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|  | Assessing Geography in Years 7–10 Part 2: Aligning teaching, learning and assessment |

## Implementing the workshop

The workshop is designed for presentation in two formats. Schools determine which format best suits their needs.

* A series of two one-hour workshops.
* A two-hour workshop which includes a short break.

## Resources

* These notes are part of a package of resources developed to support delivery of the workshop in schools. The set of resources are available at [www.qcaa.qld.edu.au/36746.html](http://www.qcaa.qld.edu.au/36746.html).
* Slide presentation
* *Participant booklet*
* Responses to specific activities.
* Speaker notes and slides are prepared to support delivery as a series of two one-hour workshops.
* The *Participant booklet* includes activities for Part 1 and Part 2 of the workshop series.
* The workshop presenter makes decisions about the best approach to lead the workshop and its activities.

### Slide 1

This workshop was developed by the Queensland Curriculum and Assessment Authority (QCAA) and delivered face-to-face and as a two-part webinar in Term 3 2015.

Part 2 of the workshop focuses on the alignment of teaching, learning and assessment and is designed to be delivered in a one-hour session.

### Slide 2

The learning goals for the Part 2 of the workshop series are:

* know and understand how to use the QCAA standard elaborations (SEs) to make judgments
* know and understand how to assess the concepts for geographical understanding
* know and understand how to assess the geographical skills of inquiry
* review the QCAA Geography sample assessments.

### Slide 3

In Part 1 of this workshop series we have examined the language of the SEs (Activity 5) and identified how to develop task-specific standards (Activity 6).

This next activity focuses on how to use the Geography SEs to make judgments and check on assessment design.

This is important in the following contexts:

* making consistent judgments
* making adjustments to assessments for individual needs.

Turn to page 11 of the *Participant booklet.*

Read the sample assessment task and response, sourced from ACARA’s Year 8 Geography work samples portfolio.

Complete Activity 7 as a ‘Think, Pair, Share’ by:

* reviewing the student work
* matching the work to the descriptors A–E in the selected row of the SEs
* making a judgment on A–E of the quality of the work.

Use the selected descriptions of terms to help you make a judgment.

* In the *Participant booklet* to match the evidence in student work to the selected row of the Year 8 Geography SEs.

Reflect with your colleagues on the decision to reach a consensus about the judgment made about the student work.

Complete Questions 1–3 on pages 12 and 13. Consider how the assessment item can be rewritten, using the SE descriptors, to assist students to demonstrate the A descriptors.

### Slide 4

Here is the diagram that provides a framework for assessing the Australian Curriculum. So far we have focused on the big ideas of the content descriptions, the achievement standard, the valued features that support teachers to develop assessment, the standard elaborations and now we will focus on an individual assessment that uses task-specific standards that are developed from the standard elaborations.

### Slide 5

Geographers study the relationships, patterns and distribution on maps of geographical data and information. This image shows connections between different locations on a map. This workshop will focus on the connections or the alignment between teaching and learning of Geography and the assessment.

We will now examine how to use QCAA sample assessments, co-developed with teachers, to help align assessment in different classroom contexts.

Review Appendix 1 of the *Participant booklet*.

Appendix 1 identifies the resources used in the Years 7–10 sample assessments that align with sequenced teaching and learning.

### Slide 6

QCAA sample assessments provide an example of how to collect evidence of what students know, understand and can do in relation to a selection of Australian Curriculum content descriptions and aspects of the year level achievement standard. They:

* are aligned to the QCAA Standard elaborations
* emphasise higher order thinking
* provide students with every opportunity to do their best work
* can be adapted for different classroom contexts.

### Slides 7–9

Here are some of the ways that evidence of learning is collected in the sample assessments. They provide opportunities to collect a range of evidence from across the valued features identified in the first part of this workshop series.

Pause for a moment to reflect on whether these are similar or different from your current practice of assessing Geography.

### Slide 10

The two strands of Geographical Knowledge and understanding and Geographical Inquiry and skills are interrelated in the development of a teaching, learning and assessment program. The QCAA sample assessments show teachers how to interrelate the strands in a single assessment. This image shows the interrelationship between the two strands and the geographical concepts needed for students to think geographically to provide evidence of higher order thinking.

### Slide 11

Geographical understanding is assessed using the key concepts of place, space, environment, interconnection, sustainability and change

Use a selected year level sample assessment to complete Activity 8 on page 14 in the *Participant booklet*.

Pause and consider how these concepts are developed in your classroom assessment.

Return to examine the achievement standard in Activity 3 on page 4 of the *Participant booklet*. Identify the concepts in the Understanding dimension of the achievement standard.

### Slide 12

A model is provided to show how to sequence the skills of inquiry in Geography. It is available in the ACiQ advice and guidelines advice for each year level. The skills are consistent across
Years 7–10.

This model connects us back to the Skills dimension of the achievement standard and the valued features of Questioning and researching, Interpreting and analysing and Communicating.

Turn to page 15 of the *Participant booklet.*

Complete Activity 9 in the *Participant booklet* to identify what opportunities are provided to interpret data and information in the selected sample assessment.

This model can help you to consider the sequence of skills when planning assessment.

### Slide 13

Let’s return to the diagram that provides a framework for assessing the Australian Curriculum

The last section of this diagram focuses on reporting.

The five grade levels (A–E or equivalent) used to report to parents are developed using achievement standards.

The standards build a common language between parents, student and teacher to report on student achievement.

### Slide 14

Identify the language of the achievement standard and the standard elaboration that is used by the student and teacher to communicate progress with the parent.

Pause and reflect.

* How can the QCAA Standard elaborations support your practice of reporting to parents?
* How can the QCAA Standard elaborations support your students build an understanding of standards?

### Slide 15

The QCAA assessment resources of the Standard elaborations, sample assessment and blank matrix and continua templates can be downloaded from the Australian Curriculum in Queensland section of the QCAA website at the link shown on this slide: [www.qcaa.qld.edu.au/30379.htm](http://www.qcaa.qld.edu.au/30379.html).

### Slide 16

The learning goals for this second part of the workshop series were:

* know and understand how to use the QCAA standard elaborations to make judgments
* know and understand how to assess the concepts for geographical understanding and geographical skills of inquiry
* review the QCAA Geography sample assessments.

### Slide 17

Take a few minutes to reflect on what has been learnt today by completing the KWL in Activity 1 of Part 1 of this workshop series.

### Slide 18

Here are the contacts at the QCAA if you have any questions about the content of this workshop:

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