
LEARNING PROGRESSIONS AND ONLINE FORMATIVE ASSESSMENT
NATIONAL INITIATIVE

FINAL REPORT – ATTACHMENT 11

PROGRAM LOGIC AND EVALUATION FRAMEWORK

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1 Introduction

To support the Learning Progressions and Online Formative Assessment National Initiative (the initiative) throughout development, trial and implementation, a monitoring and evaluation framework has been created. The framework is centred around a program logic model and based on current understanding of how the initiative can influence change in schools and the education sector, and ultimately impact positively on student learning outcomes. It includes success criteria aligned to the elements of the program logic, evaluation questions, potential indicators, and data collection methods and measures.

This evaluation framework reflects the understanding of the project team and teachers and school leaders during the discovery phase of the initiative. It is intended to be revised and refined as the initiative unfolds.

The initiative aligns with the broad national agenda aiming to promote a high-quality education system that ensures every student's learning is optimised.

The initiative particularly contributes to the following long-term goals:

- The education sector can clearly communicate and share evidence of effective teaching across jurisdictions, and collaborate within and between schools, sectors, states and territories.
- Schools collect evidence of learning progress and interpret this information to make decisions about teaching and school improvement, and to monitor progress.
- Teachers' decisions are informed by evidence of learning so that teaching practice supports all students to make progress and reach achievement goals.
- Students are well-informed about their progress and understand where they need to focus their efforts in order to reach their next learning goals.
- Parents and carers understand their children's learning attainment and goals and, by being better informed, can engage in supporting learning progress.

During the discovery phase, the initiative carried out research and consultation to determine and describe the program logic model, representing how long-term outcomes can best be achieved. These anticipated pathways are described below and outlined in *Figure 1: Program logic for the initiative*.

2 Describing the pathways to growth and achievement

Evidence from literature and feedback from stakeholder consultation points to the importance of having a shared vision and common understanding of the purpose and benefits of using learning progressions and online formative assessment.

These benefits need to be understood by the direct beneficiaries of the initiative in the education sector broadly, and by school leaders, teachers, students, parents and carers.

By understanding the shared vision of the initiative and identifying what's needed in their own contexts, it is expected that the education sector will work towards ensuring that access to resources and implementation support are equitable. Given equal opportunities, schools will be able to identify and access learning progressions, formative assessment resources, and the appropriate professional learning materials and support.

Education jurisdictions and school communities are expected to recognise how the vision of the initiative relates to current practices within the diverse contexts in which they operate. For school leaders, this may mean reflecting on current processes and practices around formative assessment and the use of student learning information to determine the focus of school improvement goals and inquiry cycles.

