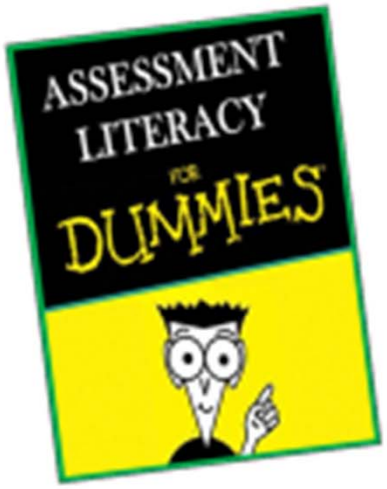
ALBANY CREEK STATE HIGH SCHOOL

Assessment Literacy



Assessment literacy is present when a person possesses the assessment-related knowledge and skills needed for the competent performance of that person's responsibilities.

W. James Popham (2009)

What do I know and understand about assessment and testing?

What do I do with what I know and understand about assessment and testing?

What do I do to improve what I do with what I know and understand about assessment and testing?

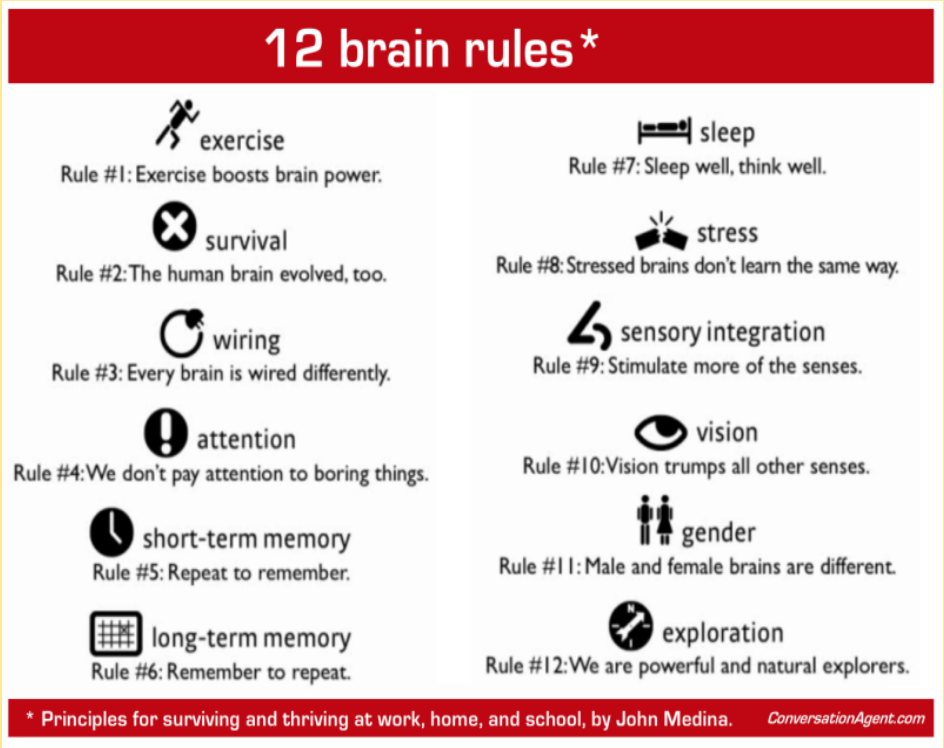
Parent Information Evening

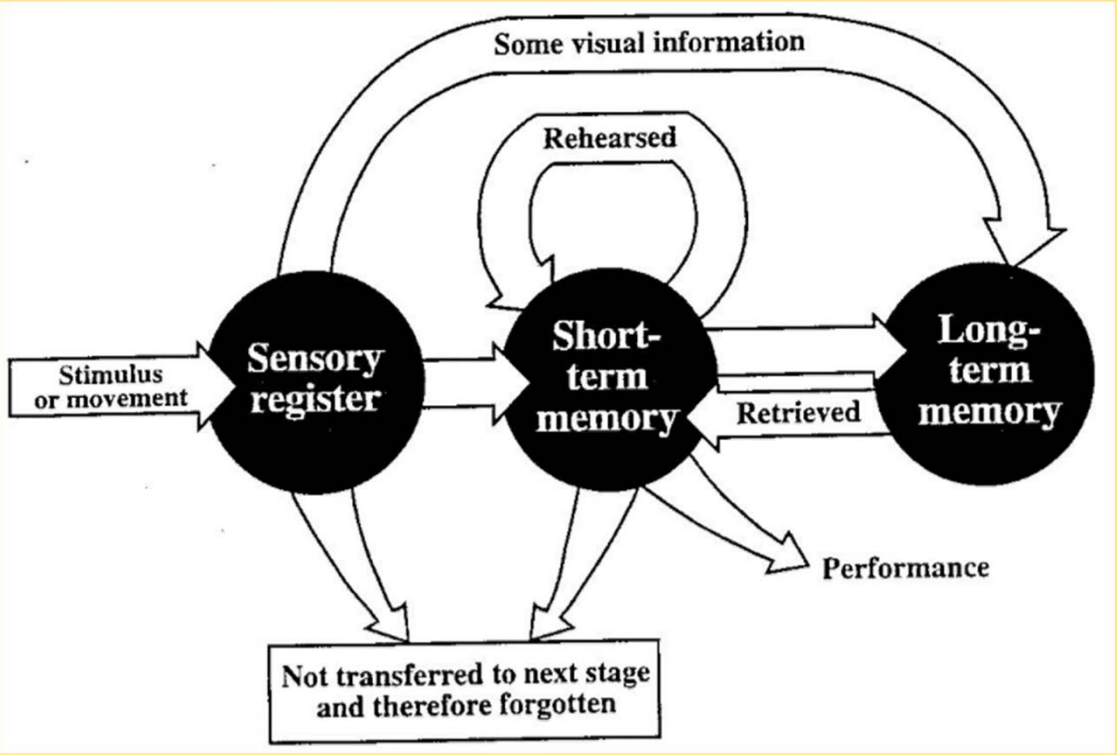
21 May, 2019

Impact of Parent Involvement: .5 Effect Size

My child tells me…..

