EDF5018

Assessment Task 2

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ASSESSMENT TASK 1 –

Early Years – Kindergarten setting

Learning outcome:

Children are confident and involved learners – They develop and use their imagination and curiosity as they build a 'tool kit' of skills and processes to support problem solving, hypothesising, experimenting, researching, and investigating activity (Victorian Curriculum and Assessment Authority, 2016).

Following activities or experiences will be set-up in the school for children to engage with in order to demonstrate the above skills through exploration of their surroundings. These include:

1. Overhead projector (light, properties of objects, reflections) – translucent and opaque objects will be placed on the screen as they are reflected in a different manner with respect to the properties of the materials. This provides opportunities for children to explore and hypothesise about transparent, translucent and opaque materials and its effects when light passes or does not pass through them. They also make inferences based on observations and build conclusions. These conclusions are backed with reasoning. For example, 'why will these pieces reflect their colour but the opaque ones do not?'
2. Miniature room construction (spatial awareness, properties of different materials) – used cardboard boxes and other re-usable materials will be provided for children to create miniature houses. In this process, children face problems related to the choice of materials, execution according to plans or ideas, etc. Teachers need to support children's thinking by allowing them to evaluate options and make decisions based on valid reasoning.

3. Construction blocks (spatial awareness, physics)– here, children use trial and error to make decisions in relation to physical aspects of objects (blocks) according to their size, space occupied, weight. They also reflect on conclusions and provide reasons to support their work. For example, stability of a built structure. As a provocation, a ramp will already be constructed along with some pictures.
4. Pretend play in the Hospital corner (role of a doctor, identifying causes of sickness, effects of illnesses on human body) – Children imagine real-life scenarios while making-meaning of contextual concepts. They use prior experiences to build and extend concepts through explorations and investigations.

Children are given the freedom to engage with any activity of their choice. They use ICT tools and encyclopaedias to further research and build concepts with the help of educators. Considering there are two educators in a kindergarten setting, one educator observes two children in one day, every day for one week. After one week, children observed are swapped. Previous allocation is based on children's level of comfort with the educators to ensure fairness as some children might feel uncomfortable around the adult. Observations are done throughout the semester. Pictures of the end product are attached to map progress (where applicable). Arrangements are made to ensure they are done right after the event to include as much detail as possible.

Observations could be done as spectators while children work in groups, or through sustained shared conversations for children who need scaffolding or support. In this case, educators use questioning as a means to encourage children to think and help children predict and build theories. It is not necessary that every skill will be seen in every observation. Some might be present in more than one activity. The table below can be modified accordingly to accommodate more information. Alternatively, individual skills could be observed at different times. One event could cover all or more than one instances can be reflective of one skill.

Structured observation template:

Skills (supporting questions that could be asked by educators)	**What led to this?**	**Observation context/ setting**	**Details of the event – children's voice**	**What did this lead to?**
Makes predictions – *How can you find out about…? What will happen if you…?*				
Draws conclusions and gives reasons for conclusions – *I wonder why this happened…? Why do you think this happened?*				
Relates cause and effect – *Why do you think this will happen…? What do you think and why…?*				
Defines and clarifies problems – *What is my problem…?*				

Makes decisions, sets priorities and weighs up pros and cons – *How can you fix this…? Have you thought about…? How am I going to proceed…? Why are we doing this?*				

Checklist:

Criteria	Proficient level (Independently)	Building (Scaffolding)	Initial stages (Not visible)
Makes predictions and hypothesises – Uses imagination to make predictions. Is able to clearly and articulately provide reasons for predictions.			
Draws conclusions and gives reasons for conclusions – Reasons for conclusions are detailed and logical.			
Relates cause and effect – Is able to elaborate and link complex ideas.			
Defines and clarifies problems – Selects efficient problem-solving strategy based on problem in hand.			
Makes decisions, sets priorities and weighs up pros and cons –			

Able to organize and combine ideas			

Justification:

