

From Assessment Design to Evidence of Thinking

Making students' observation, reasoning and understanding visible through The SEEU™ Method

Quality assessment does more than judge a finished response. It reveals how a student noticed, questioned, connected and constructed meaning while learning was still happening. That evidence matters, because teachers can only respond to thinking they can see.

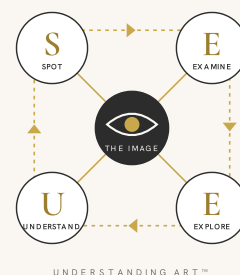
THE POLICY NEED

Queensland's independent evaluation of the QCE system found a strong, fair and reliable system, while recommending continued investment in assessment capability across schools. The next challenge is practical: helping teachers recognise the evidence of thinking that sits behind a final product, performance or written response. That capability is built long before Year 11.

THE SEEU RESPONSE

The SEEU™ Method gives students four connected filters for looking, thinking and explaining. It is not a linear checklist. Students move backwards and forwards between Spot, Examine, Explore and Understand, making the development of their ideas visible and giving teachers evidence they can act on, from Prep to Year 12.

The SEEU™ Method
FOUR FILTERS FOR UNDERSTANDING ANY IMAGE



What each filter makes visible

SEEU FILTER	WHAT BECOMES VISIBLE	WHAT TEACHERS CAN DO WITH IT
S Spot	What the student notices, selects and names, including details that initially escape attention.	Establish a diagnostic starting point, extend vocabulary and redirect attention.
E Examine	How the student analyses construction, materials, representation, symbolism and visual choices.	Identify misconceptions, deepen analysis and provide precise formative feedback.
E Explore	How the student connects source, context, culture, purpose, audience and alternative perspectives.	Shape research questions and support contextual, ethical and culturally responsive reasoning.
U Understand	How the student constructs and justifies meaning, using evidence while remaining open to other readings.	Assess judgement and authorship, support moderation and decide what to teach next.

How Understanding Art can support your school

Professional learning

Visual literacy and formative assessment for whole staff or teams.

Curriculum and assessment review

Aligning tasks and marking guides with evidence of thinking.

Lesson and unit design

SEEU-based sequences built for your cohort and context.

Coaching

Ongoing support for teachers and middle leaders.

Evaluation of impact

Evidence-informed measures of what has changed.

25+
YEARS

Across Queensland schools, galleries and cultural institutions, as a classroom teacher, curriculum and assessment specialist, author and practising artist.

CONSULTING WORK WITH QCAA · AITSL · ACU · QAGOMA

Assessment design sets the task. SEEU makes the thinking visible.

Angela McCormack

Director, Understanding Art™

Curriculum and Assessment Specialist · Visual Arts Educator · Author · Artist

Start a conversation: book a planning session for your school or team.

angela@understandingart.com.au · understandingart.com.au

WhatsApp @understandingart · @understandingartinfo · ABN 65 639 934 521

EVIDENCE BASE

QCAA. (2026). Evaluation of the new QCE system. qcaa.qld.edu.au

Probine et al (2026). Thinking Through Making. doi.org/10.1007/s10643-026-02341-2

Cruz-Castillo & Torrens-Rojas. (2026). Unlearning the March of Progress. doi.org/10.1007/s11422-026-10294-6