



Melbourne Metrics Warranting Framework 2026



Purpose of the Warranting Framework

The Warranting Framework is designed to support schools who are using the Melbourne Metrics instruments, materials and processes to assess and recognise their students' attainments in developing transferable learning competencies. Its primary purpose is to underpin the issuance of Learning Competence Credentials warranted by the University of Melbourne as accurate and fair representations of student attainment.

The Warranting Framework provides a **standards-based self-auditing tool** through which partner schools can evaluate their progress in moving towards a new grammar of schooling, designed to optimise the development of transferable learning competencies and to ensure the reliability, comparability, robustness and utility of the assessment and reporting of these competencies.

The Framework describes nine features, expressed as standards, that apply to the curriculum and assessment design, teacher and leadership competence, and learner and stakeholder engagement, to ensure the learning conditions within the school or program meet the levels of integrity required to trust the learning credentials issued. At core is the understanding that, for any credential 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. Each teacher undertaking competency-based assessment should know the student well, have had multiple opportunities to observe them over time as they develop and apply their competence, and to be in a position to apply their own professional knowhow to make a judgement based on learner behaviour.

For programs in schools in which students are candidates for award of a Learning Competence Credential warranted by The University of Melbourne, the Framework is the **basis for an appraisal of the evidence** provided by the school that demonstrates the degree to which the learning programs experienced by the students have adopted the features of the grammar of schooling that are necessary to engender trust in the issued credentials.

For schools not seeking formal credentials, the Framework supports school leaders as they work with their students, teachers and school community to build understandings, commitment and action. It supports planning in schools to incorporate the development of the competencies into their curriculum and program designs, and provides direction to ensure the reliability, comparability and robustness of the assessments.

Understanding the Warranting Framework

The Warranting Framework is comprised of nine standards which draw attention to **distinguishing features of the new grammar** being addressed by schools as they transform their practices. Progress in these features should hold true if the representation of a student's attainment in the transferrable learning competencies is 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.

Each of the nine standards consists of explanatory statements, and four levels that describe progress in that standard. The four levels capture the qualitative shifts evident as school and program leaders chart their progress towards the new grammar:

- **Level 1: Exploring** – *there is clear intent to develop and assess student competence using the Melbourne Metrics approach; leaders and teachers are willing to trial approaches, with early champions beginning the work.*
- **Level 2: Establishing** – *indicated by deliberate investment in aligned learning and assessment design; targeted trials are underway, and staff and students are building capability and shared understanding of Melbourne Metrics assessment instruments and processes.*
- **Level 3: Embedding** – *coherent, program-wide implementation of Melbourne Metrics competency-based assessment is in place; assessment of transferable learning competencies is used consistently to inform learning, with growing expertise across students, teachers, and leaders.*
- **Level 4: Extending** – *competency development is integral to every learner's experience; assessment and reporting practices are refined and adaptive, learner agency is central (shift to level 3), and outcomes are valued and used by students and stakeholders.*

Attainment of warranted credentials

As a prerequisite to co-issuing of warranted credentials, it is expected that schools will have engaged with Melbourne Metrics assessments and the warranting approach for a **minimum of two years** and participated in at least three assessment rounds.

Schools seeking to co-issue warranted credentials will be required to use the Warranting Framework to complete **a self-audit for each program** in which students are being assessed for a credential. This recognises that at this stage of development, different 'grammars' might apply to different programs within a school. For warranting purposes the focus is on characterising the experience for students who are being credentialed.

In conducting the self-audit, schools will provide documented evidence to back-up their judgements of the level for each standard for each program being considered. The **quality of the evidence** presented through the warranting processes will determine whether the standards have been met.

In general, the expectation is that a school or program is **meeting the warranting standard for issuance of a credential** if the majority of the features are judged to be 'Embedding' (level 3).

Note that: *For research partner schools, well known to Melbourne Metrics, the expectation is that the school or program is meeting the warranting standard if the majority of features are judged to be 'Establishing' (Level 2).*

2026 Warranting Framework

	Level 1 - Exploring	Level 2 – Establishing	Level 3 – Embedding	Level 4 – Extending
1.0	LEARNING AMBITIONS			
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.
Examples	School documents commit to education of the whole child, including the development of transferable learning competencies	- School documentation references the development of specific learning competencies - Competency frameworks are used to guide learning design, pedagogy, and assessment (e.g. Melbourne Metrics Assessments, IB ATL skills, Australian General Capabilities, IBPLC, NPDL)	Assessment documentation (policy/ procedures) include reference to assessment or transferable learning competencies for identified programs	- Student strengths and successes in transferable learning competencies are recognised, valued and celebrated in the school community and school promotional material - Competency-based language is used in a consistent way across the school and community
2.0	LEARNING DESIGN FOR BREADTH AND DEPTH			
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.
Examples	Specific subjects or co-curricular programs are identified as opportunities for competency development	Student agency is pursued through curriculum components such as extended investigation or research project or special programs (e.g., end of term inquiry units or community project)	- Competence-rich whole-of-program approaches are adopted (e.g., the IB PYP, VCE VM, neighborhood approach to primary level) - Learning design in subjects and disciplines has learning competencies integral to successful progress	Accredited use of competency-based learning design (e.g., Big Picture or Studio School designs)
3.0	ALIGNMENT OF ASSESSMENT DESIGN AND LEARNING DESIGN			
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.