I can't do the work….
I have no homework….
I can't remember….
It's too haaaard….
I don't know what I am supposed to do….

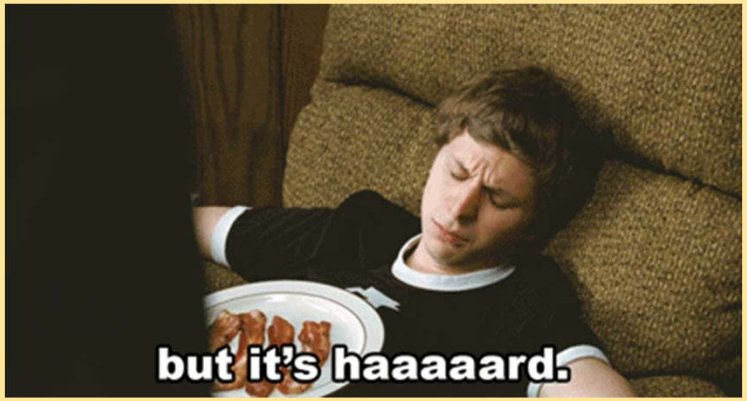




On-going Assessment: A Diagnostic Continuum

Feedback and Goal Setting

Preassessment (Finding Out)	**Formative Assessment** (Keeping Track & Checking -up)	**Summative Assessment** (Making sure)
Pre-test *Graphing for Greatness* *Inventory* *KWL* *Checklist* *Observation* *Self-evaluation* *Questioning*	*Conference* *Peer evaluation* *3-minute pause* *Observation* *Talkaround* *Questioning* *Exit Card* *Portfolio Check* *Quiz* *Journal Entry* *Self-evaluation*	*Unit Test* *Performance Task* *Product/Exhibit* *Demonstration* *Portfolio Review*



