

Home Economics Institute of Australia Inc.

## Aligning assessment – Do you have the evidence?

Adelaide  
Friday 1 June 2018  
10.00 am

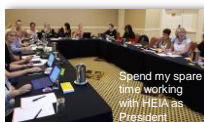


### Acknowledgement of country

I'd like to begin by acknowledging the  
Traditional Owners of the land on which  
we meet today. I would also like to pay  
my respects to Elders past and present.

### A little about me!

- Learning Area Manager – QCAA
- HOD Home Economics in substantive position
- I come from QLD



Spend my spare  
time working  
with HEIA as  
President



So proud  
of my  
Mum



I enjoy  
musical  
theatre



I really love  
cruising



I have a  
beautiful  
daughter and a  
handsome son.



We have a cat called Misty and  
a dog called Fiche!



## Learning intention

- To review learning intentions and success criteria and how they relate to assessment
- To review achievement standards and the intent
- To understand the importance of teaching higher order thinking skills
- To understand the principles of assessment
- To review current assessment tasks and identify alignment to curriculum documents
- To review current tasks and write aligned assessment tasks.



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## Steps to success

- Unpack learning intentions and success criteria
- Write learning intentions and success criteria
- Review the principles of assessment
- Identify clear alignment to achievement standards
- Review assessment tasks for alignment
- Identify questions that gain evidence against the achievement standard
- Rewrite tasks to align to achievement standard



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## Success criteria

- Able to write clear and aligned learning intentions and success criteria
- Able to understand the importance of teaching higher order thinking skills
- Able to understand the principles of assessment
- Able to write assessment aligned to achievement standards or syllabus objectives



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### What is assessment?

List four thoughts you have when you hear the word

## Assessment



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### Learning intentions and success criteria link directly to the achievement standard.

Learning Intentions	Success Criteria
Learning intentions describe what learners should know, understand or be able to do.	Success criteria are the measures used to determine how well the learner has met the learning intention.



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### How do we write learning intentions?

**Focusing on knowledge:**


- About a topic
- Of how something is done
- Why something happens
- What causes something to happen

**Focusing on understanding:**

- The causes of an event
- Effects of ...
- How persuasive language can ...
- How the internet can be used for...
- What happens when ...
- Why x causes y

**Focusing on skills:**

- Able to write, analyse, evaluate, synthesise, design, communicate, solve a problem, work as, identify, experiment, perform, do, make, produce



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### Why success criteria?

- Improved understanding
- Help when designing class work and assessment tasks
- Help learners focus on the assessment task
- Encourage independent learning
- Enable accurate feedback



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### How can success criteria be effective?

#### **They are effective if they are:**

- Linked to the learning intention
- Written in language that the learner understands
- Specific to an activity
- Scaffolded to focus the learners
- Used as a basis for feedback
- Supported by exemplars



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### Success criteria are not -

- A completed worksheet
- A submitted assignment
- Participate in activity
- Copy notes
- View a PowerPoint

#### **These are how they demonstrate the success criteria.**



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Design and technologies – achievement standard

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.



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HPE – achievement standard

By the end of Year 8, students **evaluate strategies and resources** to manage changes and transitions and **investigate** their impact on identities. Students **evaluate** the impact on wellbeing of relationships and valuing diversity. They **analyse** factors that influence emotional responses. They **investigate** strategies and practices that enhance their own, others' and community health, safety and wellbeing. They **investigate and apply** movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and **examine** how connecting to the environment can enhance health and wellbeing.

Students **apply** personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They **demonstrate skills** to make informed decisions, and **propose and implement actions** that promote their own and others' health, safety and wellbeing. Students **demonstrate** control and accuracy when performing specialised movement sequences and skills. They **apply** movement concepts and refine strategies to suit different movement situations. They **apply** the elements of movement to compose and perform movement sequences.

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Example learning intentions

*Aspect of achievement standard: They develop criteria for success*

*Learning intention for the topic*

- Understand what criteria for success are and how they are used
- Identify criteria for success for a particular product
- Able to write criteria for success
- Able to evaluate the success of a product using criteria for success



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### Write a learning intention

- Look at the achievement standards for Design and technology and write a possible learning intention for one of the aspects of the achievement standard.
- Write the success criteria for that learning intention.



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### Teaching the required skills

How do we know that students can provide evidence against the achievement standard?

- Analysis
- Evaluation
- Summarising
- Synthesis
- Adaption
- Communication
- Make judgments

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### Specifically teaching the language and concepts of higher-order thinking

- Teach the language
- Tell student what they are doing and why the higher order skills are needed for them to problem solve –
  - When words like apply, solve, experiment, show or predict they demonstrate application
  - When words like appraise, judge, criticise or decide they are higher order thinking skills practicing evaluation
- Explicit teaching of subject concepts – direct instruction. Students should be aware of and practice the higher order thinking skills
- Provide scaffolding at the beginning and then turn over responsibility to the students. Too much scaffolding is detrimental. Too little leaves them floundering.
- Consciously teach to encourage higher order thinking – teach skills through real world contexts, vary the context. Emphasise the building blocks of higher order thinking and encourage students to think about the thinking strategies they are using.