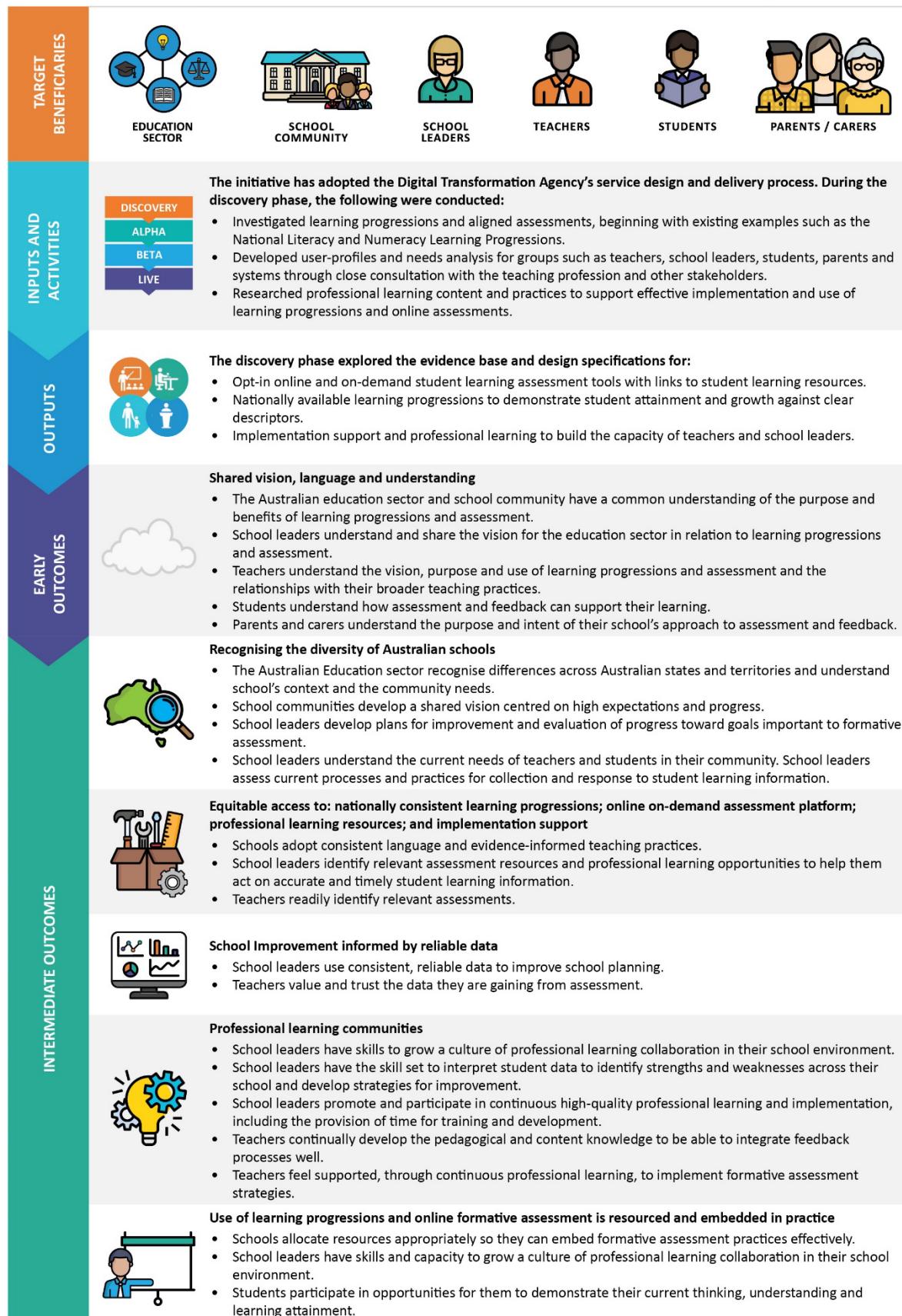
By accessing and participating in continuous, high-quality professional learning, school leaders and teachers will be able to develop the necessary skills to interpret and integrate student learning data, and to make sure assessment practices are applied with consistent quality across the school. They will feel better equipped to use and implement learning progressions and formative assessment resources and strategies, including with new and improved digital technologies.

With the provision of necessary resourcing and support for implementation, schools can allocate those resources to integrate formative assessment practices effectively. Students will have greater opportunity to demonstrate their thinking and understanding. Through timely, regular feedback practices, teachers can have meaningful conversations with students and their parents/carers about next steps in learning.

