

A **DEVELOPMENTAL** ASSESSMENT PROCESS

BEN LAWLESS

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A **DEVELOPMENTAL** ASSESSMENT PROCESS

1. USE RUBRICS (30)




















2. GATHER RUBRIC DATA ELECTRONICALLY (40)

DINNER (30)

3. ANALYSE DATA (40)

4. CREATE DEVELOPMENTAL PROGRESSIONS (30)

5. PRE AND POST-TEST (30)

 0. example student rubrics	23/10/2019 3:05 PM	File folder
 1. Rules for Writing Quality Criteria	17/10/2013 3:26 PM	Adobe Acrobat Document
 2. Learning taxonomies	25/07/2018 8:10 PM	Adobe Acrobat Document
 3. Rubric Writing Rubric	23/10/2019 3:09 PM	Adobe Acrobat Document
 4. Converting a rubric result to a grade	25/07/2018 8:09 PM	Adobe Acrobat Document
 5. Using MyRubric to create individual student feedback	5/06/2019 9:15 AM	Adobe Acrobat Document
 6. History Framework	20/08/2019 1:58 PM	Adobe Acrobat Document
 7. Principles of pre and post-testing handout	23/10/2019 3:07 PM	Adobe Acrobat Document
 8. What you could do with pre-test data	29/06/2018 2:37 PM	Adobe Acrobat Document
 Guttman Boss	16/09/2019 7:55 PM	Microsoft Excel Binary Worksheet
 My Test Concepts of Print Entry Assessment	27/10/2019 9:03 PM	Microsoft Excel Macro-Enabled Worksheet
 My Test- Prep Entry Level Assessment Literacy Letter ID	27/10/2019 9:03 PM	Microsoft Excel Macro-Enabled Worksheet
 My Test Word List template	27/10/2019 9:03 PM	Microsoft Excel Macro-Enabled Worksheet
 MyRubric ver 2.5		
 MyRubric ver 2.31		
 MyTestAnalysis Sample	27/10/2019 9:03 PM	Microsoft Excel Macro-Enabled Worksheet
 MyTestAnalysis	27/10/2019 9:03 PM	Microsoft Excel Macro-Enabled Worksheet
 Neap Unit 3&4 trial exam 2019 template	27/10/2019 9:03 PM	Microsoft Excel Binary Worksheet
 Test MyRubric	29/03/2018 9:21 AM	Microsoft Excel Macro-Enabled Worksheet

lawlesslearning.com/pd/process

RUBRICS

WHY USE RUBRICS?

- **STUDENTS:**
 - **KNOW HOW TO GET BETTER**
 - **GET HIGHER QUALITY FEEDBACK ON THEIR PERFORMANCE**
 - **ASSESSMENT DATA USED AS *INFORMATION* RATHER THAN AS *JUDGEMENT***

WHY USE RUBRICS?

- **PARENTS:**
 - **KNOW WHAT THEIR CHILD CAN DO, NOT HOW THEY COMPARE**
 - **KNOW THE NEXT THING THEIR CHILD IS READY TO LEARN**
 - **SEES MORE MOTIVATED STUDENTS – ESPECIALLY THOSE AT THE TOP AND AT THE BOTTOM**

WHY USE RUBRICS?

- **TEACHERS**
 - **MORE CONSISTENT MARKING**
 - **QUICKER TO MARK**
 - **YOU DON'T HAVE TO WRITE AS MANY COMMENTS**
 - **MORE DETAILED INFORMATION FOR REPORTING**
 - **REWARDING PROFESSIONAL DISCUSSIONS BETWEEN TEACHERS**
 - **PROMOTES DEVELOPMENT**
 - **LINKED TO SKILLS NOT WHAT IS "NORMAL"**
 - **THE TEACHER KNOWS WHERE A STUDENT IS READY TO LEARN**
 - **CAN TARGET TEACHING INTERVENTION TO USE WITH THAT STUDENT OR GROUP OF STUDENTS**

THE PROBLEM WITH BADLY WRITTEN RUBRICS

- **MOST RUBRICS ARE BADLY WRITTEN**
- **CONFUSING TO STUDENTS, TEACHERS AND PARENTS**
- **HARD TO MARK**
- **LOTS OF TIME PUT IN TO THEM WITHOUT MUCH GAIN**
- **CAN'T USE THEM TO FIND STUDENTS ZPD OR "GOLDILOCKS ZONE"**
- **DON'T TEACH SKILLS**

Writing Rubric

Name _____

	Needs Improvement	Fair	Good	Excellent
Punctuation <i>Student uses accurate punctuation.</i>	1	2	3	4
Capitalization <i>Student uses capital letters to begin sentences and for names.</i>	1	2	3	4
Grammar <i>Student uses subject/verb agreement and writes complete sentences that make sense.</i>	1	2	3	4
Content/Ideas <i>Student writes on topic and adds details.</i>	1	2	3	4
Spelling <i>Student writes most sight words correctly and applies spelling rules.</i>	1	2	3	4

Essay Evaluation

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
<p>State a position</p> <p>25% of total grade</p>	<p>100%</p> <p>Makes a strong stand and defines the context in the introductory paragraph. Position is restated throughout and reinforced with examples and included in the conclusion.</p>	<p>75%</p> <p>Makes strong stand and defines the context in introductory paragraph.</p>	<p>50%</p> <p>Makes a stand, but could be more powerful.</p>	<p>25%</p> <p>Doesn't take a stand or provide context.</p>
<p>Support hypothesis</p> <p>25% of total grade</p>	<p>100%</p> <p>Provided more than three arguments in support of the hypothesis. Arguments supported with more than citations. Writer incorporated own opinions. Examples incorporated in storytelling fashion.</p>	<p>75%</p> <p>Provides three main arguments in support of the hypothesis. Gives clear and accurate examples and development of the three main arguments.</p>	<p>50%</p> <p>Fewer than three main arguments and incomplete examples in support of arguments.</p>	<p>25%</p> <p>Minimal idea development, limited and/or unrelated details. Doesn't give arguments in support of the hypothesis.</p>
<p>Organization</p> <p>25% of total grade</p>	<p>100%</p> <p>Depth and complexity of ideas supported by rich, engaging and/or pertinent details. Evidence analysis, reflection and insight.</p>	<p>75%</p> <p>Logical organization. Includes a compelling introduction, strong informative body, and satisfying conclusion. Has appropriate paragraph format.</p>	<p>50%</p> <p>Writing has a clear beginning, middle, and end. General use of appropriate paragraph format.</p>	<p>25%</p> <p>Random or weak organization. No introduction and/or conclusion. Paragraphs lack development and coherence.</p>
<p>Overall impression</p>	<p>100%</p> <p>Superior in all ways. Precise, rich language. Establishes and maintains clear focus; evidence of distinctive voice and/or</p>	<p>75%</p> <p>Accomplished writing that entices reader to continue. Good flow and description.</p>	<p>50%</p> <p>Spoke to audience and drew them in. Purpose established. Acceptable, effective language.</p>	<p>25%</p> <p>Limited awareness of audience and/or purpose. Incorrect and/or ineffective language.</p>