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## Links to assessment

### Why do we assess?

**Assessment for learning** – monitors learning and targets skills  
FORMATIVE

**Assessment as learning** – students reflect on learning and progress  
FORMATIVE

**Assessment of learning** – gathers evidence of student learning  
SUMMATIVE



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## Formative assessments



- Highlight the needs of each student
- Provide immediately useful feedback to students and teachers
- Occur as a planned and intentional part of the learning in a classroom
- Focus on progress or growth
- Support goal setting within the classroom curriculum
- Answer questions the teacher has about students' learning
- Reflect the goals and intentions of the teachers and the students
- Rely on teacher expertise and interpretation
- Occur in the context of classroom life
- Focus on responsibility and care
- Inform immediate next steps
- Allow teachers and students to better understand the learning process in general and the learning process for these students in particular
- Encourage students to assume greater responsibility for monitoring and supporting their own learning.
- Consider multiple kinds of information, based in a variety of tools or strategies

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## Summative assessment

- Assessment of learning – provides evidence of achievement at the conclusion of a unit of work
- Measures achievement against standards
- Cumulative
- Often high stakes



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## Designing assessment

- Think about all the things you consider when setting assessment.
- Make a list giving reasons why these are important for good assessment.



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## Principles of Assessment


Assessment must be:

Informed

Purposeful

Authentic

Valid and reliable



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## Informed

- Based on an informed knowledge and understanding of the learner – data
- Is relevant and accessible
- Developmentally appropriate
- Broad range of strategies to engage the learner
- Based on high expectations – intellectually challenging



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## Purposeful

- Seamless part of the learning process
- Focused on improving student learning through feedback
- Guides the teacher on the next phase of learning
- Based on learning intentions and success criteria
- Aligned to the curriculum – achievement standard or syllabus objectives



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## Authentic assessment

- The measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful" - real world.
- Devised by the teacher, or in collaboration with the student by engaging student voice.
- Encourages the integration of teaching, learning and assessing.
- The task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for student learning.



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## Valid and reliable

**Validity** – refers to the accuracy of the assessment.

**Reliability** – refers to the extent to which assessments are consistent.

1. Assesses what it intends to assess
2. Evidence based – on what students can do, write, say
3. Enables feedback which informs and improves student learning
4. Moderated - consistent teacher judgments against standards



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### Assessment techniques


**Do not usually test high order skills**

- Short form and multiple choice tests
- Short answer test

**Test high order skills**

- Essay
- Performance test
- Written report
- Field work/practical
- Project/folio
- Presentations
- Journals

Which of these suit our purpose?



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### Moderation - When should moderation occur?

- Assessment design – before the course is started – aligned to the expected student outcomes.
- Communication – clear communication with all who will mark the task.
- Marking – reliability so that marking is consistent.
- Analysis of results – sample papers checked for consistent application of standards and criteria/dimensions
- Feedback – to students and to writers of assessment on the effectiveness and efficiency of the moderation process.



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### Marking guides Rubrics

- Guide to making judgments
- Criteria sheet
- Rubric



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## Queensland standards elaborations – D &amp; T

	A	B	C	D	
<p>comprehensive understanding of technology innovation</p> <p>technology innovation</p>	<p>The fofa of a student's work has the following characteristics:</p> <p>comprehensive explanation of factors that influence the design of products, solutions and environments to meet present and future needs</p> <p>the contribution of design and technology innovations and enterprise to society</p>	<p>detailed explanation of the design of products, solutions and environments to meet present and future needs</p> <p>the contribution of design and technology innovations and enterprise to society</p>	<p>explanation of factors that influence the design of products, solutions and environments to meet present and future needs</p> <p>the contribution of design and technology innovations and enterprise to society</p>	<p>description of factors that influence the design of products, solutions and environments to meet present and future needs</p> <p>the contribution of design and technology innovations and enterprise to society</p>	<p>statements about factors that influence the design of products, solutions and environments to meet present and future needs</p> <p>design and technology innovations and enterprise to society</p>
<p>comprehensive understanding of technology innovation</p> <p>technology innovation</p>	<p>comprehensive explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts</p> <p>comprehensive evaluation of needs or opportunities for each of the prescribed technologies contexts</p>	<p>detailed explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts</p> <p>detailed evaluation of needs or opportunities for each of the prescribed technologies contexts</p>	<p>explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts</p> <p>evaluation of needs or opportunities for each of the prescribed technologies contexts</p>	<p>partial explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts</p> <p>explanation of needs or opportunities for each of the prescribed technologies contexts</p>	<p>statements about how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts</p> <p>statements about needs or opportunities for each of the prescribed technologies contexts</p>
<p>purposeful creation and adaptation of design ideas, making well-considered decisions</p> <p>purposeful creation and adaptation of design ideas, making well-considered decisions</p>	<p>effective creation and adaptation of design ideas, making considered decisions</p>	<p>creation and adaptation of design ideas, making considered decisions</p>	<p>partial creation and adaptation of design ideas, making decisions</p>	<p>fragmented creation and adaptation of design ideas, making decisions</p>	<p>Note: this is part of the table from DOCA</p>