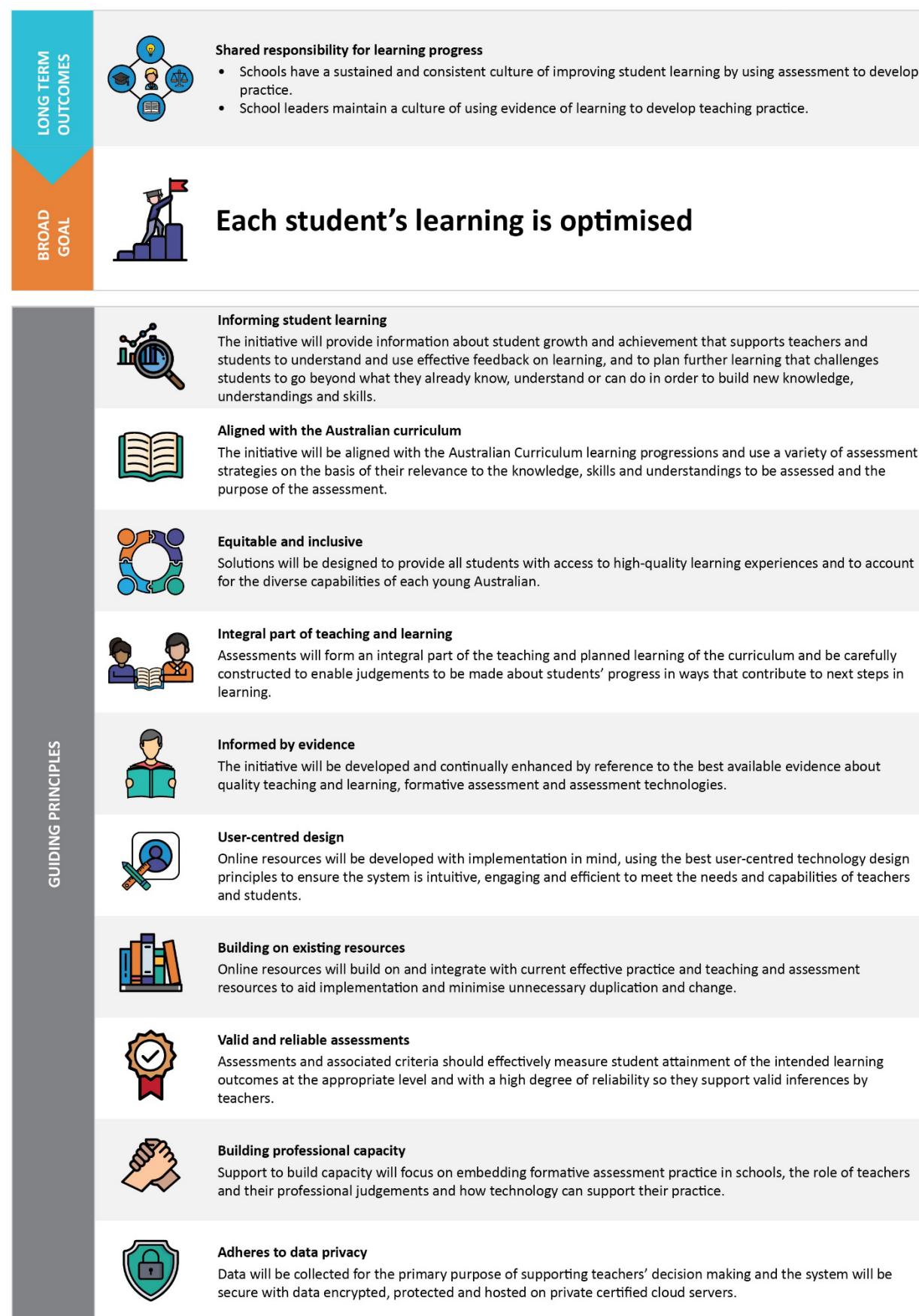
Provided school leaders and teachers have opportune conversations about students' learning and employ appropriate teaching responses to meet learners' needs, next steps in teaching and learning can be identified. Teachers will know how to intervene in student's learning and differentiate their teaching; school leaders will be able to systematically monitor student progress and have interventions in place to reduce gaps in attainment; and students will feel better supported, and more confident and responsible for their own learning progress.

At the school level, professional learning needs are informed by evidence and determined by teachers and school leaders working together to develop plans and strategies for improvement.

If school leaders continuously facilitate professional conversations, work with school staff to identify gaps in current capacity, prioritise professional learning needs, and ensure school improvement plans respond to reliable learning data, then schools are set up to support teachers to engage in discussions about learning data. This, in turn, will contribute toward developing a culture centred on maximising the attainment and progress of all students.