Artist Webpage RUBRIC	Incomplete	Needs Improvement	Proficient	Exemplary
Main Artist Page 10 %	Page is incomplete, lacks all components of the assignment 0 pts.	Page is lacking requirements; demonstrates minimal understanding of information, incorrect titling 1 – 5 pts.	Page includes most of the required information demonstrates some understanding of the information. Includes a standard portrait and artist quote 6 – 9 pts.	Page includes all of requirements or more; demonstrates insightful understanding of information; includes a unique portrait and artist quote 10 pts.
Art History Subpage 20%	Subpage has little to no content, information is incorrect in all categories 0 pts.	Minimal information given, some incorrect or misinterpreted. Demonstrates little evidence of understanding in all categories including abilities in research and development of responses 1 – 10 pts.	Page is complete and demonstrates a basic understanding of information. Answers lack fullness and variety in some categories. Research is complete and effective 11 – 19 pts.	Page includes all requirements; demonstrates exceptional understanding and proposes a variety of information in each category. Response is accurate and shows application of insightful research 20 pts.
Photograph Subpage 20%	Subpage has little to no content, information is incomplete 0 pts.	Substantial amount of missing photographs, minimal answers with limited understanding of photographic significance. Limited efforts in display of each image 1 – 10 pts.	Most of the photographs are significant. Answers lack fullness and with some mistakes in titling/display. Effective grouping of images in relation to their own work 11 – 19 pts.	All photographs are significant and include an abundance of information. Strong display of artist's portfolio in application to their own photography 20 pts.
Works Cited Subpage 20 %	Subpage has little to no content, information is incorrect 0 pts.	Minimal research for effective information; Substantial amount of missing information, incorrect citations with disregard to project requirements 1 – 10 pts.	Basic research that provides effective information. Partial understanding of requirements with most of the sources properly cited, a few errors in format or misinformation 11 – 19 pts.	Extensive selections of information; Demonstrates understanding of requirements with extra efforts in building their research, little to no citation errors 20 pts.
Creativity & Page Layout 30%	Website is incomplete with no effort or creativity 0 pts.	Little effort to format their website with lack of creativity in its overall layout. Difficulty with arranging information for an effective result 1 – 15 pts.	Website includes most of the formatting requirements; layout needs more attention, some efforts with creativity and format and active arrangement 16 – 29 pts.	Extra time and effort spent to correctly format the website with an extremely creative and logical approach to the project. Effectively distributes information with images 30 pts.

Performance Descriptors

REVOLUTIONS SCHOOL-ASSESSED COURSEWORK

Performance Descriptors

DESCRIPTOR: typical performance in each range

Units 3 and 4 Outcome 1 Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.	Very low	Low	Medium	High	Very high
	Some description of the long-term causes and short-term triggers of revolution.	Some analysis of the long-term causes and short-term triggers of revolution.	Sound analysis of the long-term causes and short-term triggers of revolution.	Detailed analysis of the long term causes and short –term triggers of revolution.	Sophisticated analysis of the long-term causes and short-term triggers of revolution.
	Some identification of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.	Some evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.	Sound evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.	Thoughtful evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.	Comprehensive evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.
	Very little analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument.	Some analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument.	<u>Adquate</u> analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument.	Detailed analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument.	Thorough analysis of primary sources used as evidence to analyse the causes of revolution when developing an argument.
	Little comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument.	Some comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument.	Satisfactory comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument.	Detailed comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument.	Comprehensive comparison of a range of historical perspectives and/or historical interpretations about the causes of revolution when developing an argument.

KEY to marking scale based on the Outcome contributing 50 marks

Low 1–10

Very low 11–20

Medium 21–30

High 31–40

Very high 41–50

INGREDIENTS TO WRITE A RUBRIC

- 1. CURRICULUM**
- 2. LEARNING TAXONOMIES**
- 3. STUDENT WORK**
- 4. TEACHER EXPERIENCE**

RUBRICS SHOULD...

- 1. NOT HAVE MORE THAN 5X4 (5 SKILLS AND 4 LEVELS)**
 - EASE OF MARKING
- 2. HAVE BOTTOM CRITERIA SOMETHING ALL STUDENTS CAN DO**
 - TO 'CAPTURE' CURRENT ABILITY OF ALL STUDENTS
- 3. HAVE A TOP CRITERIA AS A STRETCH TARGET FOR TOP STUDENTS**
 - TO PUSH TOP STUDENTS
- 4. NOT BE WEIGHTED**
 - DON'T CONFUSE REPORTING ACHIEVEMENT WITH ASSESSING ABILITY

RUBRIC CRITERIA WRITING GUIDELINES

[HTTPS://RELIABLERUBRICS.COM/CATEGORY/ASSESSMENT-RUBRICS/WHAT-IS-A-RUBRIC/GUIDELINES/](https://reliablerubrics.com/category/assessment-rubrics/what-is-a-rubric/guidelines/)

QUALITY CRITERIA SHOULD...

1. ALLOW TEACHERS TO INFER DEVELOPMENT. DON'T COUNT (E.G. SOME, MANY)

- COUNTS DON'T SHOW QUALITY
- THEY DISCOURAGE STUDENTS FROM EXPERIMENTING
- IT ISN'T TRUE THAT MORE OF SOMETHING MEANS HIGHER QUALITY
- E.G. SPELLING RUBRICS THAT HAVE “NO WORDS SPELT INCORRECTLY” CAN MAKE STUDENTS JUST USE EASY WORDS

QUALITY CRITERIA SHOULD...

1. ALLOW TEACHERS TO INFER **DEVELOPMENT**. DON'T COUNT (E.G. SOME, MANY)

1. **USES 2-3 QUOTES**

2. **USES MORE THAN 3 QUOTES**

1. **USES QUOTES**

2. **APPLIES QUOTES THAT DEMONSTRATE THEME(S)**

QUALITY CRITERIA SHOULD...

2. NOT USE AMBIGUOUS, SUBJECTIVE OR COMPARATIVE LANGUAGE (E.G. APPROPRIATE, SUITABLE, ADEQUATE)

- **LEADS TO INCONSISTENT MARKING**
- **NO AGREEMENT ON WHAT “APPROPRIATE” MEANS**
- **DOESN'T HELP STUDENTS KNOW WHAT IS REQUIRED**

QUALITY CRITERIA SHOULD...

2. NOT USE AMBIGUOUS, SUBJECTIVE OR COMPARATIVE LANGUAGE (E.G. APPROPRIATE, SUITABLE, ADEQUATE)

1. DEMONSTRATES AN ADEQUATE KNOWLEDGE OF THE TEXT

1. EXPLAINS CONCRETE ASPECTS OF PLOT

QUALITY CRITERIA SHOULD...

3. DISCRIMINATE BETWEEN QUALITY, NOT STEPS IN A SEQUENCE

- JUST DOING MORE STEPS DOESN'T EQUAL BETTER QUALITY
- EACH STEP CAN BE DONE TO A HIGHER QUALITY

QUALITY CRITERIA SHOULD...

3. DISCRIMINATE BETWEEN QUALITY, NOT STEPS IN A SEQUENCE

1. WRITES INTRODUCTION AND CONCLUSION
2. WRITES INTRODUCTION, CONCLUSION AND THREE PARAGRAPHS

1. USES CORRECT ESSAY STRUCTURE
2. USES LINK SENTENCES BETWEEN PARAGRAPHS

QUALITY CRITERIA SHOULD...

