

**TABLE 2 Distribution of elaborations by graduate and proficient career levels of Standard 5 of the *Australian Professional Standards for Teachers***

Graduate Standard Descriptor	No. of elaborations	Proficient Standard Descriptor	No. of elaborations
5.1.1 Demonstrate understanding of assessment strategies including informal and formal, diagnostic, formative and summative approaches to assess student learning	17	5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	14
5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	7	5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	10
5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	5	5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	8
5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	10	5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice.	9
5.5.1 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	5	5.5.2 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	5
Total elaborations	44		46