



Using the Warranting Framework to Support School Planning

Steps Towards the New Grammar

This document provides schools using the Melbourne Metrics materials with a self-audit tool that supports efforts in schools to maximise the development of the competencies that students need to thrive, and to ensure the reliability, comparability, robustness and utility of the assessments, regardless of whether they are to be used for formative (rocket), summative (fan) or credentialing (ALCC) purposes.

The self-audit tool (complemented by the Melbourne Metrics Warranting Framework) is provided to support school leaders as they work with their students, teachers and school community to build understandings, commitment and action. It identifies key characteristics (described as standards) of the school environment for leaders to consider; features of the 'new grammar' and steps to support progress. Advanced levels in these features should hold true if the representation of a student's attainment, in the transferrable learning competencies, is to be accurate and fair, can show the student at their best, and can provide the information that stakeholders need to understand the level of development attained by each student.

At core is the understanding that, for any report to be trustworthy and true, it is necessary that each student has opportunities to demonstrate what they can do in each competency, over time, and in a range of authentic and challenging performances that require the relevant competence. Also, each assessor should know the student, and have had opportunities to observe them, to be in a position to apply their professional knowhow to make a judgement based on learner behaviour.

Schools have shown that to achieve this, it is often necessary to transform the experience of teachers and students, and it is sometimes said that schools engaged in this are transforming the 'grammar of schooling'. This means they are changing how they organise time, expertise, people (teaching staff, learners), learning environments, programs, tasks and activities, rewards and sanctions to ensure optimal attainment of school purposes. Schools are demonstrating diversity and creativity in giving expression to this 'new grammar'. This framework therefore draws attention to the distinguishing features (standards) of the new grammar being adopted by schools.

For schools who are not seeking formal warranted credentials, this framework can be regarded as a standard based self-audit tool that allows schools to engage with their staff and stakeholders, as appropriate, to monitor their progress in transforming their school towards the 'new grammar'.

The University hopes this is a helpful framework to support school planning and welcomes feedback on this resource.

Name of School:

Date of Self-Audit

Briefly describe the groups of learners for whom you are currently focusing your efforts to support their development of competence, using assessment and recognition as key drivers (e.g., Year 5/6s, students in the ASPIRE program, whole-school, participants in the Arts Hub, Year 10)

	Description of group (eg. year level, program...)
Group 1	
Group 2	
Group 3	
Group 4	

1.LEARNING AMBITIONS

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
1.1	Learning ambitions include transferable learning competencies that are expressed as learnable, teachable, assessable learning goals, using a commonly agreed language and describing developmental standards of attainment			
1.2	The ambitions are explicit within the program, documented, public, understood, and supported by all stakeholders in the community (students, parents, staff, school board/council)			
Levels	School and program leaders recognise and refer to transferable learning competencies as learning goals. Learning ambitions are implicit in public commitments and curriculum documentation.	Specific competencies are identified as learning goals in the school or program. Learners and families are informed about the purpose and value of the learning ambitions and associated competencies.	Transferable learning competencies with associated developmental standards are explicitly referenced in the program learning design, assessment documentation, planning and in communication with learners and parents.	Learning ambitions and associated competencies are well understood by relevant learners, teachers, parents and stakeholders and incorporated into the language and culture of the program. Evidence of the success of the program in these areas is provided to internal and external stakeholders.

Assessed levels

Indicate the level that best represents the schools' practices, as experienced by students in the group/s identified on page 3.

Group 1

Group 2

Group 3

Group 4

Evidence

Please explain why you assessed each group at the selected level, providing evidence you have to support your judgement (such as school assessment plans or school communications).

Artefact links (if relevant)

Provide links to any available supporting evidence mentioned above. All links must be publicly accessible, either through the school's website or via open-access sharing platforms (e.g., Google Docs).

2.LEARNING DESIGN FOR BREADTH AND DEPTH

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
2.1	The program’s curriculum and associated learning and assessment plans explicitly address how learners develop and demonstrate transferable learning competencies in a coherent way across a range of contexts with increasing levels of sophistication			
2.2	Learning design supports learners to use their transferable learning competencies to deepen their exploration/study of subjects, topics and disciplines			
2.3	Learning design supports development of learners’ agency in learning			
Levels	A learner’s program includes some opportunities for the development of transferable learning competencies. Learner ‘choice and voice’ is exercised through selection of components of the program from a range of options and learners providing feedback to the school about the program.	A learner’s program includes regular access to components designed to develop competency in learning and which include interest or passion-driven activities where the learner can exercise some agency in the design and scope of the learning program.	Learning designs are adopted to support learners to develop transferable learning competencies in a range of contexts and in the majority of their program. Learning competencies are explicitly identified to support learning at depth within and across all or most program components, and each learner has ongoing opportunities to learn through exploration of their own areas of interest or passion.	Learning design ensures each learner is supported to co-design their learning program, directed towards developing proficiency in identified competencies and depth of study in specific domains of learning that reflect their passions and interests. Learning occurs over a sustained period, in and across a range of contexts, perhaps incorporating community or work-based learning and engagement with experts and mentors beyond the school.

