And once more with feeling! - Improving In-class Assessment

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Review current practice

Some strategies

Trialling and developing resources
Assessment...
Why set assessment tasks?
Recent research

- ‘assessment primarily to address higher goals of learning and provide advice to the teacher about what is known and where instruction might profitably lead’

(Penn, Panizon & Inglis, UNE)
Self - Assessment

☐ Audit of classroom feedback practice
A suite of self-assessment practices

☐ Students colour-code their written work to communicate with you about their certainties and uncertainties.

OR

☐ Students colour-code test content according to the degree to which they feel in control of the content

☐ This will assist their test preparation.
Or...

- students to indicate their understanding by thumbs up or down

- This requires students to assess their current understanding but also provides you with immediate feedback.
And...

- Use *pro formas* such as reflection sheets. This requires students to assess their performance on a particular activity or over a specific period of time. (Examples)

- Use *rubrics*. Students use the descriptions of level of performance to identify the quality of their performance on a given task.
Use exemplars and work samples – from past students, BOS, STANSW...

Students assess their own performance against that of an exemplar whose qualities have been discussed in a whole-class situation.
HSC– The Scope

- Outcomes from the PFAs and Domain will be assessed - opportunity to demonstrate understandings in a global and local context.

- Knowing and understanding
- Planning and conducting investigations
- Communicating
- Critical thinking
Strategies

- What knowledge / skills / abilities are you trying to assess?
- How can you extend your students to the next level?
The SOLO taxonomy

- Structure of the Observed Learning Outcome measures the *quality* of a student response. (Biggs & Collis, 1982)
- Links with the stages of Piaget and with a constructivist understanding of learning.
- Defines curriculum outcomes describing where a student *should* be operating.
Reaching SOLO levels

- Students produce responses depending on their familiarity with a concept or skill
- Prestructural - inadequate
- Unistructural – single datum
- Multistructural - >2 pieces of data
Relational – relevant data woven into a relationship

Extended abstract – ‘what if...’ Beyond the expected.

HSC grades holistically – looks at the complexity of response and quality of information.
Rich Assessment Tasks

□ A rich task may be viewed as the practical representation of the learning outcomes.

□ It presents substantive real problems for the students to solve, based on the learning outcomes of the area of study.

□ A rich task may be used as an organisational framework for the design of a block of work.
Principles in the use of rich tasks:

- Sharing learning intentions with students

- Providing focused feedback. Involve students in reviewing their progress and setting future goals

- Evaluating and adjusting teaching in the context of the learning outcomes, rich tasks and student progress
Curiosity and Wonder—two things to build a great lesson.

☐ An intriguing question that matches the Outcomes
☐ A collection of information that will spark understanding.

‘Provoking a sense of wonder is paramount’

JMcKenzie (2002)
## Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Original</th>
<th>Revised</th>
</tr>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Remember</td>
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<tr>
<td>Comprehension</td>
<td>Understand</td>
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<tr>
<td>Application</td>
<td>Apply</td>
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<td>Analysis</td>
<td>Analyse</td>
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<tr>
<td>Synthesis</td>
<td>Evaluate</td>
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<tr>
<td>Evaluation</td>
<td>Create</td>
</tr>
</tbody>
</table>
‘Slam Dunk’ assessment activity

- The Essential Question and Learning Task
- The Information Source
- The Student Activity
- The Assessment Activity
- Enrichment Activities
- Teacher Support Materials

Onto 6 slides
Resources

- UniServe Science: http://science.uniserve.edu.au/school


- BOS
- Local newspaper/New Scientist
- NASA newsletters
- Teachers Domain  *Free!*
- **SEAR** – Science Education Assessment Resources  *Free!*
- **Rubrics** – a useful starting point  *Free!*