Designing and authenticating assessment

Transcript of video 3 of 9
This video is available from http://www.qcaa.qld.edu.au/31164.html

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<th>Name</th>
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<td>Jim Brennan</td>
<td>Head of Department</td>
<td>The critical thing in ensuring that students have responses which are their own work is initially using the syllabus to look at what the task asks.</td>
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<td>Warren Richards</td>
<td>Head of Department</td>
<td>To ensure the students produce their own responses, first of all we actually get the teachers to talk to the students when the assessment is given out to make sure that they know how important it is that they do their own work. We try and make the instrument open ended as best as we can; we also try and use students’ own data where they collect their own data, whether we actually provide them with different sets of data. That way at least we feel like they can work on their own.</td>
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<td>Chris Male</td>
<td>Teacher</td>
<td>In our school, because we have a hundred students in the cohort, the easy way for me to do it was to set it up as a spreadsheet and then did a mail merge and so it looked like the same document had been given out to every kid. Amongst a hundred kids there was no two that were identical so they all had different information and different numbers to work with.</td>
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<td>Alan Allinson</td>
<td>Head of Physics</td>
<td>That allows the student to design their own experiments, do things in completely different ways and come up with solutions that are very novel from the person who was working on the next desk to them. I think that’s the key.</td>
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<td>Joel Wise</td>
<td>Head of Physics</td>
<td>To ensure that the final product is the student’s own work, there are a few techniques that we have used in the past. Making sure that drafts are being submitted so that you can see that the work that has been submitted is their work, they then get the feedback on that — that they can adjust and change and then the final piece of work should then be somewhat similar to the draft.</td>
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Warren Richards  
They can have a number of draft dates but we have one specific one, which is about half way through the assignment. We can see if the students are basically doing their own work in preparation, we can sort of see their notes etc. And it is easy then to see if they’re actually doing work on their own.

Alan Allinson  
As a teacher I talk to my students about what was in their draft. I’m not marking their draft, I’m not giving that, but I as I said before I’m part of the research process for them. I’m a resource they use and so we would talk about ideas because all students are taking these problems in different ways.

Checkpoints

Joel Wise  
Whenever a student is completing a task we always make sure that there are checkpoints along the way. The purpose of the task is not to allow them to just run off and do something and come back at some point later with some piece of work that may or may not have addressed the task.

Jim Brennan  
Sequencing when you engage with students is critically important. We use a number of strategies in my school. One is breaking the tasks down into three or four stages; it has a two-pronged benefit. One is that it makes it more digestible for students. Secondly, you’ve got critical checkpoints where as a teacher I then conference with the students. I can see where they’re up to; I can be giving them feedback. I’m looking for work that has been evidenced in the journal and that shows the ownership of the work there and at the same time it’s a chance to redirect students with how they’re going with the task.

Joel Wise  
We always try to make sure we’re checking in with the students as they go through. Whether that’s through a draft or some checkpoints, for an investigation for example, making sure they understand the background research, making sure that they have developed an aim and a hypothesis and designed their experiments correctly.

Jim Brennan  
Journals are very effective for students engaging with other activities which allow them then to show modification of their procedural design and that’s a significant identifier that we are looking for in student work in extended experimental investigations as well as extended responses.

Joel Wise  
As we are seeing the students conduct the experiments in class, we know what sort of analysis they will do with that data; we know what the key points are they need to follow through on.

Alan Allinson  
I go around and stamp journals every second lesson or so and put the date in. I get to see where they’re at and if suddenly something different occurs then it stands out.

Joel Wise  
So regular check points throughout the process and not just a wait for the final product to come in.
Grading student work

Jim Brennan
If the work can’t be authenticated, then I won’t allocate a standard against that particular work.

Alan Allinson
In scientific research it’s a difficult one because you are wanting to advance knowledge, you are going to look up, you’re going [to] find people. The thing we are trying to stop them doing is not that they have gone and accessed other work — it’s that they pretended it’s their own.

Warren Richards
My thought is to discount that particular section of work because we can only substantiate the work that obviously the student has done.

Joel Wise
I had a situation where just about the whole assignment was plagiarised in which case the student was deemed to not have completed the task. Other options are to ignore the parts that have been plagiarised. So that, if there’s a paragraph here or a graph there, those particular aspects are not considered in the student response.

Jim Brennan
Everything has to be evidence based. If the evidence is not there then you can’t award a standard against that.