4. HAVE **ONE** CENTRAL IDEA

5. DESCRIBE OBSERVABLE BEHAVIOUR - WHAT STUDENTS DO, SAY, MAKE OR WRITE


6. USE **POSITIVE** LANGUAGE

7. USE **STUDENT-FRIENDLY** LANGUAGE

EXAMPLES

YEAR 8 HISTORY

How to interpret: The highlighted box shows your current skill or understanding. You have also shown everything in the boxes below the highlighted box. To improve, try and show the skill or understanding in the next box up.

	describes artistic style of source	judges the purpose	analyses evidence	weighs up how useful the source is
	identifies patterns or themes in the source	analyses purpose	applies evidence to a suggested hypothesis	analyses reasons why source is or isn't useful
	lists detailed features of the source	describes purpose	explains evidence used	discusses usefulness of source
	lists general features of the source	suggests a plausible purpose	recognises evidence	lists information about the source
	<i>NOT SHOWN</i>	<i>NOT SHOWN</i>	<i>NOT SHOWN</i>	<i>NOT SHOWN</i>
Indicative behaviour	Describes what is in the source	Identifies the purpose of source	Uses information as evidence	Discusses the usefulness of the source

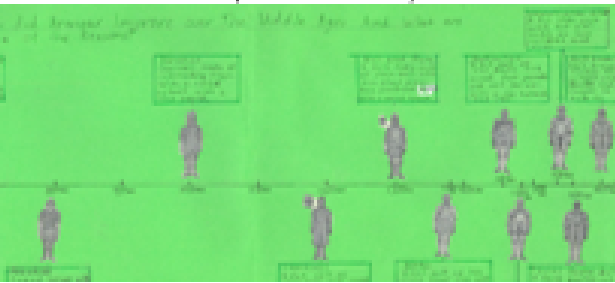
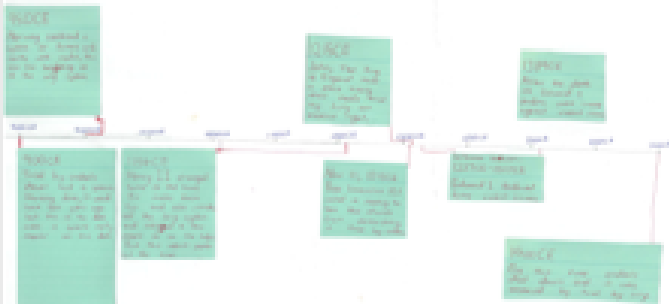
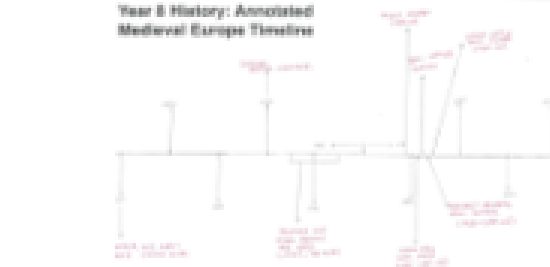
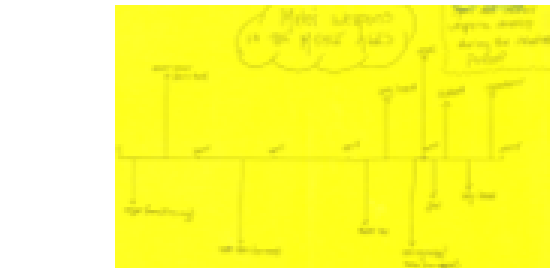
10-12 SCIENCE

evaluates quality of summarised data	uses theory to link or reconcile key findings including outliers	assesses effect of errors on quality of data	makes recommendations to overcome limitations
identifies trends and or patterns in data	explains key findings using theories	explains errors	identifies limitations of key findings
summarises data	matches key findings with theory	identifies errors	summarises key findings
includes data	includes findings	includes errors	includes findings
evaluates data	analyses results	evaluates method	makes conclusions

YEAR 8 HISTORY

RUBRIC WITH **EXAMPLES**

8 History Timeline - rubric with examples

<p>Creates a series of sub-questions that answer main question</p> <ul style="list-style-type: none"> How did the Black Death change the power that peasants had during the Medieval Period in Europe? <ul style="list-style-type: none"> How many people died in the Black Death? What rights did peasants have before the Black Death? What rights did peasants have after the Black Death? 	<p>Presents timeline in unique or creative way</p> 	<p>Explains the connection between more than one cause and effect</p> <p>The plague broke out in China in the 1330s. It was carried along the Silk Road to Europe, where there was a major outbreak in 1347-1351. This led to the deaths of up to half of Europe's population. A large number of peasants died in Europe. This meant there were less workers to work the fields. Because there were less workers, each worker had more power. The rise in power of these peasant workers weakened the feudal system.</p>	
<p>Asks specific, open-ended main question</p> <p>How did the Black Death change the power that peasants had during the Medieval Period in Europe?</p>	<p>Follows all timeline conventions (6)</p> 	<p>Explains cause and effect</p> <p>The plague broke out in China in the 1330s. It was carried along the Silk Road to Europe, where there was a major outbreak in 1347-1351.</p>	<p>Writes descriptive/ creative sentences</p> <p>The Black Death, also known as the plague, was an epidemic that devastated Christian Europe in the fourteenth century, causing the death of up to half of the population of the time.</p>
<p>Asks open-ended main question</p> <p>How did the role of royalty affect the lives of everyday people?</p>	<p>Follows most timeline conventions (4-5)</p> <p>Year 8 History: Annotated Medieval Europe Timeline</p> 	<p>Uses events/periods in timeline</p> <p>In 1050 CE improved metal working was able to create stronger chainmail that could cover more of the body.</p>	<p>Writes easy to understand sentences</p> <p>The Black Death was a disease that killed up to half the population of Europe.</p>
<p>Asks main question</p> <p>What techniques did doctors use to try and find a cure for the Black Death?</p>	<p>Creates timeline</p> 	<p>Lists facts</p> <p>Everyday people in the Medieval Times were only allowed to work in the fields.</p>	<p>Writes sentences</p> <p>The Black Death killed heaps people in Europe.</p>
<p>Asks questions</p>	<p>Creates timeline</p>	<p>Explains change</p>	<p>Writes good sentences</p>

RUBRIC WITH TARGETED ACTIVITIES

- Interconnections
- Murray Darling Basin
- Introduction
- Tourism
- Geography Vocabulary
- Targeted activities
- **Biome Information Sheet**
- MDB analysis
- Tourism Holiday Report

Create

Instructions

1. Look at the rubric below. Click on a box that is ONE above where you were assessed for one of the skills. It will open an activity in a new window.
2. Write today's date and the heading "Targeted activities - Biome Information Sheet"
3. For each activity:
 - write the heading of the targeted activity
 - read the instructions *twice*
 - read the examples *twice*
 - complete the exercises in your exercise book

Rubric with links to targeted activities

Analyses the characteristics of a biome					
Explains why biome has a certain characteristic	Backs up explanation with data		Communicates in professional or highly descriptive way		
Describes biome	Explains human uses and effects	Conforms to all map conventions	Communicates in a way that is easy to understand	Shows understanding of geography concepts	
Lists information	Lists human uses and effects	Conforms to <i>some</i> map conventions	Communicates	Uses geography key words correctly	Produces Harvard style bibliography
Content knowledge	Understand human uses of biome	Conforms to map conventions (BOLTSS)	Written and visual Communication	Terms and concepts	Produces bibliography

