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|  | Assessing Geography in P–6 Part 1: Planning an assessment program |

## 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/XXXXX.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 1 2015.

Part 1 of the workshop focuses on planning an assessment program and is designed to be delivered in a one-hour session.

### Slide 2

The learning goals for Part 1 of the workshop series are:

* know and understand how to use the Australian Curriculum achievement standard
* know and understand how to use the QCAA standard elaborations
* identify how to develop task-specific standards to inform judgments.

### Slide 3

The QCAA sits in the middle of this diagram that identifies the roles and functions of federal and state education organisations.

The QCAA provides Queensland schools with advice and guidelines for implementing the Australian Curriculum in P–10.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) develops the F–10 Australian Curriculum that is implemented from Prep Year to Year 10 in Queensland schools. The content descriptions and achievement standards are the mandatory aspects of the Australian Curriculum.

The school sectors determine specific curriculum, assessment and reporting requirements for their schools and provide support resources. Schools sectors are also responsible for ensuring their schools meet the compliance and accountability requirements identified by the Australian Government.

### Slide 4

Now let’s pause and take a moment to consider your own learning goals for this workshop series.

To guide your learning in the workshop, please complete the KWL (Activity 1) on page 1 of the *Participant booklet*. Use the table to record your goals in the relevant columns.

At the end of the workshop series we’ll reflect on the achievement of these goals.

During the workshop, ask questions to ensure you’re addressing your learning goals.

### Slide 5

How do I work out what my students know and can do in Geography?

The answer to this question is found in the Australian Curriculum: Geography (the Curriculum). The Curriculum is the reference for developing assessment and providing direction to align teaching, learning and assessment. If using a purpose-built resource, it is important to navigate back to the curriculum as your starting point.

This image represents one of the geographical understandings that most people are familiar with — locating places on a map. Let’s locate what is essential for assessment of Geography.

### Slide 6

This is where you start — the Australian Curriculum: Geography content descriptions and achievement standard are mandatory and therefore the entitlement for your students.

We will be working with a diagram that represents a framework for understanding how to assess the Australian Curriculum. It starts here — with the content descriptions and achievement standards.

What do we need to know about Geography beyond the content developed Year level by Year level for P–6?

### Slide 7

Planning an assessment program starts with the navigation of the Australian Curriculum online. It is important to understand the organisation and structure of the curriculum for each learning area.

The rationale provides an overview of each learning area to inform planning, teaching, learning and assessment.

The rationale emphasises that the Australian Curriculum: Geography:

* uses an inquiry approach
* explores places at different scales — local places, Australia, the Asia region and the world
* explores present challenges to propose actions for the future
* draws on field work and spatial technologies
* uses maps to interpret data and spatial distributions
* develops key concepts across year levels.

### Slide 8

Teaching and Learning in South Australia (an initative of the Department for Education and Child Development) has produced short animations for each learning area (Phase 1 and 2) to highlight the big ideas identified in the rationale of each learning area. These provide clarity about the teaching, learning and assessment implications for each learning area. These videos can be downloaded from the internet.

Let’s view the video animation *Geography: What is it for?* that highlights the ‘big ideas’ of the Australian Curriculum: Geography [www.youtube.com/watch?v=sgGb8BM2TBk](http://www.youtube.com/watch?v=sgGb8BM2TBk).

Geographical thinking starts from the Prep Year when children are required to draw conclusions based on observations and suggest ways to look after a familiar place.

The video shows how Kara, a primary school student in a South Australian school, learns to think geographically using her learning from the Australian Curriculum: Geography.

### Slide 9

[Pause.] Take a few moments to reflect.

Turn to Activity 2 on page 2 in the *Participant booklet*.

* Record two or three big ideas about Geography identified in the animation.
* How do these ideas inform your current classroom practice: teaching (what), learning (how) and assessment (evidence of learning)?

### Slide 10

A variety of terminology has been used in recent years to talk about standards. The table on this slide and page 3 in the *Participant booklet*, shows terminology used in the past and present when talking about assessment and standards in P–10 in Queensland.

This terminology includes:

* Standard elaborations — developed from the trial implementation of ‘Learning area standard descriptors’ (for A–E)
* Valued features — called ‘assessable elements’ in Curriculum into the Classroom (C2C) resources and also referred to as ‘criteria’
* Task-specific standards — used in Guides to making judgments (GTMJ), criteria sheets or marking rubrics
* Models of task-specific standards — matrix and continua. Templates for both models are available on the QCAA website.

### Slide 11

The achievement standards are the starting point for planning assessment. They must be read with the content descriptions for planning.

The Australian Curriculum: Geography achievement standard:

* describes the expected learning at each year level
* emphasises the depth of conceptual understanding and sophistication of skills

The achievement standard is supported by sets of annotated work samples — one set for each year level.

Importantly, in Queensland the achievement standard represents student achievement at a C level. We’ll revisit this point again when we talk about the Standard elaborations.

Activity 3 is on page 4 in the *Participant booklet*.

* Read the achievement standard and consider the example of student work.
* Highlight the relevant aspects of the achievement standard that are evident in the example of student work.

### Slide 12

Answers to Activity 3 — Highlighting of the achievement standard.