Examples	- Assessment design asks learners to do one or two tasks, or provide one or two artefacts that relate to selected learner competence - Teachers participate in discussions with colleagues about what they notice in learners' behaviours related to competency development	- When planning, teachers document where in their learning design they expect learners to be able to demonstrate their competence - Teachers conduct Ruby assessments and are provided with scheduled opportunities to discuss result with colleagues	Teachers and learners routinely discuss the assessments undertaken with learners to help them recognise the standards they have attained and where to focus next	By school or program design, teachers and learners co-design the assessment processes, including how and when individual learners will participate in assessment and present evidence of their learning
4.0	REPORTING			
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.
Examples	- Learner competencies are an encouraged topic for discussion at parent-teacher-student conferences - Learner competencies are referred to by learners during 'unit shares' or 'learning exhibitions'	- Narrative comments that reference transferable learning competencies are included in reporting processes - Teachers organise regular opportunities to discuss their judgements about learners' level of competence with learners and families	- Progression profiles (e.g., fans, credentials) are supplied and referenced by the learners and the community as recognition of each student's learning strengths - The purpose of competency reporting is clear and stated on reports to learners, families and stakeholders	- Digital, standards-based reports are authenticated (e.g. through CredNet) and shared with external stakeholders by learners - Reports are accompanied by guidance on what the standards mean in forms accessible to audience
5.0	LEARNER AGENCY IN ASSESSMENT			
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.
Examples	- Teachers discuss success criteria with learners - Learners are exposed to the meta language of competence	Classrooms resources (e.g., posters; materials supplied to learners) support learners to use the language of competence when speaking to their strengths	- Learners participate in deciding who will assess them and on what - Learners undertake self-assessment and review their progress with families and teachers - Learners design and curate their own evidence of learning	Learners have the option to include their own comments and assessments on reports, decide who sees their reports and what they are used for
6.0	TEACHERS' SKILL IN COMPETENCY-BASED ASSESSMENT AND REPORTING			
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.
Examples	- Teachers' lesson plans include activities intended to support development of a specified learning competency - Teachers identify how they will engage their students in the ideas and language of relevant competencies e.g., discuss the idea of Agency in Learning	- Teachers draw from provided resources to guide teaching and assessment with an identified group of learners (e.g., designing activities based on a particular learning progression or elements) - Teachers participate in professional discussions where they share and critique examples of learner behaviours that signify developing competence	- Teachers make visible links for learners across curriculum areas which highlight the competencies - Professional learning schedules routinely include a focus on competency-based learning to build shared confidence in developmental standards and how to support learner development	- Teachers work together to strengthen and challenge their interpretations and understandings of what success looks like, for every learner especially those who may be educationally or socially marginalised - Teachers with recognised expertise in competency-based assessment and reporting have specified leadership and support roles with colleagues

7.0	CONSISTENCY IN TEACHER JUDGEMENT			
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.
Examples	Teachers discuss learner competence with colleagues to check their understanding of what evidence of learning might look like	- Teams of teachers meet to discuss what constitutes evidence of competence in their context, sometimes including learners - Teachers participate in formal and informal discussions with colleagues to consider the range of evidence of competence they have observed over multiple performances of competence	- Teachers regularly participate in case-based moderation processes with colleagues within their school - Between school case-based moderation processes are established and undertaken annually with results discussed with program teachers	- Schedules for within and between school moderations are adhered to and are effective - Case-based and analytical moderation processes are formalised in school policy - Verification of the quality of assessments is routinely received and acted upon from relevant external bodies, and is reported to governing parties
8.0	SCHOOL AND PROGRAM LEADERSHIP			
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.
Examples	- School leadership forms a small, informal, exploratory working group to investigate competency-based assessment - Senior leadership and governance groups are briefed on developments	- School leadership supports and resources staff to trial competency-based assessment tools in projects with well-defined scopes, timelines and evaluation criteria - Risks to successful use of competency-based assessment approaches are identified and mitigation steps are introduced	- Clear delineation and documentation of roles and responsibilities in competency-based assessment is established - Formal procedures for managing integrity risks are in place and regular monitoring, moderation and evaluation of protocols are undertaken	- Staff are supported to engage with, lead and learn from other schools or organisations - Risks are proactively mitigated by establishing stakeholder advisory panels (students, parents, teachers, leaders, external interests) - School evaluations and reviews focus routinely on competency-based approaches
9.0	UTILITY			
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.
Examples	- The school engages in informal discussions with stakeholders to gauge interest in credentials - The school engages in informal conversations with learners and families about how credentials could be used	- School surveys stakeholders to gather information on the value of current reports and the potential for competency-based credentials - Learners and teachers are provided with opportunities to discuss the purpose and meaning of competency-based reports with families	- Learners understand and value the competency-based reports, recognising how they can use them - School establishes a system to gather longitudinal data about the progress of graduates of programs in their next phases of learning	- School uses longitudinal data of graduates' progress to monitor the predictive ability of reports and credentials, and reports on the results to stakeholders - School monitors public statements about competency-based credentials and the attainments of their learners and take action if misunderstandings or misrepresentations are identified.