## Assessment design criteria

Learning Requirements	Assessment Design Criteria
<ol style="list-style-type: none"> <li>1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to reflect on processes and outcomes.</li> <li>2. develop and implement practical skills, including management skills, in an individual or a collaborative context.</li> <li>3. make and justify decisions about issues related to food and hospitality.</li> <li>4. select and use appropriate technology to prepare and serve food, applying safe food-handling practices.</li> <li>6. work individually and collaboratively to prepare and present activities that support healthy eating practices.</li> </ol>	<p><b>Problem-solving – The specific features are:</b></p> <p>P1 Identification and discussion of factors involved in problem-solving.</p> <p>P2 Decision-making about problem-solving and implementation strategies.</p> <p><b>Practical Application – The specific features are:</b></p> <p>PA1 Development and implementation of safe management practices.</p> <p>PA2 Selection and use of appropriate technology for practical activities.</p> <p>PA3 Application of knowledge and practical skills.</p> <p><b>Collaboration – The specific features are:</b></p> <p>C1 Response to other group members, and sharing in decision-making.</p> <p>C2 Involvement in group activities and discussions to support healthy eating practices.</p> <p><b>Reflection – The specific features are:</b></p> <p>R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.</p> <p>R3 Reflection on contemporary issues related to food and hospitality.</p>

## Performance standards – Stage 1

Investigation	Problem-solving	Practical Application	Collaboration	Reflection
<p><b>A</b> productive, well-planned, and well-organized investigation of contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings.</p> <p>Focused and discerning identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p><b>A</b>stute identification and discussion of a range of factors involved in problem-solving.</p> <p>Asking and very appropriate decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving strategies.</p>	<p><b>A</b>stute use of initiative in the development and implementation of a safe management practices.</p> <p>Logical selection and use of appropriate technology for practical activities.</p> <p>Constructive and sustained application of knowledge and practical skills.</p>	<p><b>I</b>nclusive response to other group members, and responsible and sustained sharing in decision-making.</p> <p>Proactive and perspective involvement in group activities and discussions to support healthy eating practices.</p>	<p><b>I</b>nsightful reflection on the processes and outcomes of practical and group activities, including their own performance.</p> <p>Asking reflection on the impact of technology on food and hospitality.</p> <p><b>I</b>nsightful reflection on contemporary issues related to food and hospitality.</p>

Performance standards Stage 2					
	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
A	<i>In-depth</i> investigation and <i>perceptive</i> critical analysis of contemporary trends and/or issues related to the food and hospitality industry.  <i>Perceptive</i> analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.  <i>Highly effective</i> application of literacy and numeracy skills, including <i>clear and consistent</i> use of appropriate terminology.	<i>Astute</i> identification and discussion of factors involved in problem-solving related to the food and hospitality industry.  <i>Sophisticated and well-informed</i> decision-making about problem-solving and implementation strategies.  <i>Clear and very relevant</i> justification of decisions about problem-solving and implementation strategies.	<i>Ongoing and productive</i> implementation of appropriate techniques, and <i>sophisticated</i> generation and maintenance of quality control in preparing and serving food.  <i>Productive and efficient</i> organisation and management of time and resources.  <i>Logical selection and application</i> of the most appropriate technology to prepare and serve food.  <i>Sustained and thorough</i> application of safe food-handling and management practices.	<i>Initiation</i> of ideas and procedures, <i>display of leadership</i> within the group, and <i>proactive and inclusive</i> response to members of the group.  <i>Proactive and focused</i> involvement in group activities and discussions to support healthy eating practices.	<i>Insightful</i> evaluation of the processes and outcomes of practical and group activities, including their own performance.  <i>Sophisticated</i> appraisal of the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.  <i>Insightful</i> explanation of the connections between research and/or planning, and practical application.  <i>In-depth</i> evaluation of contemporary trends and/or issues related to the food and hospitality industry in a variety of settings.
Key – <i>italics</i> are qualifiers or level descriptors					

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## Review assessment



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## Review assessment

- Identify the aspects of the achievement standard being assessed in the task.
- Decide which part of the task aligns to each aspect of the achievement standard – is the question being asked getting you the evidence you need??



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### Your assessment tasks

- Identify the aspects of the achievement standard being assessed in the task.
- Decide which part of the task aligns to each aspect of the achievement standard – is the question being asked getting you the evidence you need??



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### Let's align assessment!

- Identify the areas where you are not obtaining evidence from the task.
- Can it be rewritten to ensure that all the evidence obtained is aligned to the achievement standard?
- Do I need to write a new task?



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### Review of success criteria

- Able to write clear and aligned learning intentions and success criteria
- Able to understand the importance of teaching higher order thinking skills
- Able to understand the principles of assessment
- Able to write assessment aligned to achievement standards or syllabus objectives



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References

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Thank you

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