

Evaluate



Evaluation and assessment are often used interchangeably. Evaluation implies testing and using the results to guide further effort whereas assessment usually means no further thought is needed. (This is not true with cyclical curriculum.) Evaluation may be by [oneself](#) or by peers. Self evaluation is difficult if the student has no clear [goals or opportunities](#) to practice. [Direct Instruction](#) has been shown to improve learning. Assessment is ‘dictated’ by teachers. Evaluation of learning may be informal (checklist, observation, conversations) or formal (exam). Assessment is the purposeful, systematic and ongoing collection of all information as evidence for use in making judgments about student learning ([Education Queensland](#) , 2011).

Types of evaluation:

- Diagnostic (during Elicit)
- Formative (during all stages via Learning Journal, Observation and Conversations) – any combination of self and peer and teacher evaluation. You could use the Moodle Workshop or redo the first concept map to demonstrate learning.
- Summative (at end of unit – style usually set). Staff discussions essential – both within faculty and between faculties. What level of [collaboration](#) exists at your educational site? (Complete this [‘checklist’](#) to identify levels of collaboration at your educational institution.) Is it possible to develop a common assessment task across curricular areas? (e.g. Excursion to Train Museum for Science and History.) Can science ‘use’ and reinforce knowledge from other curricular areas e.g. genres (persuasion for NAPLAN and discussion for prac reports), graphing (science, maths, SOSE). Is there a competition that can be entered that can be used for school assessment e.g. rockets, robots, CO₂ cars?

NOTE: Developing criteria for assessment is not easy. Many students do not use supplied criteria to check their own work. (NOTE: [Wordle](#) and [WordSift](#) can be used to check final writing product.) Get students involved early in designing their own criteria. (Students are often tougher than teachers.) Use criteria in simple tasks within the classroom. Start with 3 levels and progress to 5. (Smiley faces, Icecreams, Traffic Lights or Thumbs work well with younger students and appeal to many older students.) As students become more familiar with using criteria, they do start to check their work and self-evaluate.

Rubrics:

1. Check Kathy Schrock’s list of available criteria. Can you modify an [existing matrix](#)?
2. [Teachnology](#)
3. Online Rubric makers: [Rubistar](#), [iRubric](#)

Participants: Reflection on Learning (on paper or digitally)