The tasks are developmentally, individually, and culturally appropriate and they give students the best opportunities to show the educator those behaviours. Authentic or Performance means of assessment are implemented as they gather information about what children can do rather than what they know. Activities and experiences are differentiated according to the needs and interests of the child (Southey, 2012). Observation tools target the explicit skills or behaviours enabling the observer to focus on the purpose of the observation, thus, there is a clear plan for when and under what circumstances observations will be made in order to consider them reliable and valid (Musial, Nieminen, Thomas & Burke, 2009). Information is gathered by organized observation to make decisions about a student, and it is conducted in the meaningful context of the child's work and play environment (Elaison & Jenkins, 2012, p.55). The documentation focuses on children's experiences, thinking, ideas and memories (Katz & Chard, 1997, cited in Elaison & Jenkins, 2012, p.55). This assessment task includes sustained shared thinking questions that makes it a learning process for children instead of only testing their abilities. Most importantly, it is embedded in daily practice and is used to benefit children.

In order to ensure objectivity, both educators perform observations of the same child and compare data at the end of two weeks to check if there is consistency in behaviour and if there is not, actions that could be taken (Musial et al., 2009). It is suggested to observe more than once or look for one skill in more than one instance because of young children's unpredictable behavioural patterns (Musial et al., 2009).

Dimensions of the overall skill is mapped in the checklist provided. This enables the educator to assess against standards and plan for the future accordingly. This is a very important supportive tool to the observation template because it gives the educator clear

benchmarks to base further observations. Criteria are based on performance levels for individual assessment. Teachers can plan individual experiences for children to reach their optimal levels (Southey, 2012).

ASSESSMENT TASK 2 –

Year 5 Humanities and Social Sciences – History – Inquiry skills

Curriculum content descriptions:

RESEARCH:

Locate and collect relevant information and data from primary sources and secondary sources –
Finding information about the past in primary sources. (Australian Curriculum Assessment and Reporting Authority, n.d., ACHASSI095)

Sequence information about people's lives and events, developments and phenomena using a variety of methods including timelines –
Compiling an annotated timeline to show the key stages of development. (ACARA, n.d., ACHASSI097)

ANALYSIS:

Examine primary sources and secondary sources to determine their origin and purpose –
Identifying the purpose and usefulness of information gained from primary and secondary sources. (ACARA, n.d., ACHASSI098)

Instructions for teacher:

1. Teacher leads a ten-minute class discussion about sources of data. Discussion prompts include: “How do I know that my great-grandfather’s name was Oliver?” – “Who told me that?”; “How do I know that this school was build 200 years ago?” – “Is that true? Where will I go to find out if it is true?”; “A very long time ago, on 30th August 1835, John Batman and John Pascoe Fawkner established a settlement at Port Philip, now the city of Melbourne.” – “Did this really happen? On that very day? How can I know that for sure?”
2. Teacher asks students whether all kinds of information or data available is reliable or can be trusted. He or she gives example such as journals, diaries, newspaper articles, etc. of Primary and Secondary sources of data. Example, “Is a newspaper article from when the school was established going to give us accurate information about when it opened?”; “Is the diary of John Batman going to help us find out about the settlement of Port Philip or a newspaper article from last year about the city of Port Philip?” Careful use of the word ‘settlement’ instead of ‘state’. Teacher encourages children to think about the kind of sources and the reliability factor based on the kind.
3. Once they have a list, the whole class divides it into two columns – closest/ most related to original event AND recent/ written by others not involved in the event. The teacher then uses this list and the distinct types of sources of data in each to introduce the concept of Primary and Secondary sources of data.
4. Next, students are asked to complete a short multiple-choice questionnaire. Students have 30 minutes to complete the task. It will be held in class under exam conditions. They are provided with a pen, pencil and ruler.

Select one right answer by shading the circle:

I. Which one of these is a Primary source of data? (1 mark)

- Recorded interview with Indigenous Australian elder
- Journal article about Indigenous history
- Both
- None of the above

II. Which one of these is a Secondary source of data? (1 mark)
    - Newspaper reports, by reporters who witnessed the event
    - Books about the topic
    - Both
    - None of the above

III. Which one of these is a Primary source of data? (1 mark)
    - Personal diaries from people who had a direct connection to the event
    - Documentaries including photos or videos of the event
    - Both
    - None of the above