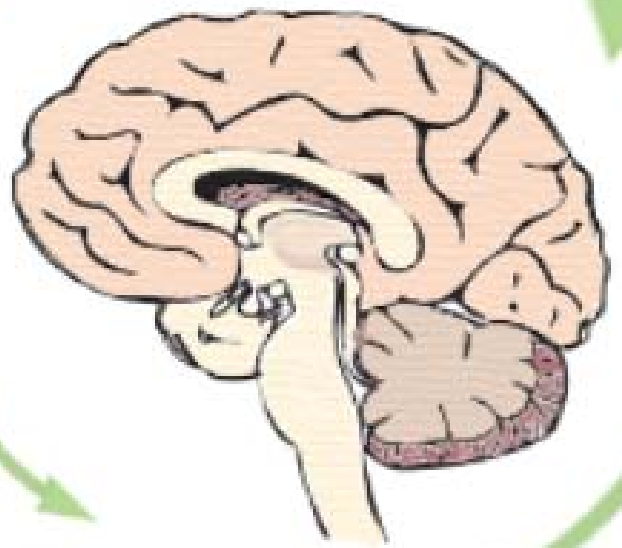
The stress-brain loop

chronic stress

- inadequate sleep
- poor nutrition
- emotional distress

increases glucocorticoids

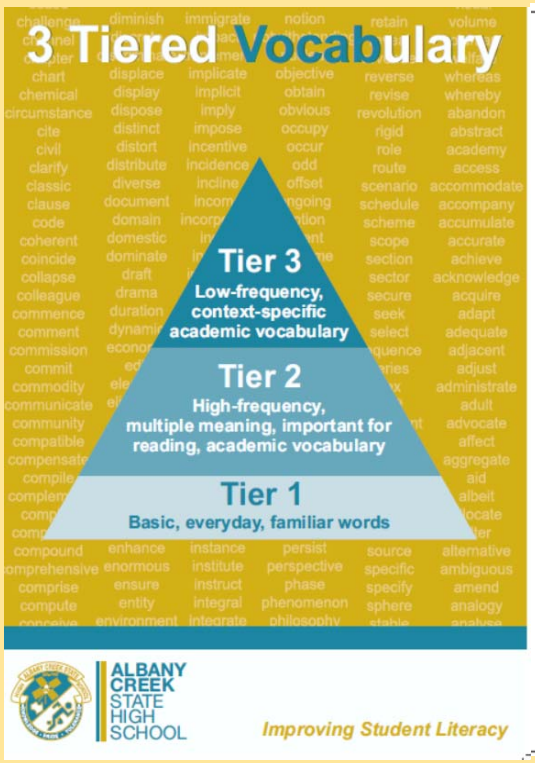
decreased regulation of cortisol

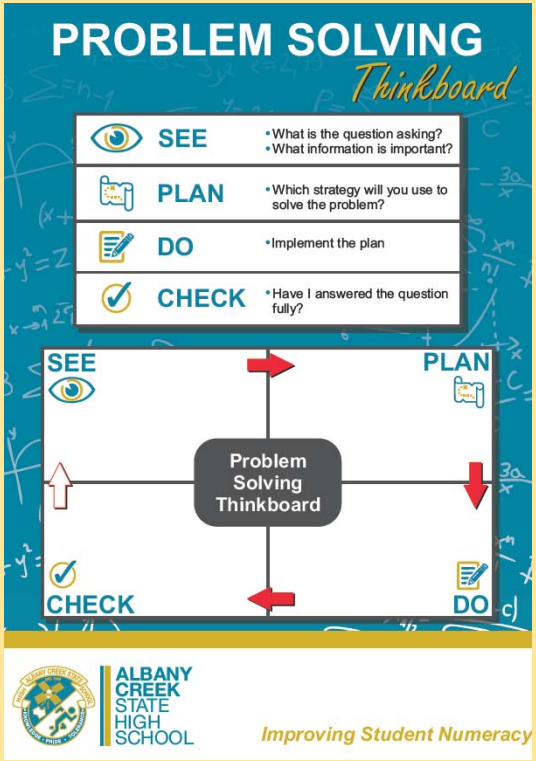


cellular changes in the hippocampus

- attention
- perception
- short-term memory
- learning
- word finding

What is the common language in this school?