COMPOSITE RUBRICS

HISTORY COMPOSITE RUBRIC

							evaluates evidence <u>Activity</u>				judges / evaluates the purpose of a source				Explains cause and effect <u>YD Activity</u>
Justifies evaluation <u>Activity</u>							Analyzes evidence	develops research program with many tested questions			analyses the purpose of a source <u>Activity</u>				identifies cause and effect from an unknown situation
Evaluate facts <u>Activity</u>							applies evidence in new situation <u>Activity</u>	asks specific open-ended questions <u>activity</u>	critiques differences between two different timelines		Gives evidence from research to explain purpose <u>activity</u>	Uses outside knowledge to help understand source <u>Art activity</u>			identifies cause and effect from an already known situation
Analyse facts	Explains historical ideas <u>Activity</u>						applies evidence to known situation <u>Activity using visual sources (Y8)</u> <u>Activity using written evidence (Y7)</u>	asks open-ended questions <u>Activity</u>	links events and developments		Gives evidence from source to explain purpose <u>activity</u>	describes how artistic style of a source adds meaning <u>Art activity</u>	Writes complex sentences <u>Activity</u>		chooses correct cause from list of alternatives
Elaborate on ideas in detail <u>YD Activity</u>	organizes subject specific words or ideas into conceptual categories	Finds authoritative source <u>Activity</u>		uses multiple types of sources <u>Activity</u>			Discusses how evidence could be used for some purpose <u>Activity</u>	asks subject-specific questions	places developments on a timeline correctly	Includes the most important ideas <u>Activity</u>	describes the purpose of a source <u>Activity</u>	Identifies patterns or themes in the source	Writes descriptive or creative sentences <u>Descriptive activity</u>	Uses Harvard-style bibliography <u>Activity</u>	chooses correct effect from list of alternatives
Produce historical narrative from facts <u>YD Activity</u>	uses history ideas <u>Activity</u>	Finds reliable source <u>Activity</u>	compares the quality of multiple sources <u>Activity</u>	uses multiple sources	classifies sources as primary or secondary <u>Video</u> <u>Text</u> <u>Activity</u>	Describes how something might feel to a person in history <u>Activity</u>	explains evidence <u>Activity</u>	asks specific questions	places events on a timeline correctly	Lists correct information	recognizes the purpose of a source <u>Activity</u>	Lists detailed features of source <u>Activity</u>	Writes easy to read sentences <u>Writing activity</u> http://www.aitkencollege.co.uk/learning-activities/primary-activities/primary-writing-activities	Includes a author, date and title for sources	recognizes a cause
Describe / explain facts <u>Describing activity</u>	uses subject specific words <u>Activity</u>	finds sources	Discusses the quality of a source <u>Activity</u>	uses sources	recognizes primary and secondary sources	Lists facts	lists evidence	asks questions	places events or developments on a timeline	Lists information	identifies a source	Lists general features of source	Writing errors impair meaning	Lists sources	recognizes an effect
USES CONTENT KNOWLEDGE	USES HISTORY TERMS AND CONCEPTS	FINDS SOURCES	DISCUSSES THE QUALITY OF SOURCE	USES A RANGE OF SOURCES	DISTINGUISHES PRIMARY AND SECONDARY SOURCES	SHOWS EMPATHY	USES EVIDENCE	ASKS QUESTIONS	SEQUENCES EVENTS	EXTRACTS INFORMATION FROM A SOURCE	FINDS PURPOSE OF SOURCE	ANALYSES VISUAL SOURCE	USES WRITTEN COMMUNICATION	CREATES BIBLIOGRAPHY	IDENTIFY CAUSE AND EFFECT

GEOGRAPHY COMPOSITE RUBRIC

Analyzes content knowledge Activity CIS activity	Evaluates the quality of different data types Activity								Evaluates claims Activity						
Uses data to justify explanation Activity	Analyzes data Activity				Explains likelihood of proposal success Activity				Backs up claim with evidence Activity CIS activity						
Explains context Activity CIS activity Home activity Home use activity	Compares two sets of data Year 7 Activity Home use activity		Links map information with outside knowledge Activity		Backs up proposal with data Activity Activity 2				Justifies claim / suggestion with detailed reason Activity	Combines data types to produce new conclusions					
Describes context Discussion Personal activity	Makes conclusion based on data Activity	Applies independent research evidence	Explains patterns or trends in maps Activity	Justifies reasons for why source is reliable Activity	Predicts problems with action and suggests solutions to these problems Activity				Justifies claim / suggestion Activity	Compares the reliability of different data		Evaluates the relevance of different concepts to a scenario Activity	Creates unique / innovative map		
Reveals context	Explains what data means Interactive Task Interactive map Data	Explains evidence	Justifies explanation of spatial distribution Activity	Suggests realistic implications to reliability of sources	Explains how solution would solve problem Activity	Writes complex sentences Activity			Analyzes claim Activity Analysis of 2 Home use 2	Evaluates how reliable / relevant data is Activity	Compares different data representations	Applies geographic concepts to a scenario Activity Activity 2	Creates professional looking map		Uses an authoritative source
Lists context	Describes patterns or trends in data Activity	Describe evidence	Describes spatial distribution Activity	Correctly determines reliability of sources Activity	Proposes effective action Activity	Writes creative and/or descriptive sentences Activity	Uses professional word style Activity	Uses professional word style Activity	Explains claim Activity	Uses both qualitative and quantitative data	Represents data in different ways	Demonstrates understanding of concepts Activity	Creates map that conforms to geographic conventions Home use 2 Home use activity	Produce Harvard-style bibliography Activity	Uses a number of different types of sources Activity
Recognises context	Describes data correctly Activity	Lists evidence	Describes map information correctly	Discusses reasons for reliability of sources	Proposes realistic / practical actions Activity	Writes easy to read sentences Activity	Uses clear visual style	Uses confident and clear style	Makes correct claim	Finds relevant data Activity	Conforms to graph conventions (BALT) Activity	Mentions geography concept Activity	Creates precise, correct map	Lists sources using Author, Date, Title format	Uses a number of sources
Sorts things into information and key information	Describes data	Recognises evidence	Lists map information	Mentions sources	Proposes action	Writes sentences	Communicates information	Communicates information	Makes claim	Finds data	Represents data	Uses geographic terms	Sketches map	Lists sources	Uses a source
KNOWS CONTENT	USING DATA	USING EVIDENCE	INTERPRETING MAPS	EVALUATING SOURCES	PROPOSING ACTION	USING WRITTEN COMMUNICATION	USING VISUAL COMMUNICATION	USING ORAL COMMUNICATION	MAKES CLAIMS	COLLECTS DATA	REPRESENTS DATA	USES TERMS AND CONCEPTS	CREATES MAP	PRODUCES BIBLIOGRAPHY	USES A WIDE RANGE OF SOURCES

DATA GATHERING

MYRUBRIC

MyTASKANALYSIS

WWW.BIT.LY/MYTASKANALYSIS

MyTESTANALYSIS

DATA ANALYSIS

GUTMANN ANALYSIS

1. CODE RUBRIC RESULTS DICHOTOMOUSLY

Original, thoughtful, appropriate and relevant	Informs audience about the life of the interviewee	Fluent, well-projected and meaningful eye-contact. Confident stance	Multimedia enhances speech without distraction
Links identity with the interviewee	Uses relevant language that applies to the audience	Considered use of voice, eye-contact and gestures	Multimedia supports content
Informs audience of life of interviewee	Uses language to inform	Audible speech with eye contact used	Multimedia used
Includes some information	Uses confusing language	Gives speech	Multimedia distracts from presentation
Understands content	Uses language	Presents	Uses multimedia

1.4 Original, thoughtful, appropriate and relevant	2.4 Informs audience about the life of the interviewee	3.4 Fluent, well-projected and meaningful eye-contact. Confident stance	4.4 Multimedia enhances speech without distraction
1.3 Links identity with the interviewee	2.3 Uses relevant language that applies to the audience	3.3 Considered use of voice, eye-contact and gestures	4.3 Multimedia supports content
1.2 Informs audience of life of interviewee	2.2 Uses language to inform	3.2 Audible speech with eye contact used	4.2 Multimedia used
1.1 Includes some information	2.1 Uses confusing language	3.1 Gives speech	4.1 Multimedia distracts from presentation
Understands content	Uses language	Presents	Uses multimedia