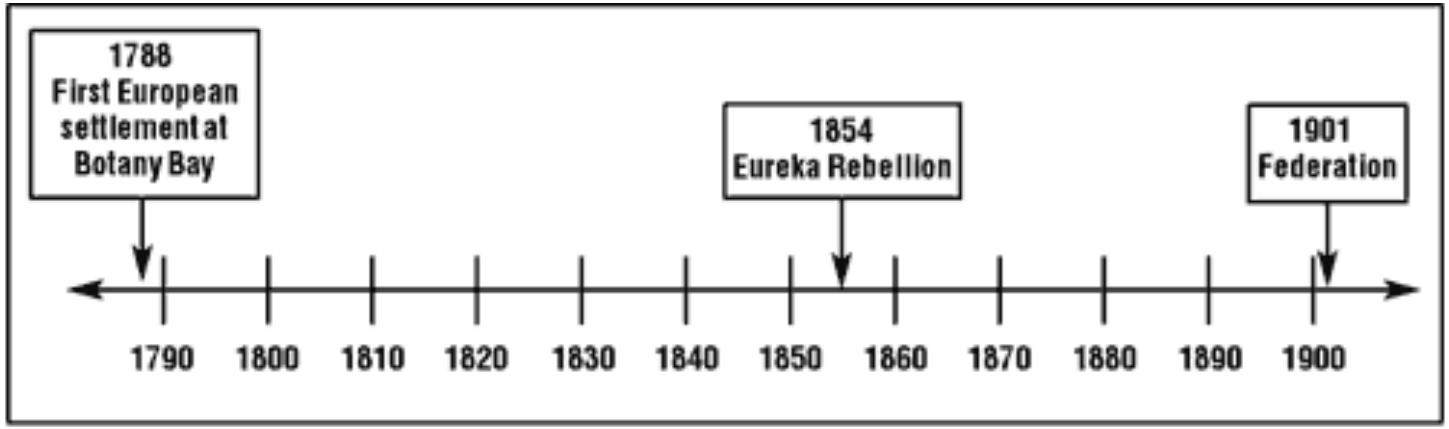
IV. You need to collect information in order to write a newspaper article about the arrival of the First Fleet of British ships. Choose the most reliable source of data from the following: (1 mark)
    - Original government documents (birth certificates, reports, bills, proclamations)
    - Literature reviews and history books
    - Recent news articles

- None of the above

V. Scientists are conducting research about early Aboriginal settlements. The Megafauna cave painting in Australia is estimated to be 40,000 years old, drawn by early Aboriginal settlers. Is this a Primary or a Secondary source of data? (1 mark)

- Primary source
- Secondary source
- Both
- None of the above

VI. Place events from the handout (Appendix below) on the timeline. (4 marks)



VII. Is the handout a Primary or Secondary source of data? (1 mark)

- Primary
- Secondary
- Both
- None of the above

5. Teachers checks answers and assesses number VI using the marking checklist below –

Criteria	**Marks**
Questions: I, II, III, IV, V, VII (1 mark each)	
All events are in chronological order (4 marks)	
Majority events are in chronological order (2-3 marks)	
Few events are in chronological order (1-2 marks)	
None are in chronological order (0 marks)	
Total	

6. After viewing the results, especially with respect to the understanding of timelines, teacher clarifies misunderstandings and reviews concepts in small groups. Connections are made to mathematical ideas of number lines.
7.

Timeline project:

Details –

Length of task: 1000 words equivalent

Students work in groups of three and have over two weeks to complete it. They could work in class or during after school hours.

Presentation of assessment will be in the form of a poster. It could be hand-made or digital.

Directions –

Use relevant Primary sources of data to create an annotated timeline of an event in history. How to make a timeline

a. Consider the following:

   To *annotate* means to list and explain.

   An *annotated timeline* is a listing of in timeline form that includes:

   - Historical events
   - The date the historical event occurred
   - An explanation or brief summary detailing the significance of the historical event

b. Choose a theme, such as one as broad as ‘Australian settlements’ spanning over more than one hundred years, or as narrow and specific as one event in history such as ‘Gold Rush’. Topics could be decided with the teacher if needed.

c. Ensure credibility and reliability of information/ data in terms of their source. Data sources such as diaries, journals, newspaper articles can be used based on the context of the historical event. It is advised to mainly use primary sources of data. Nevertheless, secondary sources of data are accepted in case of unavailability provided they are credible.