ALBANY CREEK STATE HIGH MATHEMATICS

Yr 8 Mathematics
Assessment Instrument 1.2

Student:	
Teacher:	
Date:	

RESULT

Subject	Mathematics	**Instrument no.**	1.2
Technique	Examination		
Unit	Unit 2: Number and Ratio		
Topic/s	Integers, Rational & Irrational numbers, Ratio and Rates		

CONDITIONS	
Response type	Short response
Time	60 minutes
Other	Technology active – Scientific and Non-CAS graphics calculator permitted
INSTRUCTIONS	
	n the response booklet provided pen graphics calculator is permitted

Achievement Standard

By the end of Year 8, students **solve everyday problems involving rates, ratios** and percentages. They describe index laws and apply them to whole numbers. **They describe rational and irrational numbers.** Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

Marking Guide: Examination

Criterion: Understanding Fluency and Problem-solving and Reasoning

The student work has the following characterisitics:	**Percentage**	**Grade**
• consistently correct selection, recall and use of facts, rules, definitions and procedures; authoritative and accurate command of mathematical concepts and techniques; astute evaluation of the reasonableness of solutions and use of mathematical reasoning to correctly justify procedures and decisions; and fluent application of mathematical concepts and techniques to solve problems in a comprehensive range of simple familiar, complex familiar and complex unfamiliar situations.	➢ 85%	A
• correct selection, recall and use of facts, rules, definitions and procedures; comprehension and clear communication of mathematical concepts and techniques; considered evaluation of the reasonableness of solutions and use of mathematical reasoning to justify procedures and decisions; and proficient application of mathematical concepts and techniques to solve problems in simple familiar, complex familiar and complex unfamiliar situations.	➢ 70%	B
• some selection, recall and use of facts, rules, definitions and procedures; comprehension and communication of mathematical concepts and techniques; evaluation of the reasonableness of solutions and use of mathematical reasoning to justify procedures and decisions; and application of mathematical concepts and techniques to solve problems in simple familiar and complex familiar situations.	➢ 40%	C
• inconsistent selection, recall and use of facts, rules, definitions and procedures; basic comprehension and communication of mathematical concepts and techniques; inconsistent evaluation of the reasonableness of solutions using mathematical reasoning; and inconsistent application of mathematical concepts and techniques.	➢ 20%	D
• isolated selection, recall and use of facts, rules, definitions and procedures; basic comprehension and communication of some mathematical concepts and techniques isolated description of the reasonableness of solutions; and isolated application of mathematical concepts and techniques.	➢ 1%	E
Student Result for Instrument 1.2	/23 %	

Assessable element

Descriptions of what that thinking looks like at that level.

Assessable element.

This may appear on the criteria or it may appear in class teaching – a more task specific Identification of what that looks like

		A	B	C	D	
		The folio of student work has the following characteristics				
Understanding dimension	Science understanding	• Informed explanations of how chemical reactions are used to produce particular products and how different factors influence the rate of reactions *In your rationale- informed explanation of rate of reaction, your analysis unpacks how that works in the assessment – uses accurate chemical formulas; specificity in selection of variables to discuss; the role of (ant)acid as a biological catalyst is (Analysis)*	• Relevant explanations of how chemical reactions are used to produce particular products and how different factors influence the rate of reactions	• Explanations of how chemical reactions are used to produce particular products and how different factors influence the rate of reactions *In your rationale- basic explanation of rate of reaction, your analysis generally unpacks how that works in the assessment (Analysis)*	• Partial explanations of how chemical reactions are used to produce particular products and how different factors influence the rate of reactions	• Explains some chemical reactions

Descriptors which shows what that element looks like at that level of thinking.

