Not another project Miss?

Alexandra Hugman
Director, Life Science
The University of Sydney

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- Internal - Self assessment
  - Peer assessment
- External - Resources

Research

- New agenda –
- '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, 2005)

Self Assessment

- Audit of peer feedback practice

A suite of self-assessment practices

- Students use 'traffic lights'. They colour-code their written work to communicate with the teacher 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.

- students to indicate their understanding by thumbs up or down

This requires students to assess their current understanding but also provides the teacher with immediate feedback.

Peer Assessment

- Audit of peer feedback practice

- Use proformas such as reflection sheets. This requires students to assess their performance on a particular activity or over a specific period of time.
- 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. Students assess their own performance against that of an exemplar whose qualities have been discussed in a whole-class situation.

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.
- ESSA grades holistically – looks at the complexity of response and quality of information.

'Rich' Tasks

- A task may be rich in its construction ...
- But it is manner in which it is used that creates the opportunity for a 'rich' learning experience for your students.

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
- Motivating?

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

Original
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Revised
- Remember
- Understand
- Apply
- Analyse
- Evaluate
- Create

Cross-curricular Assessment

- Geography
- English (Sleek Geeks?)
- Mathematics
- History
- Music
- TAS

Strategy 1:

- 'Slam Dunk' **lessons** –
- produce a Big Question
- using the syllabus, power-point and 'Bloom's'

J.McKenzie (2002)

'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

More Resources

- UniServe Science:
- 'Slam dunk' Template (J.McKenzie, 2002)

More strategies:

- Local newspaper
- NASA newsletters
- Teachers Domain *Free!*
- SEAR – Science Education Assessment Resources *Free!*
- Rubrics – a useful starting point *Free!*
- Create your own Rubric *Free!*