1.4 0	2.4 0	3.4 0	4.4 0
1.3 0	2.3 1	3.3 1	4.3 1
1.2 1	2.2 1	3.2 1	4.2 1
1.1 1	2.1 1	3.1 1	4.1 1
Understands content	Uses language	Presents	Uses multimedia

Guttmanchart

Sort Data

Unsort

Student	1.1Lists events/ideas	1.2 Describ	1.3 Explains	1.4 Analyse	2.1 Writes	2.2Uses paragra	2.3 Uses	2.4 Logical	3.1Uses some	3.2 Uses a	3.3 Uses a	4.1 Provide	4.2 Provide	4.3 Uses	5.1 Include	5.2 Include							
Carrivale, Bianca (10)	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	0							
Cavallo, Antonio (10)	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1							
Chan, Wan Kay (Taylor) (10)	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1							
Cimino, Mason (10)	1	1	0	0	1	1	1	0	1	1	0	1	0	0	0	0							
Clementini, Isabella (10)	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1							
Delia, Kiara (10)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							
Dinh, Ai-Tien (10)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							
Eastwood, Liam (10)	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0							
Gollaheennalage, Kaveesh (10)	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1							
Hrehoresen, Alana (10)	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1							
Koury, Gabriel (10)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							
Maffrici, Anastacia (10)	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0							
Mehmet, Yasemin (10)	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	0							
Muhar, Kaylee (10)	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1							
Papathanasiou, Carly (10)	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0							
Rhook, Nicholas (10)	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1							
Rukavina, Eleze (10)	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1							
Scodella, Daniel (10)	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0							
Tartaglia, Kayla (10)	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0							
Tognini, Camille (10)	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0							
Student 26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Student 27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Student 28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Student 29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Student 30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
	25	22	8	6	0	25	25	14	5	0	25	14	8	0	0	0	25	13	8	0	0	11	11

GUTMANN ANALYSIS

1. **CODE RUBRIC RESULTS DICHOTOMOUSLY**
2. **PERFORM GUTMANN ANALYSIS**

Guttmanchart

Sort Data

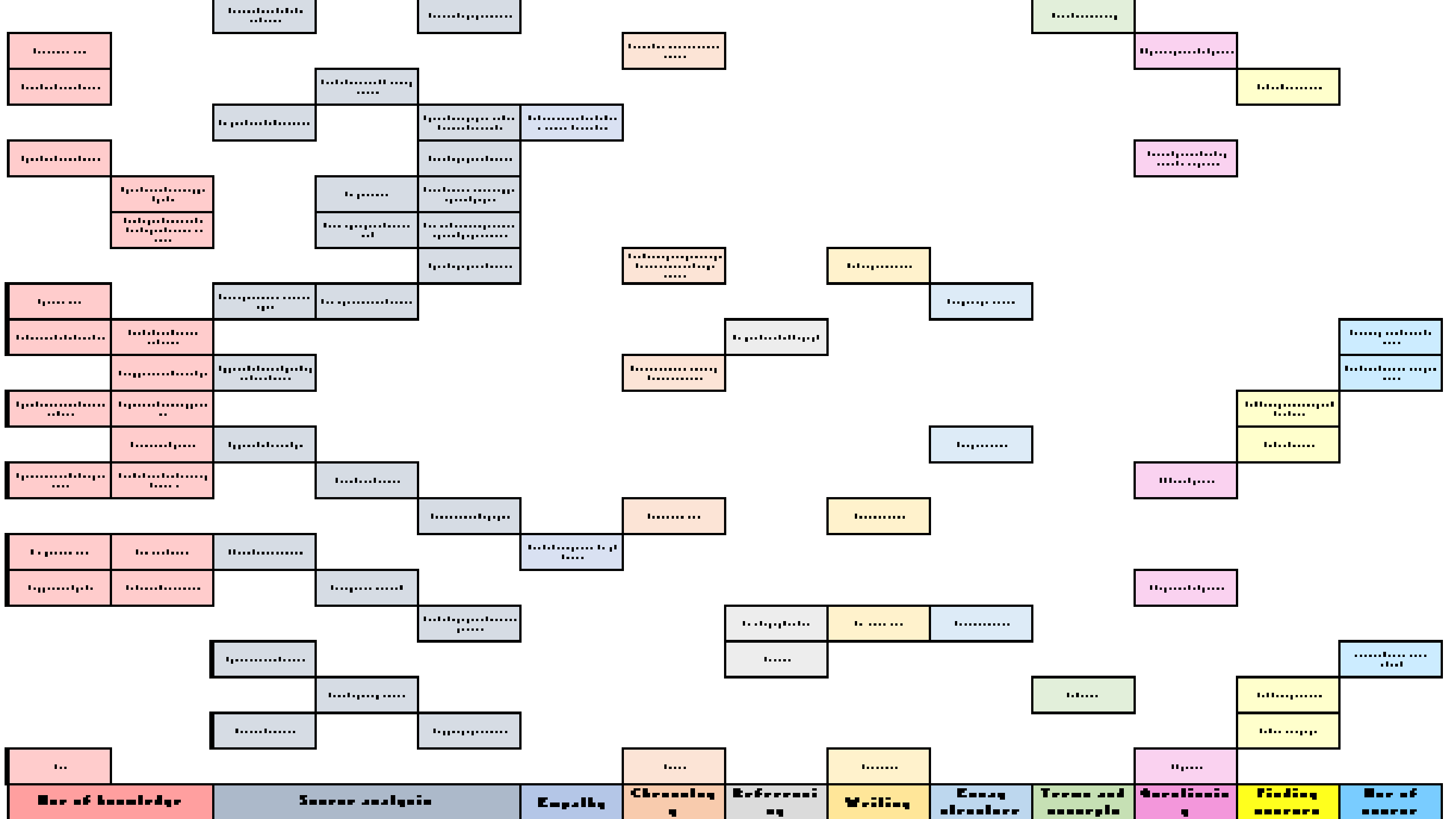
Unsort

Student	1.1Lists events/ideas	2.1 Writes	2.2 Ues paragra	3.1 Ues some	4.1 Provide	1.2 Describ	2.3 Uses	3.2 Uses a	4.2 Provide	5.1 Include	5.2 Include	1.3 Explains	3.3 Uses a	4.3 Uses	1.4 Analyse	2.4 Logical
Eastwood, Liam (10)	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1
Cavallo, Antonio (10)	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0
Maffrici, Anastacia (10)	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0
Muhar, Kaylee (10)	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0
Bianchi, Jacob (10)	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0
Gollaheennalage, Kaveesh (10)	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0
Hrehoresen, Alana (10)	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0
Bonnici, Matthew (10)	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0
Cimino, Mason (10)	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0
Batres Caceres, Julian (10)	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0
Cananzi, Sienna (10)	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0
Carrivale, Bianca (10)	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0
Clementini, Isabella (10)	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0
Mehmet, Yasemin (10)	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0
Rukavina, Elese (10)	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0
Butler, Luke (10)	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Papathanasiou, Carly (10)	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Scodella, Daniel (10)	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Tartaglia, Kayla (10)	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Tognini, Camille (10)	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Student 26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25	25	25	25	25	22	14	14	13	11	11	8	8	8	6	5

GUTMANN ANALYSIS

1. **CODE RUBRIC RESULTS DICHOTOMOUSLY**
2. **PERFORM GUTMANN ANALYSIS**
3. **CREATE DEVELOPMENTAL PROGRESSION**

CREATING A DEVELOPMENTAL PROGRESSION



WHAT CAN YOU DO WITH A DEVELOPMENTAL PROGRESSION?

