

Assessment literacy: A workshop series for VCE English teachers

Most teachers understand the VCAA expectations well enough to mark accurately. The VCAA rubrics are written to describe standards, not to teach students. They tell an assessor what to look for but what teachers need is a plain-language translation, the skill breakdown and a conversation around a shared exemplar that connects the standards to the students. Bridging the gap between the rubrics and what teachers, students and families actually need is what this series aims to address.

The three workshops in this series form a deliberate arc – where each builds on the last and together, they take participants from understanding what VCAA expects, to articulating that understanding in usable tools, and then applying it with real student work. Together, participants will develop shared professional language for talking about quality in English work that is precise enough to be consistent, plain enough to be helpful and that holds up under the scrutiny of a live moderation conversation.

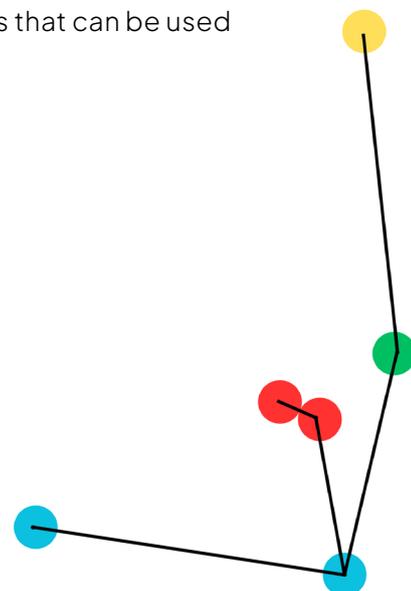
The practical nature of these workshops ensures participants are working on their own assessment tasks rather than hypothetical examples and will produce assessment tools that can be used immediately.

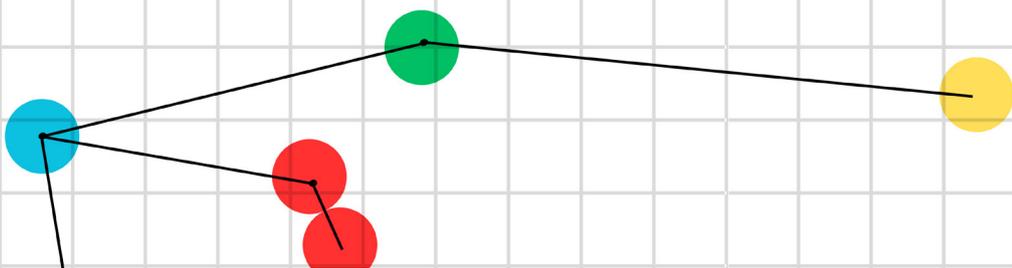
Overview of the program

All workshops will be delivered via Zoom from 4–5:30pm.

The workshops will be recorded for registered participants only.

Wednesday 10 June	Decoding the rubric
Thursday 18 June	Building skill ladders
Tuesday 23 June	Live moderation





Workshop information

1 Decoding the rubric

This workshop will give participants a practical framework for translating the rubric. Working directly with a VCAA English rubric to strip jargon and identify what the criteria are really asking for, participants will produce a plain-language version that a student, parent or CRT could use.

2 Building skill ladders

Using the rubric from Workshop 1, this workshop will focus on translating each criteria into discrete, teachable skills, identifying the individual things a student needs to be able to do in order to meet the standard.

3 Live moderation

In this interactive workshop, participants will moderate anonymised English work samples together in real time, stress-testing the language developed in Workshops 1 and 2 to determine if your rubric actually helps you to make a consistent judgement.

Who is this series for?

- English teachers who will find practical tools they can use immediately – rubrics, skill ladders, and confidence through moderation.
- Curriculum leaders and Heads of Department who will gain a process and a framework for building consistency in assessment across their school.
- All participants will develop assessment clarity and how it connects to reporting.

Presenter information

Kate Blandford, Hoppers Crossing Secondary College

Kate Blandford is an experienced educator and leader with a strong foundation in subject English, instructional leadership, and curriculum development. She has served on the VATE Council since 2023, bringing insights from her work in the Government education sector and her roles as Director of English, Senior Curriculum Leader and currently, Assistant Principal – Curriculum. Kate’s professional interests include equity, educational leadership, and curriculum innovation.



Ernest Price, Kilvington Grammar School

Ernest Price is an experienced teacher and writer in residence at Kilvington Grammar School. He has worked as a Director of English in multiple English KLAs around Victoria. Ernest has written and presented extensively for VATE. He co-authored VATE’s Inside Frameworks guide with Sonia Muir, and was part of the implementation team for VCAA during the rollout of the current Study Design.

Registration cost

Concession \$205 | Individual \$215 | Organisational \$225 – Prices are per staff member and inc. GST.

If financial barriers impact your attendance, email [Kate Gillespie](mailto:Kate.Gillespie@vate.org.au) to discuss options.