Assessment in History Stages 4-5 for Head Teachers and Course Coordinators

New South Wales History Teachers’ Association
WHAT DO WE WANT FROM ASSESSMENT?
The root of the word “assessment” is from the Latin *assidere*, which means “to sit beside.”
For many students, assessment is not an educational experience in itself, but a process of “guessing what the teacher wants”.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage Distribution</th>
<th>Raw Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>We learn by researching and finding out for ourselves (individually and with others)</td>
<td></td>
<td>S: 1,636</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P: 1,495</td>
</tr>
<tr>
<td>We learn by doing problem solving activities (individually or with others)</td>
<td></td>
<td>S: 1,395</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P: 1,671</td>
</tr>
<tr>
<td>We copy off the board (or Smartboard) in class</td>
<td></td>
<td>S: 3,903</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P: 1,839</td>
</tr>
<tr>
<td>I get to do a lot of ‘hands on’ learning</td>
<td></td>
<td>S: 1,251</td>
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<tr>
<td></td>
<td></td>
<td>P: 1,331</td>
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</tbody>
</table>
We have spent a lot of time on NAPLAN preparation this year.

We stick to the textbook in many of my classes.

My teachers spend more time on bad behaviour than on learning.

We engage in learning that is connected to the ‘real world’.

I have lots of opportunities at school to pursue my own interests.

My teachers know how to explain things so that I understand.

I feel like I am a successful learner.

I get to make more decisions about my learning now than I did when I was younger.

My teachers are clear in giving instructions and telling me what I need to do to do well in a task.
SUMMATIVE
“Assessment of learning”

RETROSPECTIVE
Looks back over the learning process.

Takes place at the end of a learning process and generally represents how successful students have been at meeting learning outcomes.

FORMATIVE
“Assessment for learning”

PROSPECTIVE
Looking forward to the learning that will happen in the future.

Takes place on the way through and gives students feedback on their progress to assist them with their learning.

“When the cook tastes the soup, it is formative; when the guests taste the soup it is summative.”
## Assessment for learning

From Black and Wiliam (1998 and 2009)

### 5 KEY FACTORS

1. Students are actively involved in their learning processes
2. Effective feedback is provided to students
3. Teaching activities are adapted in a response to assessment results
4. Students are able to perform self-assessments
5. The influence of assessment on students’ motivation and self-esteem is recognised

### 5 MAJOR STRATEGIES

1. Clarifying & sharing learning intentions & criteria for success
2. Engineering effective classroom discussions & other learning tasks to elicit evidence of understanding
3. Providing feedback that moves students forward
4. Using students as teaching resources for one another
5. Activating students as the owners of their own learning
### WHO ARE THE KEY PLAYERS IN THE ASSESSMENT GAME?

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How well am I learning?</td>
<td>• Diagnose student learning needs</td>
</tr>
<tr>
<td>• Help to understand learning goals</td>
<td>• Evaluate our processes and strategies of</td>
</tr>
<tr>
<td>• Understanding what I can and can’t do</td>
<td>differentiation</td>
</tr>
<tr>
<td>• To motivate</td>
<td>• Reflect on our own teaching</td>
</tr>
<tr>
<td>• Develop skills around ‘learning to learn’</td>
<td></td>
</tr>
<tr>
<td>• Learn how to assess own progress and progress of peers</td>
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</tbody>
</table>
“When assessments are considered as a form of gaining feedback such that teachers modify, enhance, or change their strategies, there are greater gains than when assessment is seen as more about informing students of their current status. That is the essence of formative assessment.”
## WHO ARE THE KEY PLAYERS IN THE ASSESSMENT GAME?

### PARENT
- Information on student performance
- Information on types of assessment strategies used to evaluate student progress
- Information on ways student can improve their learning

### SCHOOL
- Evidence for purposes of reporting
- Evidence for future class placement
- Evidence about teacher performance
- Effective implementation of syllabuses
### WHO ARE THE KEY PLAYERS IN THE ASSESSMENT GAME?