### Slide 13

From your knowledge of the Geography curriculum content and analysis of the achievement standard, you’ve probably noticed that the achievement standard describes expectations across the Geography curriculum’s strands and sub-strands.

The QCAA has used the content strands and sub-strands along with the achievement standards to determine valued features — the elements to be assessed in the Australian Curriculum: Geography.

The relationship between the valued features and the Australian Curriculum content and achievement standards helps teachers to align teaching, assessment and reporting. This alignment is essential when developing assessment programs, individual assessment tasks,
task-specific standards and when reporting achievement A–E, or on an equivalent 5-point scale, for a collection of evidence in an assessment folio.

### Slide 14

The QCAA valued features support schools to use the achievement standard, which describes expectation at a C level for Queensland students.

The valued features connect the content strands of the curriculum with the achievement standard and support alignment of teaching, learning and assessment.

So what are the valued features for Geography? (They’re also provided on page 3 of the *Participant booklet*.) These valued features are used for the four subjects of Humanities and Social Sciences subjects (History, Geography, Civics and Citizenship, and Economics and Business)

Representing (data and information) is distinct to Geography and refers to the way geographers communicate data and information. It is therefore valued as evidence of ‘Communicating’ in Geography.

### Slide 15

Complete Activity 4 in the *Participant booklet*.

* Select one of the achievement standards presented.
* Identify by highlighting or labelling the valued features of Geography: Knowledge and understanding, Questioning and researching, Interpreting and analysing, and Communicating.

### Slide 16

Answers to Activity 4.

### Slide 17

The next step in assessing the Australian Curriculum focuses on using the QCAA Standard elaborations (SEs). The QCAA has developed the SEs to provide descriptions of quality evident in student work on a five-point scale organised by the valued features. This supports the requirements for reporting decisions A–E (or on an equivalent five-point scale) for a collection of evidence in a folio of work.

### Slide 18

This screenshot shows where you’ll find the SEs on the QCAA website.

The SEs have recently been updated to reflect the decision that the achievement standard is a
C standard in Queensland.

### Slide 19

Here’s an excerpt of the Year 4 Geography SE, annotated to show its key features and uses.

*Features*

* Valued features (or assessable elements or criteria) are the same for all Humanities and Social Science subjects.
* The achievement standard is represented in the C standard descriptors.
* Characteristics of a folio of work across a five-point scale (in the case of Year 4, across A–E).

*Uses*

* For developing an assessment program, individual assessments and task-specific standards.
* A tool to support moderation of evidence-based A to E judgments (or equivalent five-point scale).
* A reference for providing feedback to students, parents and teachers.

### Slide 20

Now it is time to examine the structure of an SE to understand how it informs the development of assessment.

Turn to Activity 5 on page 5 of the *Participant booklet*.

Select the top row of the Year 3 SEs and read the A descriptor. Find the language used for cognition (the doing), elements (curriculum content) and degree (how well).

* Which aspect of the SE are highlighted? What does each colour represent?
* What do you notice about the step up and down from the C standard? Can you describe what you notice?

Let’s have a closer look at the standard descriptors.

### Slides 21 and 22

Here is the A descriptor from the first row of the Year 3 Geography SE with its features identified:

* the cognitions (blue)
* degree (orange)
* elements (no highlight).

The cognitions are identified in the achievement standard, the degree words support consistent understanding of standards in individual assessment and a folio of work for reporting and the elements are identified in the achievement standard and the content descriptions.

Key terms, including degree-words, are explained in the Notes section at the back of each of the SEs.

### Slide 23

One of the workshop learning goals is to show you how to develop task-specific standards for an individual assessment.

Task-specific standards:

* support making consistent and comparable judgments
* identify learning goals for students
* communicate effectively with parents about student responses to individual assessment.

Today we will identify a process for developing task-specific standards using the Year 3 sample assessment.

***Step 1*** in developing task-specific standards is to select relevant rows from the SEs. Consider the assessment task requirements and the C-descriptors. The C-descriptors are drawn directly from the achievement standard.

Turn to Activity 6 on page 6 of the *Participant booklet*.

Select the rows from the ‘Understanding and skills’ sections of the Year 3 SEs for the identified assessment task that are relevant to the assessment task.

### Slide 24

***Step 2*** in developing task-specific standards is to paste the selected rows into a matrix or continua template available on the QCAA website. Only the relevant rows will be used in one individual assessment to reflect the relevant concepts for Geographical understanding and the relevant skills.

### Slide 25

***Step 3*** in developing task-specific standards is to make the curriculum elements specific to the task.

The white text relates to the curriculum content that can be made specific to the task. In this instance the different places are located within Australia and a neighbouring country. Most edits will occur in applying the concepts to the context of the assessment (Knowledge and understanding) and in Communicating.

### Slide 26

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

* know and understand how to use the Australian Curriculum achievement standard
* know and understand how to use the QCAA standard elaborations
* identify how to develop task-specific standards to inform judgments.

### Slide 27

Take a moment to reflect on :

* 3 things you recall from this workshop session.
* 2 connections to your own assessment practice
* 1 question that is still lingering.

### Slide 28

If you have any questions about the content of this workshop please contact the QCAA at:

* australiancurriculum@qcaa.qld.edu.au
* (07) 3864 0462 (Australian Curriculum unit).