Criterion: Analysing

Assessment objective

3. analyse evidence from historical sources to show understanding that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
• discerning identification of the features of evidence from primary and secondary sources • detailed examination of the features of evidence from primary and secondary sources • informed explanation about how evidence from sources contributes to the development of the key inquiry question.	7–8
• appropriate identification of the features of evidence from primary and secondary sources • adequate examination of the features of evidence from primary and secondary sources • reasonable explanation about how evidence from sources contributes to the development of the key inquiry question.	5–6
• identification of the features of evidence from sources • examination of the features of evidence from sources • explanation about how evidence from sources contributes to the development of the key inquiry question.	3–4
• partial or fragmented identification of a feature of evidence from a source or sources • rudimentary examination of a feature of evidence from a source or sources • superficial explanation about how evidence from a source or sources relate to the key inquiry question, sub-question/s or the topic.	1–2
• does not satisfy any of the descriptors above.	0

Assessable element

Assessment objective

4. analyse and synthesise data to devise an ethics strategy about an ethical dilemma relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
• insightful analysis and discerning synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain the most significant relationships between – the ethical dilemma – the influence of local and national stakeholders on the ethics and values demonstrated in the class, school and community physical activity context – the tensions that exist in relation to integrity and fair play – strategies that have been used in response to similar ethical dilemmas.	5–6
• appropriate analysis and synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain relationships between – the ethical dilemma – the influence of local and national stakeholders on the ethics and values demonstrated in the class, school and community physical activity context – the tensions that exist in relation to integrity and fair play – strategies that have been used in response to similar ethical dilemmas.	3–4
• superficial analysis and synthesis of primary data or secondary data, relevant to ethics, to ascertain a relationship between the ethical dilemma, integrity, fair play or the influence of stakeholders in the class, school or community physical activity context.	1–2
• does not satisfy any of the descriptors above.	0

Descriptor of what that work looks like at that level.

Year 9 Geography Criteria Sheet

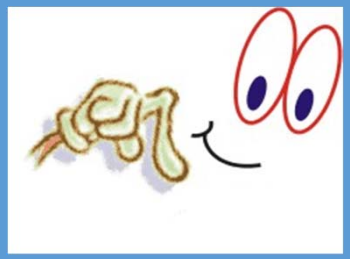
	A	B	C
	The student work has the following characteristics		
Synthesising	synthesis of data and other information to draw discerning and reasoned conclusions, taking into account environmental, economic, and social factors	synthesis of data and other information to draw effective and reasoned conclusions, taking into account environmental, economic, and social factors	synthesis of data and other information to draw reasoned conclusions, taking into account environmental, economic, and social factors
Control of genre	• proficient use of TEE(A)L structure • proficient use and control of geographical terminology and written conventions (spelling, punctuation, grammar).	• competent use of TEE(A)L structure • competent use and control of geographical terminology and written conventions (spelling, punctuation, grammar).	• adequate use of TEE(A)L structure • adequate use and control of geographical terminology and written conventions (spelling, punctuation, grammar).

Discerning : means targeted & specific to the question and making good judgements in selecting the best data & information to answer the question.
Reasoned : logical, clear, well though out.
Proficient : competent, skilled, master.
Effective : answers the question in all of it parts.

