

TABLE 1. Knowledge and understanding needed to be able to demonstrate the graduate and proficient standards described in the *Australian Professional Standards for Teachers*

5.1 Assess student learning:

Column 1	Column 2	Column 3	Column 4
Graduate Standard Descriptor	Elaborations of the Knowledge and Understanding ¹	Proficient Standard Descriptor	Elaborations of the Knowledge and Understanding
5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1. Know and understand assessment related definitions such as: assessment, evaluation, measurement and testing, formative assessment, summative assessment, high-stakes assessment and diagnostic assessment.	5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	1. Know the difference between test or item difficulty and level of cognition and the role of classification. Know the role of taxonomies in assessment. Both in terms of content and structure but also in terms of cognitive complexity
	2. Know and understand some of the more common purposes of assessment, including how the assessment is likely to be used and what are likely to be the intended and unintended consequences of using these assessments		2. Know and understand the meaning of measurement reliability, errors of measurement, confidence intervals and validity evidence; and the role they play in assessment.