

UNPACKING ASSESSMENT REQUIREMENTS - ISMGS AND COGNITIONS



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COGNITIVE PROCESSES – WHAT ARE THEY?

Cognitive processes are thinking processes.

Cognitive verbs refer to the **DOING** in a specific thinking process.

EXAMPLE: *Explain, analyse, calculate or apply*

In assessment, the cognitive verb determines the kind of evidence we would expect from a student. For each cognitive verb there is an agreed definition that guides a teacher to assess whether a student has demonstrated evidence of that cognitive process.

analyse

consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences



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COGNITIVE PROCESSES – WHAT ARE THEY?

So, it's important for everyone to have an agreed understanding and know what these cognitions look like in practical terms.

Here's an example – the agreed definition of **ANALYSE**.

analyse

consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

ACTIVITY

You will find a series of cards at your tables.

Your task (should you choose to accept it) is to match the cognitive verbs with their definitions.



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ANALYSE

APPLY

COMPARE

DESCRIBE

DEVELOP

EVALUATE

EXAMINE

EXPLAIN

IDENTIFY

INFER

INTERPRET

SELECT

**MAKE
DECISIONS**

REPRESENT

UNDERSTAND



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consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

use or employ in a particular situation

estimate, measure or note how things are similar or dissimilar

give an account of characteristics or features

demonstrates understanding of knowledge using varying levels of skills

examining and judging the merit or significance of something

determine the nature or conditions of

provide additional information that demonstrates understanding of reasoning and/or application

establish or indicate who or what someone or something is

a conclusion reached on the basis of evidence or reasoning

explaining the meaning of information or actions

make a choice between options

examine alternatives to choose an option

use words, images, symbols or signs to convey meaning

to perceive what is meant, grasp an idea, and to be thoroughly familiar with



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ASSESSMENT INSTRUMENTS – Let's unpack what they are.

TECHNIQUE

ACH.
STANDARD

UNIT DETAILS

Year 10 Visual Art 2021

Project – Making and Responding


Semester 1, 2021

Unit 1: Looking In/Out

Australian Curriculum Achievement Standard

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

	Albany Creek State High School	
	Student's name:	
	Teacher's name:	Due Dates:
		<ul style="list-style-type: none"> Folio Review – Responding Task – Visual Journal – Looking In/Out Making Folio -

Subject	Visual Art
Technique	Project – Making and Responding to Artworks
Unit	Looking In/Out

Conditions

Mode	Folio of 2 Dimensional Mixed Media and Written Work
Time	15 weeks

Context

Throughout this Unit, students will submit a Visual Journal and A3 Folio with work documenting the processing of their design ideas and the development of their portrait based two-dimensional artworks. Students will compose a comparative essay that focuses on portraiture and visual conventions.

Task

- Making** - Folio of experimental media exploring portraiture interpreted through wet and dry drawing techniques, collage, printmaking and acrylic painting
- Responding** – Comparative Essay investigating artists from the Archibald Prize and a historical context – approx 800 words.

To complete this task, you must

- Experiment** with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork.
- Develop** ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes.
- Develop** planning skills for art-making by exploring techniques and processes used by different artists.
- Practise** techniques and processes to enhance representation of ideas in their art-making.
- Present** artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience.
- Practise** techniques and processes to enhance representation of ideas in their art-making.

Stimulus

Variety of printmaking artists, collage, drawing and water-colour painters and illustrators.

Checkpoints

- | | |
|--|--|
| <input type="checkbox"/> Folio Review | |
| <input type="checkbox"/> Responding Task | |
| <input type="checkbox"/> Making Folio | |

Authentication strategies

- The teacher will provide class time for task completion.
- Students will each produce an individualised response.
- Students will provide evidence of their progress at indicated checkpoints.
- The teacher will collect and annotate written drafts.

Scaffolding

- Demonstrations, feedback while work is in progress, peer and self-assessment and worksheets etc.

CONDITIONS

CONTEXT

TASK

COGNITIONS IN
CONTEXT

STIMULUS

CHECKPOINTS

CHECKPOINTS

SCAFFOLDING



MARKING GUIDES – WHAT ARE THEY?

