

Using student assessment information to understand professional learning implications		
Basic	Developing	Integrated
Student assessment information is seen to reflect student abilities rather than linked to teaching implications	Student assessment information is studied for implications for teaching and it is assumed that teachers are able to act on the information to address identified student learning needs.	Student assessment information is closely analysed for specific implications for teaching and for professional learning.
Use of fit-for-purpose assessments		
Student routinely assessed using a single assessment that is assumed to be assessing the outcomes valued and to be appropriate for all contexts	Students routinely assessed using a range of instruments and processes, but their diagnostic qualities are not explicitly linked to specific questions or agreed outcomes.	Students assessed to answer specific questions about teaching and learning issues in relation to outcomes agreed to by the community in which the students live and learn.
Conversations for interpretation		
Conversations comprise one person presenting assessment information to teachers, providing an interpretation, and leaving teachers to make meaning of the implications for teaching and learning.	Conversations involve most teachers actively interpreting the implications of the data for teaching and learning but the personal theories underpinning different interpretations are not discussed.	Conversations actively challenge teachers' personal theories about reasons for patterns in the assessment information and the teaching implications made from it. Ways of testing disagreements are developed.
<i>Timperley, 2011, p44-45</i>		