Figure 1: Program logic for the initiative

INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES
 <p>Improved assessment practices and curriculum understanding</p> <ul style="list-style-type: none"> • School leaders have strong knowledge of classroom practice and applied assessment resources. • Teachers have capacity and can interpret learning data relevant to their role in the school. • Teachers value and trust the data they are gaining from assessment. • Students and teachers have a shared understanding of teaching and learning goals. • Teachers increase confidence in the use of learning progressions and online formative assessment.  <p>FEEDBACK ON LEARNING PROGRESS AND NEXT STEPS</p> <p>Next steps in teaching and learning identified</p> <ul style="list-style-type: none"> • School leaders systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment. • Teachers are informed by assessment information to better support differentiated student learning. • Teachers know how to intervene in students' learning to support learning progression and next steps being met. • Students feel more confident and responsible for their learning progress over time, including during periods of transition. <p>Meaningful conversations on learning</p> <ul style="list-style-type: none"> • School leaders have meaningful and purposeful conversations with teachers about student learning and encourage honest feedback to and from students and teachers based on evidence. • Students set learning goals and understand what success looks like with support from their teachers. • Students can reflect on and identify their strengths, gaps and learning progress and understand the next steps required in their learning. • Students take part in timely feedback conversations with teachers and receive information on their progress and next steps in their learning. • Regular meaningful conversations occur between schools/teachers and parents/carers based on the feedback they receive about their child's learning. <p>Timely information for teachers, students, and their parents/carers</p> <ul style="list-style-type: none"> • Teachers receive and share user-friendly, accurate and timely information about learning attainment, progress and next steps with students and parents/carers. • Classroom culture is positively impacted by feedback approaches, advice and support to improve teaching and learning practices.  <p>Access relevant, targeted teaching and learning resources</p> <ul style="list-style-type: none"> • Teachers access relevant teaching resources and strategies to support next steps for learners. • Teachers are adept at responding to assessment data and adapting practice appropriately.  <p>Professional conversations centre on learning needs and teaching practice informed by data</p> <ul style="list-style-type: none"> • Schools support teachers to collaborate and engage in professional discussions about learning data, and determine together how they can improve and remove any obstacles to learning. • School leaders work with staff to identify and prioritise their professional learning needs based on any gaps between their current capacity and the requirements indicated by learning data. • School leaders organise and lead data discussions and case management processes. • School leaders use consistent, reliable data to inform school planning. • School leaders and teachers work together to develop professional development plans and strategies for improvement, including embedding professional learning connected to learning needs. <p>Well informed confident students, engaged families and parents/carers</p> <ul style="list-style-type: none"> • Students are confident in their ability to reach their next learning goals. • Students are well informed about the progress they've made and where they need to focus their efforts next. • Parents and carers are engaged and informed in supporting their child progress in their learning. • Parents/carers understand the areas of learning support their child needs to progress, and what their child has attained.  <p>Teaching informed by evidence and support learning for all</p> <ul style="list-style-type: none"> • Teaching supports every student to progress in their learning. • Assessments meets the needs of learners based on best pedagogical practice.  <p>Collaboration and communication</p> <ul style="list-style-type: none"> • Common language and features of in-school assessment, and evidence collection processes and cultures enable clear communication, collaboration, and evidence of effective teaching to be shared and applied across jurisdictions. • The education sector has a coherent framework to guide decisions and relationships between curriculum, market resources and assessment. • Teachers and school leaders collaborate and learn from each other within and between schools, sectors and states. 	



3 Monitoring and evaluation framework

The monitoring and evaluation framework reflects the emerging understanding of the project team as they consulted with teachers and school leaders during the discovery phase of the initiative. It should be clarified and refined during future phases as new learnings come to light about how to meet the needs of beneficiaries.

Key evaluation questions frame monitoring and evaluation activities so they meet information needs. The following key evaluation questions can guide the development of monitoring and evaluation plans and focus data collection and analysis in future phases of the initiative:

1. How effective is the initiative in meeting expected outcomes?
2. What is the impact of the initiative on intended beneficiaries?
3. How relevant are the outcomes of the initiative to jurisdictional contexts and needs?
4. How well is the initiative designed, developed and implemented according to its principles?
5. What works best or doesn't work: for whom, why and in what circumstances?
6. What is helping or hindering the initiative to achieve its goals and outcomes?

The table below maps the evaluation questions on effectiveness, impact and relevance to elements of the program logic, along with potential success criteria and indicators. A range of possible methods and measures that could be used to collect data for these indicators have also been listed.

Goals/Outcomes	Success criteria	Exemplar indicators
Long-term goals	Shared responsibility for learning progress	An increasing number of schools have whole-school approaches to the use of learning progressions and formative assessment practices.
	Collaboration and communication	School leaders and leading teachers access networks, locally or online, to share evidence of effective teaching interventions aligned to learning progressions.
	Teaching decisions informed by evidence and supporting learning for all	Teachers regularly measure and report on both learning progress and attainment.
	Well-informed, confident students and engaged families, parents and carers	Parents report that information from their children's teachers helps them understand how to support current learning goals.