**BOARD OF STUDIES**
- Certify learning and award qualifications
- Access samples of completed tasks if required

**HEAD TEACHER**

**WHAT DO YOU WANT FROM ASSESSMENT IN YOUR FACULTY?**
INTEGRATING ASSESSMENT INTO TEACHING AND LEARNING PROGRAMS

Assessment
An assessment schedule should integrate assessment activities into the teaching and learning program.
Planning priorities

- CONTENT
- SKILLS
- CONCEPTS
- OUTCOMES
- ASSESSMENT
- LEARNING ACROSS THE CURRICULUM
Highly effective assessment tasks and activities will link to syllabus outcomes.
There is a clear relationship between assessment task instructions, marking criteria and syllabus outcomes for effective teaching and learning
1. Transparent and challenging goals - **LEARNING INTENTIONS**

2. An understanding of (each student’s) current status relative to these goals - **KNOWLEDGE OF PRIOR ACHIEVEMENT** (of each student)

3. Transparent and understood **CRITERIA FOR SUCCESS**

4. **COMMITMENT AND SKILLS BY BOTH TEACHERS AND STUDENTS** in investing and implementing strategies and understanding - relative to the goals and success criteria.
Teacher professional judgement

Effective assessment relies on teachers having confidence in and authentic opportunities to exercise their professional judgement.
Quiz and test items

Simple content focused questions that:

- assess factual knowledge, concepts and discrete skills
- use selected response or short answer formats
- typically have a single best answer
- are easily scored
- are not known in advance
Open ended questions, tasks or problems

That require a student to:

- think critically before responding
- construct a response under school conditions
- prepare an ‘open’ answer
- develop a strategy
- analyse, synthesise or evaluate
- explain or defend a position
Performance tasks or projects

Short-term, long-term or multi-staged tasks that:

- provide authentic, complex challenges
- require a product or performance at the end
- require student to address a known audience
- allow for personalization of the task
- offer student guidance of a known task, criteria and standards
Student self assessment or peer assessment

That requires a student to:

- Assess product or performance in relation to ANALYTICAL RUBRIC showing criteria and levels of achievement
- Track their own learning path by benchmarking skills/capabilities/capacities at start and throughout task (capacity matrix)
STRATEGIES FOR EVALUATING ASSESSMENT TASKS AND ACTIVITIES
## EVALUATING ASSESSMENT TASKS

### What needs to be evaluated?
- Principles & planning
- Task design & presentation
- Marking and feedback guidelines
- Student engagement
- Student achievement
- Reflection on task

### What strategies could we employ?
- Individual and a checklist
- Team examining task as discrete learning strategy
- Teams of teachers examining task in context of overall learning objectives of unit & teaching strategies employed to support students into, in and out of the task
Working in your table groups and using the draft assessment task on the Industrial Revolution evaluate the task and provide recommendations for improvement.
Assessment

HOW WILL THE NEW HISTORY 7-10 SYLLABUS AFFECT YOUR ASSESSMENT PRACTICES
## TIME TO TEAM AND SHARE

### SKILLS

**What am I trying to find out about my students’ learning?**

<table>
<thead>
<tr>
<th>COMPREHENSION: CHRONOLOGY, TERMS &amp; CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>1. read and understand historical texts</td>
</tr>
<tr>
<td>2. sequence historical events to demonstrate the relationship between different periods, people and places</td>
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<tr>
<td>3. use historical terms and concepts in appropriate contexts</td>
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</table>

<table>
<thead>
<tr>
<th>What kind of evidence do I need to show that my students have achieved the goals I am trying to measure?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• explain source in own words</td>
</tr>
<tr>
<td>• prepare thematic timeline</td>
</tr>
<tr>
<td>• verbal &amp; written use of appropriate historical language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of assessment will give me the evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Debate</td>
</tr>
<tr>
<td>• Online quiz</td>
</tr>
<tr>
<td>• Relationship game</td>
</tr>
<tr>
<td>• Appropriate text / source to another context</td>
</tr>
</tbody>
</table>

### ANALYSIS & USE OF SOURCES

| 4. identify different types of sources |
| 5. identify the origin, content, context and purpose of primary and secondary sources |
| 6. process and synthesise information from a range of sources as evidence in an historical argument |
| 7. evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry |
Hope to maintain contact as you complete the IOS accreditation in this course.

Dianne.hennessy@bigpond.com
0417 046 974