- What's the best way to inform students and others about student achievement? (reporting)
- How will I know if my program is working? (evaluation)

The purpose of this unit, *Assessing and Reporting Achievement of Outcomes*, is to help you find effective answers to the questions about assessment, advancement, reporting and evaluation.

Throughout this unit, you will be introduced to parts of the *National Assessment and Reporting Policy, 2003*, as well as the advice presented in the syllabuses and teacher guides about assessment, recording and reporting. This Policy, the syllabuses and any support materials developed promote DoE's new outcomes-based approach to education. This unit helps you to begin to think about the differences between the use of objectives and the use of outcomes in curriculum documents, particularly from an assessment and reporting perspective.

The new upper primary and elementary syllabuses released in 2003, and the revised lower primary syllabuses released in 2005, express student learning in outcomes. Now all the curriculum documents, from Elementary Prep to Grade 8, are consistent with each other and with the *National Assessment and Reporting Policy, 2003*. Just keep in mind the difference between objectives and outcomes for the time being; it will become clearer as you work through the Study Guide.

## Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you have worked through the unit. These statements are learner-centred and written in a way that enables them to be demonstrated, assessed or measured.

On successful completion of this unit, you, the learner, can (are able to):

1. discuss the significance of the assessment information provided in the subject syllabuses and teacher guides
2. describe the principles which should guide assessment and reporting in schools
3. discuss a range of methods suitable for student assessment and their effectiveness in a range of contexts
4. set assessment criteria for tasks consistent with syllabus outcomes
5. demonstrate how to build a picture of a student's achievement from a range of assessment tasks and activities
6. review your own assessment, recording and reporting practices and make adjustments, as appropriate
7. assist a colleague to incorporate a range of assessment methods in planning and programming a unit of work
8. develop an action plan to review and revise the school policy on assessment and reporting or to develop a new school policy.

## The Modules

To help you achieve the unit learning outcomes, *Unit 7: Assessing and Reporting Achievement of Outcomes* is developed through four modules.

### **Module 1: Assessment is integral to teaching and learning**

In this module, you examine the advice provided in each of the syllabuses about assessment, and examine, identify and reflect on the implications of the advice for your practice. You explore the assessment advice and examples provided in the teachers guides and reflect on their implications for your practice. We look at how assessment is integrated with teaching and learning when planning a unit of work, and at some principles of effective and informative assessment and reporting.

### **Module 2: Are we accurately assessing student learning?**

This module is about the nature of assessment and the processes of collecting student achievement information that is consistent with the outcomes set in the syllabuses. We explore a range of assessment methods and tasks, with the help of examples.

### **Module 3: Are we accurately interpreting, recording and reporting student learning?**

In this module, you critically examine ways of understanding assessment evidence, recording assessment information and reporting such information to students, parents and other members of the community. This information helps you to think about how to provide useful feedback and reports to the various stakeholders, and to get diagnostic information for yourself and the students for further planning and programming. We also look at some possible assessment biases.

Interpreting evidence of learning in an outcomes-based approach requires you to make holistic, on-balance decisions or judgements about what that evidence means in relation to the outcomes. It is possible to give marks and grades, however, such practices are not being encouraged. This module provides some advice in this regard.

### **Module 4: Implications for our practice**

In this module, you apply your learning to your work situation. You develop an action plan to review and revise your school policy on assessment. Where such a policy does not exist, you devise a plan to develop one. In both cases, the plan should be to ensure consistency between the school policy, the provincial assessment policy, if any, and the *National Assessment and Reporting Policy, 2003*.

## References

**These documents have been used in writing these units. You do not need to have access to these documents.**

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