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|  | Assessing Geography in P–6  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/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 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 9 of the *Participant booklet.*

Read the sample assessment task and response, sourced from ACARA’s Year 3 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 3 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 page 9. 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 and 2 of the *Participant booklet*.

Appendix 1 identifies the resources used in the P–­6 sample assessments that align with sequenced teaching and learning.

Appendix 2 provides an overview of the focus of each sample assessment. This includes examples of the assessment techniques of a collection of work and research for selected year levels. Notice that the assessments do not target all of the concepts and skills identified in the achievement standard. This is to ensure that sufficient depth of understanding and application of skills can be identified in the collection of evidence. The last column highlights opportunities each sample assessment provides to develop teaching and learning that supports other learning areas.

### 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 7–8

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 9

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.

### Slides 10–14

Geographical understanding is assessed using the key concepts of place, space, environment, interconnection, sustainability and change. The concept of scale is used to develop the context of each assessment starting from the local scale in P–3, to a national scale in 4–5 and a global scale in Year 6.

These series of images represent the concepts for developing geographical understandings in the sample assessments.

Discuss which concept/s are represented in each of these images. Consider how images such as these can be used to develop student understanding. It is through the big ideas of the concepts that geographical understanding is developed.

### Slide 15

Use a selected year level sample assessment to complete Activity 8 on page 11 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 16

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  
P–2, 3–4 and 5–6.

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 12 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 17

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.

We will now watch a short video to look at how the standards build a common language between parents, student and teacher to report on student achievement.

### Slide 18

View the video, *Communicating with parents*, which is Part 4 of a series published on the QCAA website at [www.qcaa.qld.edu.au/33122.html](https://www.qcaa.qld.edu.au/33122.html).

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 19

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).

Another useful resource is the research paper *Enacting Australian Curriculum: Making connections for quality learning* by Dr Jenny Nayler, which is published in the ‘Resources’ section of each year level of Geography. The paper explores how to make connections in assessing learning across the curriculum.

### Slide 20

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 21

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 22

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

* [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au)
* (07) 3864 0462 (Australian Curriculum Unit).