Year 11 Modern History 2017 Studies of Conflict: Enter the Dragon: Ideological Conflict in China. Cat 3 Multi-modal Assignment

CRITERION	STANDARDS OF ACHIEVEMENT RESEARCH TASK- CATEGORY TWO-RESEARCH ASSIGNMENT				
	A	B	C	D	E
1. PLANNING AND USING A HISTORICAL RESEARCH PROCESS	The Student: ▪ Identifies conceptually complex issues for investigation, and devises and focuses a manageable research question with appropriate sub-questions	The Student: ▪ Identifies significant issues for investigation, and devises historical research question and appropriate sub-questions.	The Student: ▪ Devises or applies straightforward historical research questions and appropriate sub questions that involve simple and familiar concepts.	The Student ▪ Uses closed, factually based historical research questions	The Student: ▪ Usually relies upon others to frame questions.
	▪ Demonstrates initiative by locating and organising primary and secondary sources which offer a range of perspectives	▪ Demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer a range of perspectives	▪ Locates and uses some relevant sources	▪ Locates some relevant, sources	▪ Locates some relevant information in sources provided
	▪ Creates and maintains detailed systematic, coherent records of research that demonstrate the interrelationships of the aspects of inquiry.	▪ Creates and maintains systematic coherent records of research that demonstrate effective application of the aspects of inquiry.	▪ Maintains a record of research that reflects a basic understanding of the aspects of inquiry.	▪ Presents a record of research that reflects some of the aspects of inquiry.	▪ Provides fragmented, and often irrelevant research notes, if any.
	▪ Demonstrates critical reflection during research to make valid changes in direction or emphasis.	▪ Demonstrates reflection during the research process and revises the process where necessary	▪ Responds to obvious issues that emerge in the research process.		
. FORMING HISTORICAL KNOWLEDGE THROUGH CRITICAL INQUIRY	A	B	C	D	E
	In response to historical questions, the student	In response to historical questions, the student	In response to historical questions, the student	In response to historical questions, the student	In response to historical questions, the student
	▪ Uses a diversity of primary sources and secondary sources to: o Comprehend and apply explicit and implicit meanings o Analyse to identify implicit and explicit patterns of information and categorise evidence. o Perceptively interpret values & motives and identify perspectives while acknowledging the time period and context of the source's production o Corroborates primary and secondary sources	▪ Uses primary sources and secondary sources to: o Comprehend explicit and implicit meaning o Analyse to identify explicit patterns of and allocate information to categories. o Interpret values & motives and identify perspectives o Corroborates secondary sources	▪ Generally uses primary and secondary sources to: o Comprehend explicit meanings o Analyse to identify obvious themes and/or patterns o Identifies simple and familiar concepts, values & motives that are explicit o Recognise relevant sources o Detect bias in sources	▪ Generally when dealing with historical sources: o Identifies basic and explicit facts. o Comprehends some of the explicit meaning o Groups information according to identified classifications	▪ Includes some information relevant to a factual inquiry ▪ Comprehends some factual detail in a basic historical source ▪ Recognises some information with common characteristics in a basic historical source
	▪ Evaluate relevance, representativeness, likely accuracy and reliability of sources	▪ Evaluate relevance, likely accuracy, likely reliability of sources			
	▪ Synthesises evidence from primary and secondary sources to justify insightful decisions.	▪ Synthesises evidence from primary and secondary sources to make reasoned decisions.	▪ Refers to mainly secondary sources to make obvious decisions.	▪ Where decisions are made, supports them mainly with opinions.	

See-Highlight the key words on the task. Make sure you know what you have to do –as instructed by the task –pay attention to the extra advice given in class



Plan-Usually the task will have some sort of pre-set structure – a planning sheet or scaffold with extra clues – use it!

Make your own.

Check!!!!!!!

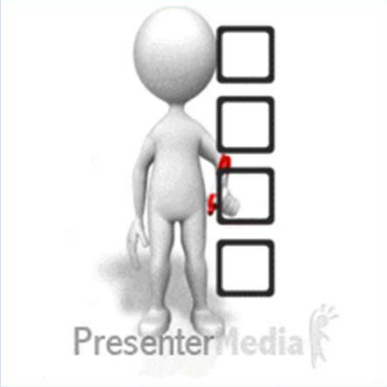
Tick off instructions on task sheet – have I actually done what the teacher asked?

Check criteria Sheet – Have I provided

What this sheet says

My teacher is looking

For in my goal mark?



Do-