1. GET STUDENTS TO TRACK THEIR OWN PROGRESS
2. SHOW STUDENTS WHAT IMPROVEMENT LOOKS LIKE
3. TARGET TEACHING OF NEW SKILLS AT THE RIGHT LEVEL
4. DESIGN ABILITY BASED GROUPINGS AND TEACHING MATERIAL

File Home Insert Page Layout Formulas Data Review View ACROBAT Power Pivot Tell me what you want to do

Cut
Copy
Format Painter

Calibri 11 A A

B *I* U

Wrap Text

Merge & Center

General

\$ %

Conditional Formatting

Format as Table

Cell Styles

Insert

Delete

Format

AutoSum Fill Clear

Sort & Filter Find & Select

Clipboard

Font

Alignment

Number

Styles

Cells

Editing

T13

B C D E F G H I J K L M N O P Q R S

Spanish Conquest letter

Students take on the persona of Bernal Diaz, a Spanish conquistador (conqueror). They write a letter from Diaz's point of view as he sees the Aztec capital Tenochtitlan for the first time. He writes a letter back home to his family in Spain discussing his commander, Hernan Cortes, and the lifestyle of the Aztecs.

STUDENT

Evaluates information	Evaluates information			
Explains information	Explains information	Uses historical context to describe how Bernal Diaz felt	Writes descriptive and/or creative sentences	
Summarises information	Summarises information	Describes how a Bernal Diaz might have felt	Writes easy to read sentences	Discusses historical concepts
List facts about Aztecs and Tenochtitlan	List facts about conquistadors	Lists features about Bernal's journey	Writes sentences	Uses history key words
Not shown	Not shown	Not shown	Not shown	Not shown
Has content knowledge about	Has content knowledge about	Empathises with historical figure	Communicates	Uses terms and concepts

**SKILLS ASSESSED
USING A RUBRIC**

**DATA RECORDED
ELECTRONICALLY**

~DASHBOARD

MASTER

COMMENTS

GRADE DISTRIBUTION

DATA ANALYSIS

Amin, Martin

Bachmann, Harrison

Bichler, William

Biner, Leyla ...

+

:

←

→

Clipboard: Paste, Cut, Copy, Format Painter

Font: Calibri, 11, Bold, Italic, Underline, Text Color, Background Color

Alignment: Left, Center, Right, Indent, Wrap Text, Merge & Center

Number: General, Currency, Percentage, Decimals

Styles: Conditional Formatting, Format as Table, Cell Styles

Cells: Insert, Delete, Format

Editing: AutoSum, Fill, Clear, Sort & Filter, Find & Select

G39: 2

A B C D E F G H I J K L R S T U V

myrubric **Populate Student** **WIN Create PDF** **MAC Create PDF**

NAME OF TASK: Spanish Conquest letter
 TEACHER: Insert your name here
 No. CRITERIA: 5
 STANDARD OR EXTENDED: standard

Select to display or hide sheets

MASTER **DATA ANALYSIS**
GRADE DISTRIBUTION **COMMENTS**

student no.	STUDENT	has content knowledge about aztec	has content knowledge about spanish	emphasises with historical figures	communicates	uses terms and concepts
22		2	2	2	2	1
23		2	1	1	2	1
24		2	2	2	2	1
25		3	2	2	2	2
26		3	3	1	3	1
27		1	1	1	2	1
28		2	2	1	2	1
29		2	2	1	2	1
30		2	2	1	2	1
31		3	3	2	3	2
32		3	3	1	2	2
33		3	1	1	2	1
34		3	1	1	2	1

TOTAL	Comment 1	Comment 2	Comment 3	Comment 4	COMMENT
9	More detailed responses required with respect to				More detailed responses required with respect to
7	Letter required more detailed responses with respect to				Letter required more detailed responses with respect to
9					
11					
11					
6					
8					
8					
8					
13					
11					
8					
8					

DATA RECORDED ELECTRONICALLY

Spelling Thesaurus Check Accessibility Smart Lookup Translate New Comment Delete Previous Next Show/Hide Comment Show All Comments Show Ink

Protect Sheet Protect Workbook Share Track Changes

AE38

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AB AC AD AE

Guttmanchart **Sort Data** **Unsort**

Student	1.1Not sl	1.2List f	1.3Sumr	1.4Expla	1.5Evalu	2.1Not sl	2.2List f	2.3Sumr	2.4Expla	2.5Evalu	3.1Not sl	3.2Lists	3.3Desc	3.4Uses	4.1Not sl	4.2Write	4.3Write	4.4Write	5.1Not sl	5.2Uses	5.3Disc	6.1[inse	6.2[inse	6.3[inse	6.4[inse	6.5
12	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
13	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
14	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
17	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
18	1	1	0	0	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
20	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
21	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
22	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	
23	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25	1	1	1	0	0	1	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	
26	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	
27	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	
28	1	1	1	0	0	1	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	
29	1	1	1	0	0	1	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32	1	1	1	0	0	1	1	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	
33	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	
34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
35	20	17	12	0	0	20	13	5	0	0	20	6	0	0	0	20	20	6	0	0	0	0	0	0	0	

DATA CONVERTED TO DICHOTOMOUS FORMAT

ABC Spelling Thesaurus Proofing

Check Accessibility Accessibility

Smart Lookup Insights

Translate Language

New Comment

Delete Previous Next Comments

Show/Hide Comment Show All Comments Show Ink

Protect Sheet Protect Workbook Share Workbook Changes

Protect and Share Workbook Allow Users to Edit Ranges Track Changes

AE38

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AB AC AD AE

Guttmanchart Sort Data Unsort

Student	1.1Not sl	2.1Not sl	3.1Not sl	4.1Not sl	4.2 Write	5.1Not sl	1.2 List f	2.2 List f	1.3 Sumr	3.2 Lists	4.3 Write	2.3 Sumi	5.2 Uses	1.4 Expla	1.5 Evalu	2.4 Expla	2.5 Eval	3.3 Desc	3.4 Uses	4.4 Write	5.3 Disc	6.1[inse	6.2[inse	6.3[inse	6.4[inse	6.5
12	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35	20	20	20	20	20	20	17	13	12	6	6	5	4	0	0	0	0	0	0	0	0	0	0	0	0	0

DATA SORTED TO PRODUCE GUTTMAN CHART

Name	Date modified
8C LETTER	15/08/2018 12:51 PM
8C SOURCE ANALYSIS	27/03/2018 10:24 AM
8C TIMELINE	15/08/2018 12:51 PM
8H LETTER	10/08/2018 10:50 AM
8H SOURCE ANALYSIS	10/08/2018 10:51 AM
8H TIMELINE	10/08/2018 10:50 AM
8L LETTER	20/06/2018 2:10 PM
8L SOURCE ANALYSIS	28/03/2018 10:06 AM
8L TIMELINE	30/05/2018 10:09 AM
8O LETTER	16/07/2018 8:12 AM
8O SOURCE ANALYSIS	27/03/2018 3:58 PM
8O TIMELINE	14/05/2018 5:12 PM
8S LETTER	20/06/2018 11:20 AM
8S SOURCE ANALYSIS	16/04/2018 7:12 AM
8S TIMELINE	14/05/2018 10:56 PM
Guttman boss	15/08/2018 12:51 PM

Type	Size
Microsoft Excel Binary Worksheet	610 KB
Microsoft Excel Macro-Enabled Works...	453 KB
Microsoft Excel Binary Worksheet	607 KB
Microsoft Excel Binary Worksheet	600 KB
Microsoft Excel Macro-Enabled Works	442 KB
Microsoft Excel Binary Wor	
Microsoft Excel Binary Wor	
Microsoft Excel Macro-Ena	
Microsoft Excel Binary Wor	
Microsoft Excel Binary Wor	
Microsoft Excel Macro-Ena	
Microsoft Excel Binary Wor	
Microsoft Excel Macro-Ena	
Microsoft Excel Binary Wor	
Microsoft Excel Binary Wor	