Folio of work

		A	B	C	D	E
		The folio of student work has the following characteristics:				
Chemical sciences	application of the observable properties of materials to provide a reasoned explanation of how objects and materials can be used	application of the observable properties of materials to provide an informed explanation of how objects and materials can be used	application of the observable properties of materials to explain how objects and materials can be used	application of the observable properties of materials to describe how objects and materials can be used	statements about the use of materials	
	thorough description of how contact and non-contact forces affect interactions between objects	informed description of how contact and non-contact forces affect interactions between objects	description of how contact and non-contact forces affect interactions between objects	identification of contact and non-contact forces between objects	statements about forces	
	reasoned discussion of how natural processes and human activity cause changes to Earth's surface	informed discussion of how natural processes and human activity cause changes to Earth's surface	discussion of how natural processes and human activity cause changes to Earth's surface	identification of natural processes and human activity that cause changes to Earth's surface	statements about changes to the Earth's surface	
Physical sciences						
Science understanding Earth and space sciences						
Biological sciences	thorough description of how relationships assist the survival of living things	informed description of relationships that assist the survival of living things	description of relationships that assist the survival of living things	identification of relationships between living things	statements about the survival of living things	
	sequencing and thorough description of key stages in the life cycle of a plant or animal	sequencing and description of key stages in the life cycle of a plant or animal	sequencing of key stages in the life cycle of a plant or animal	partial sequencing of the life cycle of a plant or animal	fragmented sequencing of life cycle	

Five-point scale

Standard descriptor

Achievement standard

These two columns are determined using the specific organising structures of a learning area. In this Science example, the strands and sub-strands of the learning area are used to provide the structure of the standards elaborations.

Shading shows the discernible differences or degrees of quality associated with the levels of achievement in student work against which judgments are made.