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Group 1

Group 2

Group 3

Group 4

Explanation

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3.ALIGNMENT OF ASSESSMENT DESIGN AND LEARNING DESIGN

	Level 1 - Exploring	Level 2 - Establishing	Level 3 - Embedding	Level 4 - Extending
3.1	Melbourne Metrics' transferable learning competency assessment instruments, including progressions, indicators and exemplar quality criteria, are used with integrity to assess each learner's levels of competence			
3.2	Assessment design ensures that each learner has opportunities to demonstrate their levels of proficiency in transferable learning competencies, showing what they are capable of in a range of authentic performances over time			
3.3	Assessment design ensures that each teacher has opportunities to observe the learner in authentic performances of competence over time			
3.4	Assessment design ensures that teachers are selected as assessors because they know the learner well (e.g. they know the learners' approaches to learning, their personal goals, and their community, cultural and social contexts)			
Levels	Assessment design is typically teacher-directed around set common tasks that provide opportunity to observe identified learner competence.	Assessment design ensures that teachers can use appropriate assessment instruments and resources. They can engage with and observe learners over time in a range of novel settings designed to develop and assess competencies, building familiarity with each learner's goals and aspirations, as well as their strengths as a learner and areas for development.	Assessment design enables learners to demonstrate levels of competence of which they are really capable in authentic contexts. It ensures that teachers can use the competency-based assessment instruments with integrity; and have sufficient time and opportunity to know and understand each learner's strengths in contexts that bring out the best in each learner.	Assessment design enables teachers and learners to be responsive to the complex and often competing priorities that individual learners experience while maintaining the trust and integrity of the assessment processes. Teachers understand the aspirations of each learner and ensure the assessment design motivates and supports them to navigate their learning pathways towards success.

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4. REPORTING

	Level 1 - Exploring	Level 2 - Establishing	Level 3 - Embedding	Level 4 - Extending
4.1	Schools provide holistic reports of a learner's transferable learning competencies in forms appropriate to their purpose and audience, profiling the range of each learner's attainments and highlighting their strengths			
4.2	Reports are developmental and transparent, and are interpretable and trusted by stakeholders (e.g., learners, teachers, parents, recruiters, selectors) as accurate and fair representations of a learner's standards of attainment in the transferable learning competencies			
Levels	Reporting of assessments of learner competence is informal and for internal school use.	Formative reports of each learner's attainments in transferable learning competencies are regularly used in discussions between the teacher and learner.	Formal reports of the levels of competence attained for each learner in transferable learning competencies are used to communicate with families and users inside and outside the school. Reports represent the breadth and depth of learning and provide insights into the learner's interest and strengths.	Reports are formal, portable, standards based, authenticated and discoverable by interested parties. They present standards of attainment of the learner in transferable learning competencies in clear, interpretable ways, are a comprehensive and fair representation of the learner, and are valued and trusted by external users.

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5. LEARNER AGENCY IN ASSESSMENT

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
5.1	Learners actively shape their demonstrations of competence, using assessment to understand competency development and interpret, identify evidence, and represent their learning			
5.2	Learners have opportunities to confidently represent their profile of attainments and their strengths as learners to interested parties			
Levels	Learners are involved in discussions with their teachers about the learning competencies and what ‘getting better’ at something looks like.	Learners have access to learning progressions and support materials appropriate to their age and stage that introduce them to the language of the transferable learning competencies, supporting them to understand how competencies develop and to reflect on their own progress. They engage in discussions and reporting of their learning levels.	Learners understand and monitor their learning progress, developing an appreciation of the standards and how they develop over time. They use this information to influence the direction of their learning, what they produce and present as evidence of their learning, and how they represent themselves as learners to others.	Learners are full partners (with their teachers and mentors) in designing their learning goals, success criteria, assessment and reporting processes, including the form and timing of assessments, who will undertake them, and how evidence will be collected and curated. They actively use the language of competencies and their reports/credentials to describe and represent their capabilities to stakeholders.

