

# Spiral approach to programming

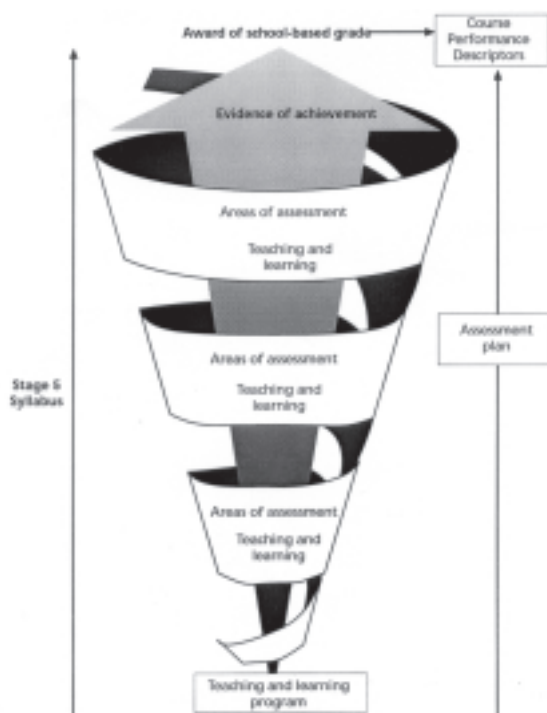
The text that follows is from the *Securing their future* resource described on p. 1. The teaching–learning spiral first published in *Securing their future* in 1998 is an attempt to show the relationship between teaching and learning strategies and the role of assessment.

We use assessment to evaluate student progress (formative assessment) which in turn informs our planning for the next teaching sequence.

Student achievement at the end of Stage 5 is reported as a grade (summative assessment). The grade is based on evidence of achievement collected from tasks completed in the teaching and learning sequence.

Evidence of student achievement is matched to Course Performance Descriptors that describe five levels of achievement ranging from excellent to elementary. After reviewing all the evidence of achievement, at the end of Stage 5, the teacher makes an on-balance judgement and allocates a grade to a student on the basis of that judgement.

The use of *Course Performance Descriptors* to assign school based grades highlights the syllabus focus on student outcomes.



For more information about outcomes based teaching and learning, and how to use syllabus outcomes for programming, see the support materials at:

[www.curriculumsupport.nsw.edu.au/science](http://www.curriculumsupport.nsw.edu.au/science)  
or contact your local science consultant.