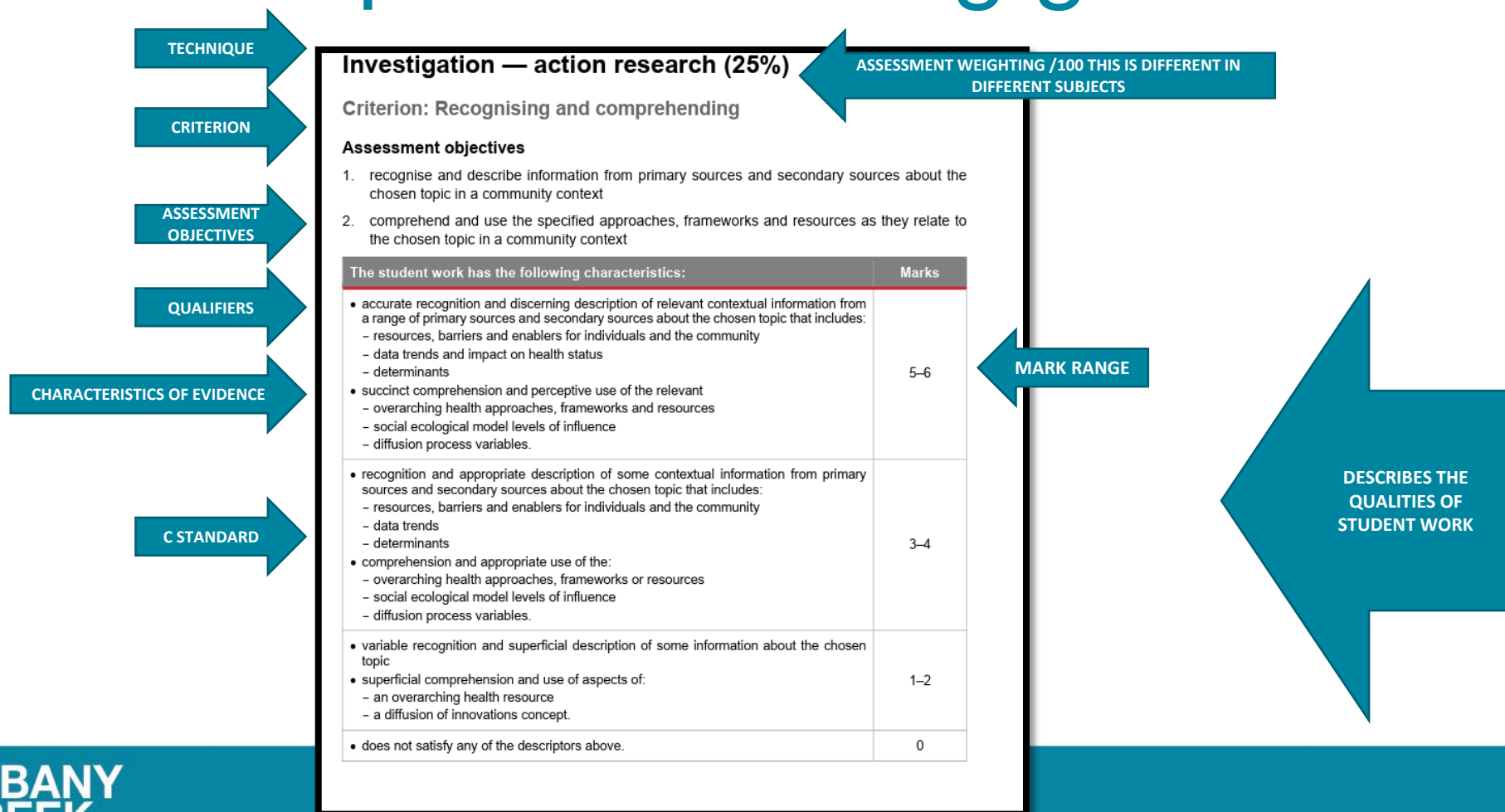
	A	B	C	D	E
The student work has the following characteristics:					
Knowledge and understanding	reasoned explanation of the significance an event/development, an individual and/or group has had on shaping Australia's past and its current national identity	informed explanation of the significance an event/development, an individual and/or group has had on shaping Australia's past and its current national identity	explanation of the significance an event/development, an individual and/or group has had on shaping Australia's past and its current national identity	identification of aspects of the significance an event/development, an individual and/or group has had on shaping Australia's past and its current national identity	statements about aspects of the significance an event/development, an individual and/or group has had on shaping Australia's past and its current national identity
	informed identification and description of continuities and changes of Australian society for different groups in the past (20th century) and present	informed identification and description of continuities and changes of Australian society for different groups in the past (20th century) and present	identification and description of continuities and changes of Australian society for different groups in the past (20th century) and present	identification of aspects and partial description of continuities and changes of Australian society for different groups in the past (20th century) and present	statements about aspects of continuities and changes of Australian society for different groups in the past (20th century) and present
	reasoned description of the causes and effects of change on Australian society in the 20th century	informed description of the causes and effects of change on Australian society in the 20th century	description of the causes and effects of change on Australian society in the 20th century	partial description of the causes and effects of change on Australian society in the 20th century	statements about aspects of the causes and effects of change on Australian society in the 20th century
Inquiry and skills	development of open and relevant questions to frame an investigation about the contribution made to shaping Australia's past and current national identity	development of appropriate questions to frame an investigation about the contribution made to shaping Australia's past and current national identity	development of appropriate questions to frame an investigation about the contribution made to shaping Australia's past and current national identity	partial development of questions to frame an investigation about the contribution made to shaping Australia's past and current national identity	statements about aspects of questions to frame an investigation about the contribution made to shaping Australia's past and current national identity
	location and purposeful collection of useful data and information including images from primary and secondary sources	location and purposeful collection of useful data and information including images from primary and secondary sources	location and collection of useful data and information including images from primary and secondary sources	location and partial collection of useful data and information including images from primary and secondary sources	location and statements about aspects of collection of useful data and information including images from primary and secondary sources
	reasoned examination of sources to: <ul style="list-style-type: none"> determine their origin and purpose identify different perspectives about Australia's national identity in the past and present 	informed examination of sources to: <ul style="list-style-type: none"> determine their origin and purpose identify different perspectives about Australia's national identity in the past and present 	examination of sources to: <ul style="list-style-type: none"> determine their origin and purpose identify different perspectives about Australia's national identity in the past and present 	partial examination of sources to: <ul style="list-style-type: none"> determine their origin and purpose identify different perspectives about Australia's national identity in the past and present 	statements about aspects of examination of sources to: <ul style="list-style-type: none"> determine their origin and purpose identify different perspectives about Australia's national identity in the past and present
Interpretation of data	identify and describe and compare patterns and trends about Australia's national identity	identify, describe and compare patterns and trends about Australia's national identity	interpretation of data to: <ul style="list-style-type: none"> identify, describe and compare patterns and trends about Australia's national identity infer relationships evaluate evidence to draw conclusions about the significance in shaping Australia's national identity 	partial identification of, and partial description and comparison of, patterns and trends about Australia's national identity	statements about aspects of identification of, and description and comparison of, patterns and trends about Australia's national identity
	infer relationships	infer relationships	infer relationships	partial inference of relationships	statements about aspects of relationships
	evaluate evidence to draw conclusions about the significance in shaping Australia's national identity	evaluate evidence to draw conclusions about the significance in shaping Australia's national identity	evaluate evidence to draw conclusions about the significance in shaping Australia's national identity	partial evaluation of evidence to draw conclusions about the significance in shaping Australia's national identity	statements about aspects of evaluation of evidence to draw conclusions about the significance in shaping Australia's national identity
Presentation	presentation of ideas, findings, viewpoints and conclusions in a range of communication forms either written or orally that incorporate relevant: <ul style="list-style-type: none"> source materials communication conventions (explanation through digital collage) discipline-specific terms 	presentation of ideas, findings, viewpoints and conclusions in a range of communication forms either written or orally that incorporate relevant: <ul style="list-style-type: none"> source materials communication conventions (explanation through digital collage) discipline-specific terms 	presentation of ideas, findings, viewpoints and conclusions in a range of communication forms either written or orally that incorporate relevant: <ul style="list-style-type: none"> source materials communication conventions (explanation through digital collage) discipline-specific terms 	partial presentation of ideas, findings, viewpoints and conclusions in a range of communication forms either written or orally that incorporate relevant: <ul style="list-style-type: none"> source materials communication conventions (explanation through digital collage) discipline-specific terms 	statements about aspects of presentation of ideas, findings, viewpoints and conclusions in a range of communication forms either written or orally that incorporate relevant: <ul style="list-style-type: none"> source materials communication conventions (explanation through digital collage) discipline-specific terms
Overall result:	B				
Feedback comments:					