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6.TEACHERS' SKILL IN COMPETENCY-BASED ASSESSMENT AND REPORTING

	Level 1 - Exploring	Level 2 - Establishing	Level 3 - Embedding	Level 4 - Extending
6.1	Teachers are competent to guide learners along a trajectory of learning competence over time, in their general or specialist areas, and can recognise the behavioural markers of competency development			
6.2	Teachers are competent with the techniques, tools, processes and methods of developmental competency assessment and reporting, and choose from their repertoire of teaching strategies to optimise each learner's opportunities to develop and demonstrate agency and competence in learning			
Levels	Teachers are familiar with the concepts of developmental, standards-based learning and assessment, and understand the differences in approaches suitable for assessing and reporting scholastic knowledge. They make changes to some aspects of their practice to support learner engagement in competency development.	Teachers are familiar with and able to use relevant competency frameworks, support materials and technologies to guide and expand their planning and practices for teaching and assessment. They understand the standards inherent in each progression.	Teachers know how the competencies apply in their own areas of the curriculum (specialist and generalist) and recognise the range of behavioural indicators that are indicative of the levels of performance of learners. They design opportunities for authentic performances of competence required of learners for assessment.	Schools have identified leading teachers who are experienced and adept at understanding how the educational, cultural and social contexts of students' lives impact on their learning, and in what circumstances competence can best be demonstrated and judged. They ensure that participating teachers can make valid judgements of the standards of each learner's competence in diverse circumstance and contexts.

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7. CONSISTENCY IN TEACHER JUDGEMENT

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
7.1	Assessments of learning competence are constructed from aggregated judgements of competence by multiple teachers and/or across multiple authentic performances			
7.2	Within-school moderation is effective in ensuring comparability of teacher judgements			
7.3	Between-school moderation is effective in ensuring comparability of teacher judgements			
Levels	Assessment of learner competence is based on broad judgements informed by individual teachers' understandings.	Assessment of identified learning competencies is undertaken by more than one teacher. Teachers participate in processes with colleagues and learners within the school to build confidence in the design of authentic assessment contexts and interpretations of the standards.	Assessment of learner's competence is based on aggregations of judgements by multiple assessors and across a range of performances. Teachers monitor their judgements to ensure that they and their colleagues adhere to common standards. Within and between school case-based moderation processes are in place to support assessors to check and justify their judgements, to achieve comparability and inclusiveness of assessment across learning settings and for all learners.	The quality and precision of assessments of learner's competence is under constant review, supported by regular well-designed within and between-school case-based moderation processes that build and demonstrate the comparability and fairness of judgements of learning standards achieved by all learners.

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Explanation

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8.SCHOOL AND PROGRAM LEADERSHIP

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
8.1	School and program leadership ensures coherent alignment of learning, teaching and assessment policies, structures and resources, supported by strategic planning, monitoring and evaluation, to sustain high-integrity implementation of competency-based assessment and reporting in the program			
8.2	All assessment and warranting requirements as specified by the University of Melbourne are fulfilled, including adherence to specified instruments, processes, timelines and documentation			
8.3	School and program leadership identifies and manages conflicts of interest or other pressures, and mitigates risks of cheating and misrepresentation that could compromise the integrity of assessment and reporting of transferable learning competencies in their school			
Levels	School and program leadership supports a group of staff to explore competency-based assessment and reporting, allocating time and resources to build shared understandings. Leaders familiarise themselves with University of Melbourne's requirements and begin to identify the processes and conditions required in the school for broader implementation with alignment and integrity.	School and program leadership resources the implementation of the assessment of learning competency, monitoring progress and supporting staff and stakeholders to build understanding of the approach. They establish processes to support consistent use of the assessment and reporting to improve learning and to identify and manage emerging risks to integrity.	School and program leadership establishes coherent policies and processes to support competency-based assessment and credentialling, with clear structures to monitor the quality, consistency and alignment of practice. They assure the integrity of the reports and credentials issued, ensure adherence to credentialling requirements, and manage risks to the integrity of assessment and reporting.	School and program leadership ensures competency-based assessment and reporting is embedded in program practice, methodically and strategically evaluating and strengthening its quality, consistency and impact. They benchmark their assessment and reporting policies, practices and outcomes against best-practice standards in other programs, and proactively mitigating risks.

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Group 1

N/A

Group 2

N/A

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N/A

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N/A

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9.UTILITY

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
9.1	The utility and value of the representations of attainments in transferable learning competencies are recognised and trusted by stakeholders (students, teachers, parents, recruiters/selectors/next teachers)			
9.2	The risks of unintended use or misunderstanding of representations of attainment by stakeholders are mitigated			
Levels	The school relies on word of mouth or informal contact to assess the use and value of assessment information, reports and credentials with stakeholders.	The school collects information about learners in their next phase of learning. They provide information to stakeholders to assist them to interpret and use the reports and credentials appropriately.	The school systematically tracks and evaluates destination and success data for graduates in their next phase of schooling. They engage with learners, teachers and stakeholders to collect information on the utility of the reports for each party and to monitor the levels of trust stakeholders have in the credentials.	The school systematically collects feedback from graduates/learners and external stakeholders about the use and value of learning reports, evaluating the levels of trust they have in the credentials, and their perceived utility. They apply the understandings gained to improve their approaches to learning design, assessment and reporting of competencies.

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N/A

Group 2

N/A

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N/A

Group 4

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