Let's Talk Assessment…

October, 2007

Reception/Year 1 Class

Teacher, Lorraine Fechner, used Bloom’s Taxonomy to organise her assessment tasks. This is one assessment task from each level:

Knowledge

Recognise and describe a range of animal habitats found at the Adelaide Zoo.

Comprehension

Make the links between animals and specific habitats.

Application

Design and make an appropriate model of an animal enclosure that addresses issues such as shelter, need for space, food, water, and recreation.

Design and Technology 1.1, 1.2, 1.3, 1.4

This is only some of the evidence in the making of the animal enclosure showing that the student was working at Standard 1 in Design and Technology.

Science

Life Systems 1.6

The student was able to identify the features and needs of living things and showed an understanding of how they were all interrelated.
Let’s Talk Assessment…
Available on the SACSA website:
www.sacsa.sa.edu.au

From the Superintendent…

The quality of evidence that these three teachers from Waikerie Primary sent in has been excellent. What is contained in this newsletter is only a small sample of the evidence they collected.

In all instances the teachers found that the evidence they collected did indeed match the intended Outcomes from the SACSA Framework as well as providing evidence towards other Outcomes as well, especially English.

Using the Backwards Design Process and incorporating the Learning Objects and Digital Resources from the Learning Federation for these teachers has been very successful.

Most importantly, these teachers know that if they align their assessment practices with their teaching and learning activities then their students will achieve what they really want them to learn.

These three teachers shared this work at the recent National Literacy and Numeracy Week Expo with very positive feedback. They have also willingly shared their learning journey with other schools in their District.

We sincerely thank them for their hard work and wish them all the best in continuing this work.

Jen Emery
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Analysis

Investigate what animals live in your backyard and describe their habitat.

Dressing up as zoo animals they researched and presenting their findings to others at assembly and at an evening session for families and friends.

Backwards Design Planning and The Learning Federation

The work shown in this newsletter is only a small selection of the different kinds of evidence collected by the teachers.

All three teachers were very pleased with the engagement shown by their students in the teaching and learning activities. They were also delighted that through using the Backwards Design Planning their students were able to provide the evidence needed towards the desired SACSA Outcomes.

The teachers are continuing to use both this planning process and incorporating the Learning Objects and Digital Resources from the Learning Federation.
Belinda Krollig used the Learning Object: The Circle - A Summer in Antarctica (L3325) as the basis for much of the work her Year 3/4 class did on Antarctica.

**Assessment Task:** Adelie Penguin - using the Learning Object and then recording what they had learnt.

**Science 2.5:** Investigates the features and needs of living things.

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**Assessment Task:** Student Reflection Sheet.

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**Assessment Task:** Design and make a vehicle to use in Antarctica.

**Design and Technology 2.2:** Develops a range of design skills and uses them to effect change.
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Year 6/7 Class - The Importance of Rainforests to the World

Jenny Buckley’s main aim for this topic was for her students to have an understanding of the uniqueness of the world’s rainforests and what could be done to preserve them. Through the teaching and learning activities outlined in the last newsletter her students had a range of opportunities to provide evidence towards the following SACSA Outcomes: Society and Environment 3.4, 3.5 and 3.6 and Science 3.5.

When sharing what they had learnt about rainforests with peers and others the students made visuals to support the information they were given. In this photo are drawings showing what a rainforest might look like.

One of the Assessment Tasks the students really enjoyed and engaged with was the building of an ‘eco’ house suitable for living in a rainforest. The students showed that they understood factors which affect the sustainability of rainforests and were able to suggest strategies to combat the threats.

Rainforests

You have studied rainforests in some great detail this term and this is an opportunity to share the knowledge you have gained. Please fill in the boxes below.

What is a rainforest?

A rainforest is an ecosystem which is a sustaining environment.

Rainforests are useful to humans because...

- We get medicine from the leaves.
- We use oxygen from trees.
- We get wood from trees.

Draw the life cycle of one of the plants/animals of the rainforest.

Draw and label the layers of a rainforest.

List ten facts about rainforests (not mentioned in other sections on this page.)

1. Rainforests are the ‘lungs of the earth’.
2. Rainforests produce 20% of the world’s oxygen.
3. There are over 10,000 trees in a hectare of rainforest.
4. Rainforests are home to more than 50% of all the animal and plant species on Earth.
5. Rainforests are called the ‘jewel in the crown’.
6. Rainforests are home to the tallest trees on Earth.
7. Rainforests are home to the most species of birds.
8. Rainforests are home to the most species of butterflies.
9. Rainforests are home to the most species of mammals.
10. Rainforests are home to the most species of reptiles.

What do you think about the future of our rainforests on a global level?

If we cut down trees then the rainforests might not be able to survive. But I hope they will.

Eco Friendly House

Think about what would be required to design and build an eco friendly house to suit a rainforest environment.

List of suitable materials:

<table>
<thead>
<tr>
<th>Material</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood</td>
<td></td>
<td>Frame</td>
</tr>
<tr>
<td>Screws</td>
<td></td>
<td>Fixing</td>
</tr>
<tr>
<td>Solar panels</td>
<td></td>
<td>Energy</td>
</tr>
<tr>
<td>Plastic water tank</td>
<td></td>
<td>Storage</td>
</tr>
</tbody>
</table>

Procedure:

1. Draw your design on paper before you begin.
2. Measure your materials.
3. Cut your materials to size.
4. Build your house.
5. Test your house.

What changes would you make to improve your house if you were to start again?

I would not change anything.

Things I used to build my house:

- Wood
- Screws
- Solar panels
- Plastic water tank

Solar Panel: Can draw, see electricity and also for waste water.

House positioned so as to take advantage of morning and afternoon sun on glass walls.

Jane Leaker