The pattern of evidence leads to an on-balance judgment of an overall result of 'B'.



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Instrument specific marking guides



Investigation — action research (25%)

Criterion: Recognising and comprehending

Assessment objectives

1. recognise and describe information from primary sources and secondary sources about the chosen topic in a community context
2. comprehend and use the specified approaches, frameworks and resources as they relate to the chosen topic in a community context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources about the chosen topic that includes: <ul style="list-style-type: none"> – resources, barriers and enablers for individuals and the community – data trends and impact on health status – determinants • succinct comprehension and perceptive use of the relevant <ul style="list-style-type: none"> – overarching health approaches, frameworks and resources – social ecological model levels of influence – diffusion process variables. 	5-6
<ul style="list-style-type: none"> • recognition and appropriate description of some contextual information from primary sources and secondary sources about the chosen topic that includes: <ul style="list-style-type: none"> – resources, barriers and enablers for individuals and the community – data trends – determinants • comprehension and appropriate use of the: <ul style="list-style-type: none"> – overarching health approaches, frameworks or resources – social ecological model levels of influence – diffusion process variables. 	3-4
<ul style="list-style-type: none"> • variable recognition and superficial description of some information about the chosen topic • superficial comprehension and use of aspects of: <ul style="list-style-type: none"> – an overarching health resource – a diffusion of innovations concept. 	1-2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0



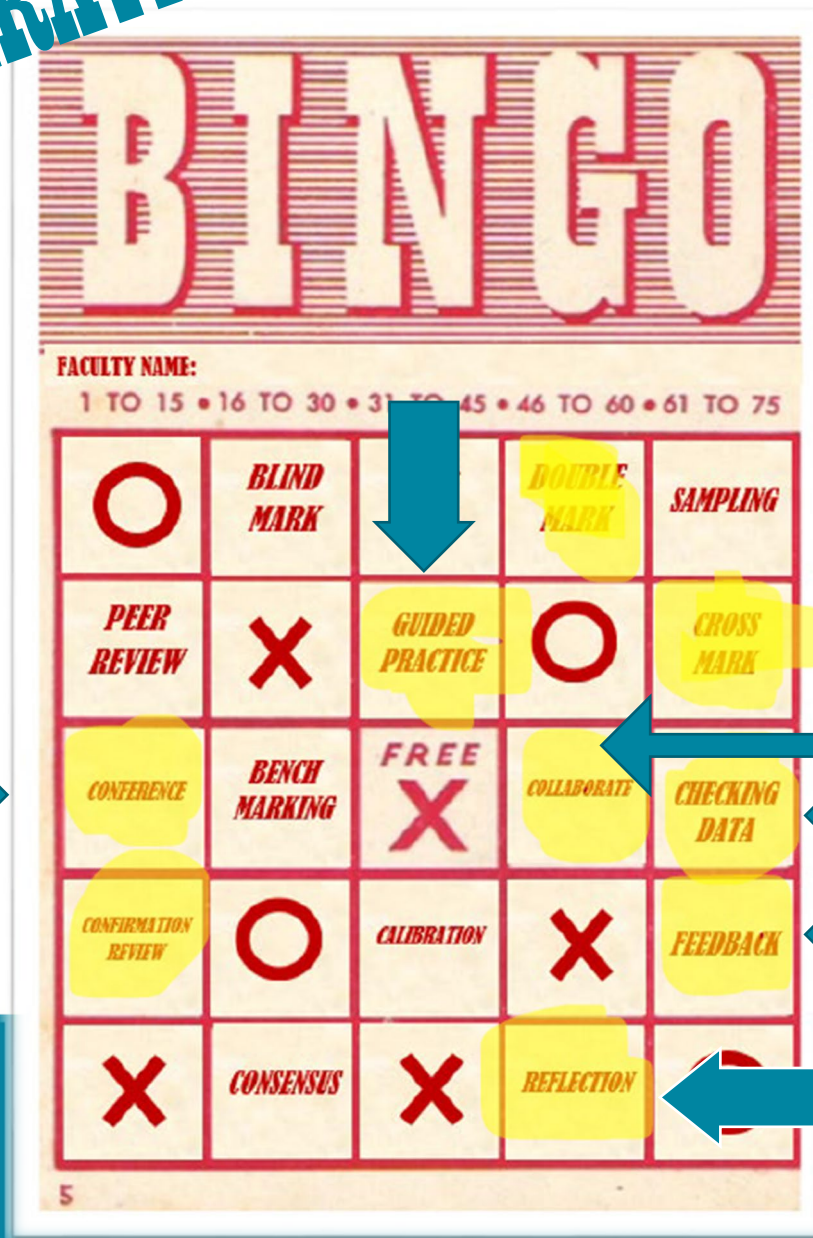
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Year 10 Science standard elaborations