8. Teacher provides support through discussions and examples of relevant sources. He or she conferences with students to offer support related to locating primary or secondary sources and documentation of relevant information. Students are also encouraged to modify or make changes as required. Marking rubric for the project is provided before students begin working on it.

Marking rubric –

Criteria	A	B	C	D
Credible sources of data are chosen (40%)	In depth, extensive knowledge of elements of sources. Superior ability in identifying sources with credibility	Competent knowledge of elements of sources. Somewhat successful in establishing credibility of sources. Good proficiency shown in understanding topic.	Adequate but superficial knowledge of elements of sources. Barely effective establishment of credibility of sources.	Poor knowledge of elements of sources. No credibility of sources is established. Poor or incorrect proficiency shown in understanding topic.

	Higher proficiency shown in understanding topic.		Somewhat understanding shown of topic.	
Derivation of information in a critical manner- ability to differentiate between relevant and irrelevant OR reliable and unreliable (30%)	Superior demonstration of critical analysis and ability to differentiate sources and use only relevant data. Logical argument developed in rigorous fashion, supported by clear evidence.	General demonstration of critical analysis and differentiation of sources. Most data used is relevant with few discrepancies. Logical argument developed with some supporting evidence	Adequate demonstration of critical analysis and differentiation of sources. Data used to a great extent is unreliable/ irrelevant. Argument either not well developed or not well supported by evidence.	Poor or missing critical analysis and differentiation of sources. Data used is highly unreliable and irrelevant. Argument is missing, poor, or inaccurate with no supporting evidence.
Placement of information in chronological order (20%)	Successfully installed events in the right order. Question	Most events are placed in the right chronological order.	Few events are placed in the correct order. Partially answered all questions.	Poor placement of chronological order. Most, if not all events are improperly placed.

	answered with no mistakes.	Mostly correct answers to the question.		Question is barely answered.
Presentation of the *annotated timeline* (10%)	Expert clear, concise and fluent presentation accurately set out. Excellent use of language. Logical flow and structure within word limits.	Question adequately answered. Reasonably concise and fluent presentation. Mostly correct use of language. Some logic in flow and structure. .	Question partly answered. Presentation adequate, but inconsistent fluency. Language usage readable but errors detract from presentation. Some logic in flow and structure.	Question not answered correctly. Poor presentation. Poor use of language. Structure inadequate or incorrect.

Justification:

This Assessment task is designed to assess knowledge, comprehension and application of concepts. Lower-order thinking skills are used by students when they locate and gather knowledge and higher-order thinking skills are used when understanding is applied to create the timeline. In order to ensure validity, reliability and fairness, clear and sufficient instructions are provided.

Teacher support and prompts are provided throughout the period of assessment to cater to students' specific needs. Most importantly, through this rich assessment task, students are able to learn in the process and are not tested to only get graded (Lingard, 2009).

Through the questionnaire, educator assesses current understanding of students' research capabilities through a selected-response item test as a form of formative or diagnostic assessment. In this process, firstly, children are exposed to various concepts involved in historical research and, detect valid and reliable approaches. Secondly, the educator is able to provide needed support related to research skills before they are required to use these skills while later working on the constructed response task. Children engage with aspects of a timeline with the help of a stimulus response item included to assess their understanding of a timeline. Even though the assessment does not test for critical thinking skills, the content is used to develop them. A selected response item is combined with a constructed response item to ensure fairness and inclusion of students with various needs, interests and abilities (Popham, 2014). A marking checklist or rating scale is used to evaluate whether various attributes exist in this work and its frequency, hence, the decision is not an all or nothing one (Brookhart, 2013, p.78).

With respect to the marking rubric for the project, it is designed based on the top-down approach (Brookhart, 2013), wherein, characteristics of the learning outcomes in the form of behaviours are indicated in hand with proficiency in demonstration of presentation of the same as this project aims to assess students' understanding as well as application skills – 'Understanding' concepts of primary and secondary sources of data and 'Application' of this understanding to create a timeline. Prior, being a lower-order thinking skill in comparison with the latter holds majority weightage (70%) of marks. Hence, general as well as task-specific descriptions of performance levels are used because of the demands of the assessment task (Brookhart, 2013). In addition, criteria based on characteristics chosen are elements of student work or skills reflective in more than one task (Brookhart, 2013). First two points in the rubric are basic skills that can be demonstrated in a variety of different tasks.