Goals/Outcomes	Success criteria	Exemplar indicators
Intermediate outcomes	School improvement informed by reliable data	School improvement plans include goals to improve teaching practice through a focus on monitoring learning progress and responding to learning data.
	Professional conversations centred on learning needs and teaching practice informed by data	School leaders and teachers use learning data to create and prioritise performance and development plans that respond to student needs.
	Feedback on learning and next steps: <ul style="list-style-type: none"> • meaningful conversations on learning • timely information for teachers, students, parents and carers • next steps in teaching and learning identified 	<p>Teachers report the effectiveness of recommended teaching and learning materials in supporting the next steps for learners identified through online formative assessment resources.</p> <p>Students are regularly involved in setting learning goals with teachers.</p> <p>Parents regularly receive information on their children's learning progress and immediate learning goals.</p>
	Access relevant, targeted teaching and learning resources	Teachers regularly access recommended online teaching and learning resources aligned to learning progressions.
	Improved assessment practices and curriculum understanding	Teachers report confidence in the interpretation of learning data from online formative assessment resources.
	Use of learning progressions and online formative assessment is resourced and embedded in practice	There is a wide breadth of take-up of learning progression and online formative assessment resources.
	Professional learning communities	<p>School structures and processes allocate time for collaborative professional learning communities.</p> <p>Collaborative work in schools is routinely focused on interpretation of learning data and identification of evidence-informed teaching interventions.</p>

Goals/Outcomes	Success criteria	Exemplar indicators
	<p>Equitable access to:</p> <ul style="list-style-type: none"> • learning progressions • online on-demand assessment • professional learning resources • implementation support 	<p>There is evidence of teachers accessing learning progressions from multiple contexts.</p> <p>Teachers are regularly applying learning progressions to monitor learning progress.</p> <p>Funding is appropriately allocated to support implementation of learning progressions and online, on-demand assessment resources and aligned professional learning.</p>
	Recognising the diversity of Australian schools	Differentiated resourcing and support is provided to schools who experience barriers to engage with learning progressions and online, on-demand assessment resources.
Early outcomes	Shared vision, language and understanding	Jurisdiction policies reflect a common language and understanding of the purpose and use of learning progressions and online formative assessment resources.
Inputs and activities	Relevance to jurisdictional contexts and needs	<p>There is evidence of consideration of changes in the broad context, including policy directions.</p> <p>There is evidence of engagement in design, development and testing.</p>
	Demonstration of alignment with principles	<p>Products of the initiative centre around the provision of evidence of student growth and achievement.</p> <p>There is clear alignment between National Literacy and Numeracy Learning Progressions and the Australian Curriculum.</p> <p>There is support for integration of resources suitable for assessment of learners with special needs.</p> <p>Solutions are developed based on findings from user-centred research.</p>

Data collection methods	Data collection measures
<p>Quantitative:</p> <ul style="list-style-type: none"> • Survey • Polling • Media monitoring • Content analysis (media) • Web statistics • Feedback loops • Opinion research • Attitude research • Database statistics • Perception audit • Longitudinal tracking <p>Qualitative:</p> <ul style="list-style-type: none"> • Interviews • Focus groups • Content analysis • Enquiry study (chat sessions, enquiry form) • Feedback analysis (comments, letters) • Content analysis (media) • Reputation studies • Opinion research • Attitude research 	<ul style="list-style-type: none"> • Breadth of awareness • Recognition, recollection and recall • Reach (audience/media) • Views (page, video) • Visits per day (website or social media) • Downloads • Accuracy • Number of enquiries • Message penetration • Perception level • Reputation rating (credibility, trustworthiness, image) • Satisfaction rating • Active advocates (recommendations, endorsements, reviews, ambassadors, supportive quotes, subversions) • Audience engagement (level/participation rate) • Positive mentions • Length of views • Pageviews per visit • Attendance (event/meeting) • Adoption rates • Conversion rate • Task completion rate • Complying action/response to call to action (take up, registrations, sign-up, calls)

4 Appendix 1 – References

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