		A	B	C	D	E
The folio of student work has the following characteristics:						
Science understanding	Chemical sciences	<ul style="list-style-type: none"> critical analysis of how the periodic table organises elements and use of this analysis to make justified predictions about the properties of elements justified explanation of how: <ul style="list-style-type: none"> chemical reactions are used to produce particular products different factors influence the rate of reactions 	<ul style="list-style-type: none"> informed analysis of how the periodic table organises elements and use of this analysis to make plausible predictions about the properties of elements informed explanation of how: <ul style="list-style-type: none"> chemical reactions are used to produce particular products different factors influence the rate of reactions 	<ul style="list-style-type: none"> analysis of how the periodic table organises elements and use of this analysis to make predictions about the properties of elements explanation of how: <ul style="list-style-type: none"> chemical reactions are used to produce particular products different factors influence the rate of reactions 	<ul style="list-style-type: none"> description of how the periodic table organises elements making of predictions about the properties of elements description of how: <ul style="list-style-type: none"> chemical reactions can be used rate of reactions can be changed 	<p>statements about:</p> <ul style="list-style-type: none"> the periodic table chemical reactions
	Physical sciences	<ul style="list-style-type: none"> justified explanation of the concept of energy conservation and accurate representation of energy transfer and transformation within systems reasoned and accurate application of relationships between force, mass and acceleration to make justified predictions about changes in the motion of objects 	<ul style="list-style-type: none"> informed explanation of the concept of energy conservation and detailed representation of energy transfer and transformation within systems accurate application of relationships between force, mass and acceleration to make informed predictions about changes in the motion of objects 	<ul style="list-style-type: none"> explanation of the concept of energy conservation and representation of energy transfer and transformation within systems application of relationships between force, mass and acceleration to predict changes in the motion of objects 	<ul style="list-style-type: none"> description of the concept of energy conservation and partial representation of energy transfer and transformation within systems partial application of relationships between force, mass and acceleration and changes in the motion of objects 	<p>statements about energy and motion</p>
	Earth and space sciences	<ul style="list-style-type: none"> thorough description and critical analysis of interactions and cycles within and between Earth's spheres critical evaluation of the evidence for scientific theories that explain the origin of the universe 	<ul style="list-style-type: none"> informed description and informed analysis of interactions and cycles within and between Earth's spheres informed evaluation of the evidence for scientific theories that explain the origin of the universe 	<ul style="list-style-type: none"> description and analysis of interactions and cycles within and between Earth's spheres evaluation of the evidence for scientific theories that explain the origin of the universe 	<ul style="list-style-type: none"> description of interactions and cycles within and between Earth's spheres explanation of the scientific theories that explain the origin of the universe 	<p>statements about the:</p> <ul style="list-style-type: none"> Earth's spheres origin of the universe



MODERATION



Whole school moderation processes exist to support quality assessment practices before, during and after your student receives their assessment instrument. Those indicated by arrow are specifically linked to assessment design.



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