Purpose of grades and marks is for teachers to plan future practice, which this assessment task does predominantly through the multiple-choice test. It also motivates children and provides them with feedback and improvement markers through the marking rubric (Quinn, 2013). Children are able to view their work and reflect on their motivations and know where they are at, as well as what needs to be done to move to the higher level.

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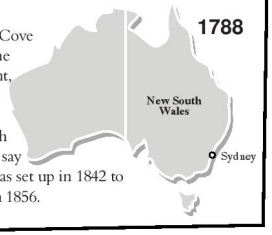
Appendix:

Handout 2

Six colonies

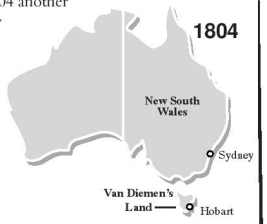
New South Wales

The first European settlement was established at Sydney Cove in 1788. Named New South Wales, it covered most of the known continent. Originally set up as a convict settlement, the colony was placed under the rule of a single military governor. The settlement quickly expanded many times over with free settlers outnumbering convicts. The British Government decided that the free settlers should have a say in government and a partly-elected Legislative Council was set up in 1842 to make laws. The first New South Wales Parliament met in 1856.



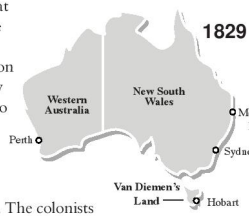
Tasmania (Van Diemen's Land)

In 1804 the first Europeans settled at Hobart. Later in 1804 another settlement was set up at the site of Launceston. For many years the two settlements operated separately under the control of the New South Wales Governor. By 1824 Van Diemen's Land grew important and wealthy in its own right and some of the most well-to-do citizens wrote to the British king requesting that Van Diemen's Land be declared a separate colony. This occurred in 1825. The name, however, was not changed to Tasmania until 1856, the year that the Tasmanian Parliament met for the first time.



Western Australia

In the 1820s the British Government was worried that the French were planning to establish a colony on the western coast of Australia. To prevent this, the British Government decided that it should establish a colony on the western coastline. In 1829 the Swan River Colony was established. This colony was the first free colony to be founded in Australia. The British Government decided that the settlers would be given land, and many rich settlers came from England to settle the colony. Unfortunately, there were too many landowners and not enough labourers to do the work. The colonists requested that convicts be sent to work the land. Convicts were sent between 1850 and 1868. Western Australia achieved self-government in 1890. Its first parliament met in the same year.



Handout 2 cont

South Australia

South Australia was a free settlement which never received convicts. The British Government declared it a colony in 1836 and a military governor was installed. The land was sold and only rich settlers could afford to buy land. The money earned from the sale of land was then used to pay the fares of the labourers needed to work the land. The first settlers were sent to Kangaroo Island, which was found to be unsuitable, and they moved to the present site of Adelaide. South Australia achieved self-government in 1857.

Victoria

In 1803 a party of soldiers, convicts and free settlers was sent to establish a colony at the mouth of Port Phillip. After a short time it was decided that the land was unsuitable and the settlement was moved to better land in Van Diemen's Land. From 1834 settlers arrived from Van Diemen's Land and north of the Murray River. The settlement was still considered part of New South Wales despite being so far away. Finally in 1851 it became a separate colony and was named Victoria in honour of the Queen. The first Victorian Parliament met in 1856.

Queensland

In 1824 a convict settlement was established at Moreton Bay on the Brisbane River, far away from any other settlements. This penal colony was for the worst offenders and free settlers were kept well away from the area. But by 1842 the convicts had left and the land around the town of Brisbane was becoming a thriving community with the settlers less than happy about being ruled by a government set up in faraway Sydney. After years of lobbying by the settlers the new colony of Queensland was created, with its own separate parliament, in 1859.