

ASSESSMENT

STANDARDS

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

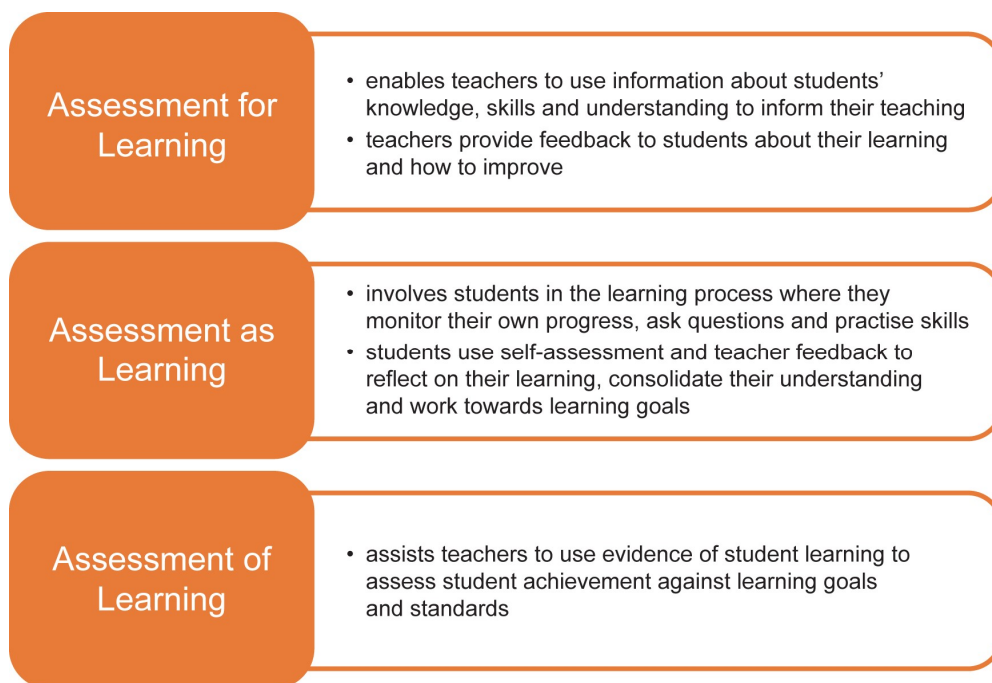
- outcomes and content in syllabuses showing what is to be learned
- stage statements that summarise student achievement
- samples of work on the Board’s Assessment Resource Centre (ARC) website, which provide examples of levels of achievement within a stage.

Syllabus outcomes in Mathematics contribute to a developmental sequence in which students are challenged to acquire new knowledge, skills and understanding.

ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the Mathematics syllabus is contained in *Mathematics Years K–10: Advice on Programming and Assessment*. This support document provides general advice on assessment as well as strategies to assist teachers in planning education programs.