**AGGREGATE ALL
ASSIGNMENT
DATA INTO ONE
GIANT GUTTMAN
CHART**

Year 7 History Skills

Identify specific medieval societal structures	Identify main historical motivations for events and processes of medieval	Evaluate the quality of the evidence in the source							
			Events listed on timeline are all relevant to the subject	Uses secondary sources to link an evidence from a textbook					
									Uses historical context to describe how the evidence might have felt
									Writes descriptions and/or ration evidence
									Finds multiple sources
									Links evidence to social structures
									Identifies causes of historical events
									Writes descriptions and/or ration evidence
									Links historical when geography
									Links evidence from articles to suggest causes and events
									Discusses causes of events
									Links events on a timeline
									Links evidence
									Links sources
									Writes entry to read evidence
									Draws from text as evidence when might searched
									Links features about events
									Links history from articles and text
									Writes descriptions
									Finds relevant sources
									Finds and collates sources
									Present

Year 8 History Skills

Reviews information	Explains why one historian is more likely to be correct than another								
Discusses historical events		Discusses multiple aspects of the source's reliability							
			Discusses how the author might be biased						Links historical context to describe the text (How might have felt)
									Links historical context to describe the text (How might have felt)
									Links sources
									Links evidence to social structures
									Identifies causes of historical events
									Links historical when geography
									Links evidence from articles to suggest causes and events
									Discusses causes of events
									Links events on a timeline
									Links evidence
									Links sources
									Writes entry to read evidence
									Draws from text as evidence when might searched
									Links features about events
									Links history from articles and text
									Writes descriptions
									Finds relevant sources
									Finds and collates sources
									Present

Year 9 History Skills

Identifies specific medieval societal structures		Compares the reliability of different sources							
			Discusses how the author might be biased						
Explains how events and processes have and why they led to the development of people		Discusses multiple aspects of the source's reliability							Links historical context to describe the text (How might have felt)
									Links historical context to describe the text (How might have felt)
									Links sources
									Links evidence to social structures
									Identifies causes of historical events
									Links historical when geography
									Links evidence from articles to suggest causes and events
									Discusses causes of events
									Links events on a timeline
									Links evidence
									Links sources
									Writes entry to read evidence
									Draws from text as evidence when might searched
									Links features about events
									Links history from articles and text
									Writes descriptions
									Finds relevant sources
									Finds and collates sources
									Present

Year 10 History Skills

Evaluates the reliability of evidence used to answer questions									
Provides detailed evidence to describe how the evidence might have felt									Links historical context to describe the text (How might have felt)
									Links historical context to describe the text (How might have felt)
									Links sources
									Links evidence to social structures
									Identifies causes of historical events
									Links historical when geography
									Links evidence from articles to suggest causes and events
									Discusses causes of events
									Links events on a timeline
									Links evidence
									Links sources
									Writes entry to read evidence
									Draws from text as evidence when might searched
									Links features about events
									Links history from articles and text
									Writes descriptions
									Finds relevant sources
									Finds and collates sources
									Present

PRODUCE A SET OF YEAR-LEVEL BASED PROGRESSIONS

THE LESS A SKILL IS AWARDED, THE MORE DIFFICULT IT IS

1.1 Provides the purpose and audience of their persuasive product	1.2 Purpose and audience are linked to the product	2.1 Little or no use of multimedia	3.1 Inaudible	3.2 Audible - monotone	4.1 Lacks purposeful movement	4.2 Gestures distract from presentation	5.1 Reads from multimedia/note	5.2 Looks up occasionally from notes/multimedia	2.2 Accompanying multimedia is used and/or referred to ineffectively	3.3 Attempt project, modulate voice	4.3 Attempt to use gestures purposefully	1.3 Justification of purpose and audience choices	2.3 Accompanying multimedia is utilised effectively through out	5.3 Attempts to make purposeful eye contact away from notes	1.4 Some explanation of the purpose relating to some elements of the product
100%	100%	100%	100%	100%	100%	100%	100%	97%	96%	94%	93%	92%	88%	84%	81%

INCREASING DIFFICULTY →

1.4 Some explanation of the purpose relating to some elements of the product	81%
5.3 Attempts to make purposeful eye contact away from notes	84%
2.3 Accompanying multimedia is utilised effectively throughout	88%
1.3 Justification of purpose and audience choices	92%
4.3 Attempts to use gestures purposefully	93%
3.3 Attempt to project, modulate voice	94%
2.2 Accompanying multimedia is used and/or referred to ineffectively	96%
5.2 Looks up occasionally from notes/multimedia	
1.1 Provides the purpose and audience of their persuasive product	
1.2 Purpose and audience are linked to the product	
2.1 Little or no use of multimedia	
3.1 Inaudible	
3.2 Audible - monotone	
4.1 Lacks purposeful movement	
4.2 Gestures distract from presentation	
5.1 Reads from multimedia/notes	

INCREASING DIFFICULTY ↑

**FLIP VERTICALLY.
NOW HEIGHT
REFERS TO
DIFFICULTY**

			Uses history concepts			Evaluates the quality of the evidence in the source		
Analyses content								
				Describes patterns and relationships				
				Uses independent research to back up evidence	Asks open-ended, specific questions			
				Compares reliability of multiple sources				
				Gives more than one explanation for origin and purpose of artefact		Uses evidence to support statements		
			Explains history keywords used					Lists relevant events on timeline
	Uses historical context to empathise	Writes descriptive and/or creative sentences						
						Explains how evidence could be used		
							Uses Harvard-style bibliography	
	Describes situation empathetically		Explains some history key words correctly					
								Lists events correctly on a timeline, using historical conventions
			Uses history key words correctly	Uses evidence to suggest origin and purpose	Asks open-ended questions			
				Discusses reliability of sources				
Describes information in detail		Writes easy to read sentences						
Describes information				Describes features of source				Timeline
					Asks questions			
Lists information	Lists features	Writes sentences	Uses history key words	Lists some features of sources				
Content knowledge	Historical Empathy	Communication	Words and concepts	Source analysis	Questioning	Use of evidence	Bibliography	Chronology

**SORT INTO
DIFFERENT SKILLS**

MERGE YEAR LEVELS USING TEACHERS' PROFESSIONAL JUDGEMENT (OR WITH IRT)

Explain how ideas lead to cause/effect

explain cont/ change of ideas

explain cont/ change of events

A collection of approximately 50 colorful sticky notes (yellow, blue, green, orange) scattered on a wooden desk. The notes contain various educational prompts and instructions related to history and writing. Some notes are numbered (1-6) and arranged in a loose sequence. The notes include:

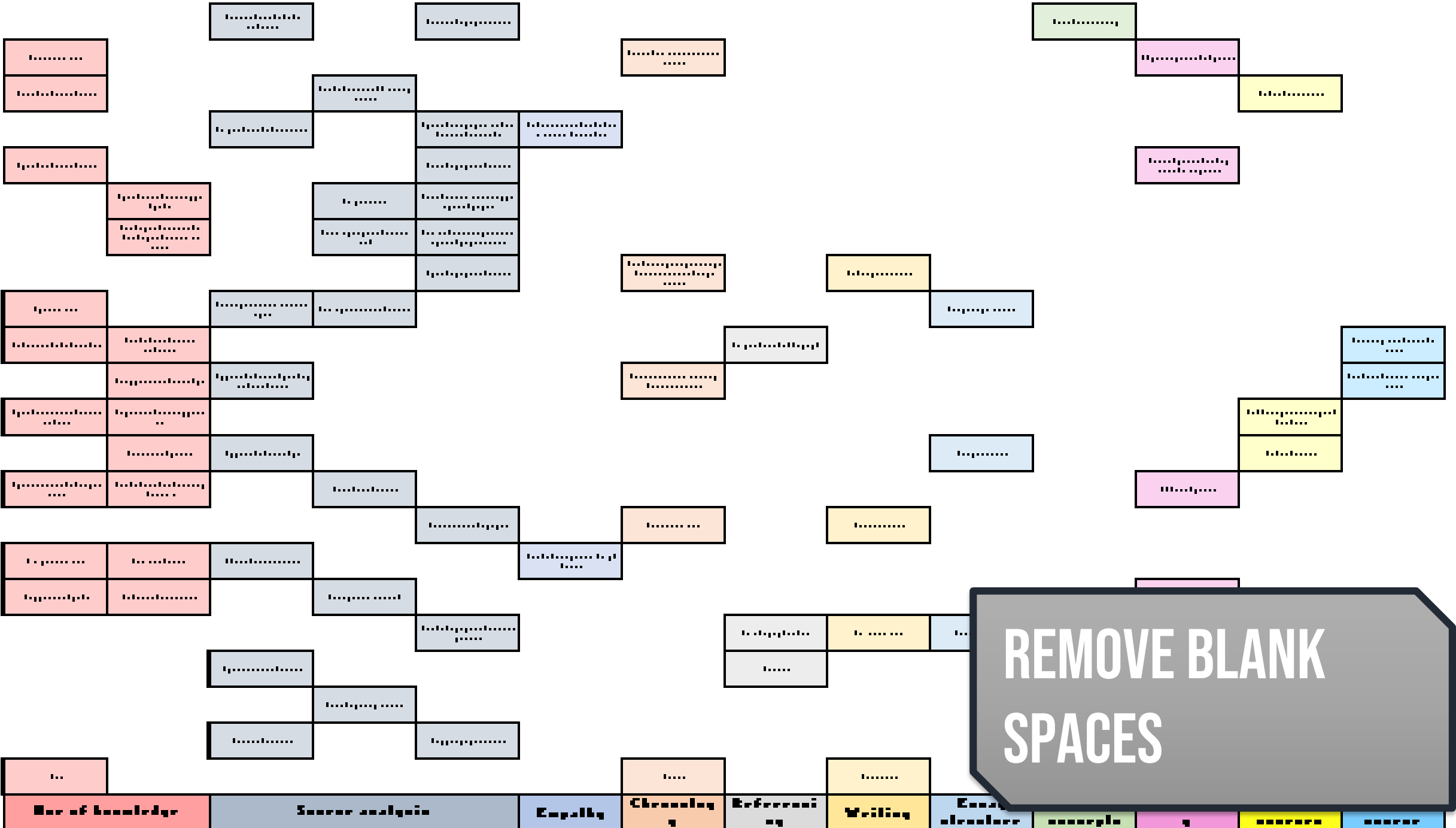
- Discusses historical concepts
- Evaluates the reliability of evidence used to answer question
- Evaluates the purpose of the source
- Auto-generated specific questions
- Evaluation information
- Errors based on features are all relevant to subject
- Analyses the interconnections between events/ideas (eg cause and effect)
- Uses historical context to describe how Bernal Diaz felt
- Compares the reliability of different sources
- describes how the artistic style adds meaning
- explains why one purpose is more likely to be correct than another
- Finds authoritative source
- Creates sub-questions that all help answer main question
- explains how evidence supports hypothesis
- analyses the purpose of the source
- Uses evidence from artifact to suggest origin and purpose
- Examines specific of sources, particularly relevant to quality
- Discusses more than one explanation for origin and purpose of artifact
- Writes descriptive sentences
- discusses multiple aspects of the source's reliability
- Explains the purpose of the source
- Uses chronological sequencing to demonstrate relationships (eg. of CLE)
- Elaborates on the key ideas/concepts in detail
- Gives multiple reasons for reliability of sources
- Uses logical argument in essay
- Compiles Harvard-style bibliography
- only applies relevant knowledge
- Explains history terms/ideas used
- Explains how events ~~contributed~~ contributed to war (eg. 10 BC)
- Uses specific evidence (eg quotes, statistics)
- Provides evidence from a range of sources
- applies outside knowledge to help understand source
- Finds 4 different types of sources (eg. W, I, R, V)
- Uses variety of primary and secondary sources
- Writes grammatically correct sentences
- Discusses reliability of sources
- Uses information to answer research questions
- applies outside knowledge
- asks detailed questions
- Provides detailed evidence (eg dates, names)
- Uses topic sentences
- Lists events on a timeline
- Finds reliable sources
- lists detailed features of the source
- identifies a reasonable purpose
- Lists author, date and title for all sources
- Describes how a Bernal Diaz might have felt
- Provides a narrative account of historical events
- Locates and uses information from text book
- Produces a historical narrative
- Uses some evidence/facts
- Lists some bibliographical details
- Lists most important information
- Identifies a reasonable purpose
- Summarises information
- Discusses the reliability of different sources
- Uses correct essay structure
- Records relevant information
- Lists events/ideas
- Lists events/ideas
- Uses ~~correct~~ historical terms
- Uses history terms/ideas correctly
- suggests a purpose
- Finds different types of sources
- Asks questions
- Lists features of different sources
- Uses history key words correctly

Discusses historical concepts										
Evaluates the reliability of the evidence	Evaluates the purpose of a source	Asks specific, open-ended questions	Evaluates information	Events listed on timeline are all relevant to artefact						
Analyses how ideas lead to cause and effect	Uses historical context to describe how someone from history would feel	Compares the reliability of different sources	Describes how the artistic style adds meaning	Explains why one purpose is more likely to be correct than another	Finds authoritative source					
Explains how ideas lead to cause and effect	Creates sub-questions that all help answer the main question	Explains how evidence supports hypothesis	Analyses the purpose of the source	Uses evidence from artefact to suggest origin and purpose	Compares sources	Gives more than one explanation for origin and purpose of source				
Writes descriptive sentences	Discusses multiple aspects of the source's reliability	Explains the purpose of the source	Uses chronological sequencing to show cause/effect or change/continuity	Explains information	Uses independent research to back up evidence from the artefact					
Only applies relevant knowledge	Explains how events lead to cause and effect	Uses specific evidence (e.g. quotes, statistics)	Provides evidence from a range of sources	Applies outside knowledge to help understand source	Finds different types of sources (e.g. web, book, visual)	Uses variety of primary and secondary sources	Lists events on a timeline using historical context			
Explains continuity and change of events	Writes clear sentences	Discusses the reliability of sources	Answers research questions	Applies outside knowledge	Asks detailed questions	Provides detailed evidence (e.g. dates, names)	Uses topic sentences			
Lists detailed features of a source	Identifies a reasonable purpose	Describes how a person from history might have felt	Provides a narrative account of historical events	Locates and uses information from textbook						
Produces a historical narrative	Describes the purpose of the source in general terms	Lists general features of the source	Summarises information	Discusses the quality of primary sources	Uses correct essay structure	Recognises elements of reliability	Suggests correct hypothesis			
Lists events	Uses historical terms	Suggests a purpose for source	Finds different types of sources	Asks questions	Lists features about sources	Lists facts	Writes sentences			

**DISPLAY
COMBINED
PROGRESSIONS
ELECTRONICALLY**

												Discusses historical concepts								
Evaluates information			Evaluates the reliability of the evidence	Evaluates the purpose of a source				Events listed on timeline are all relevant to artefact					Asks specific, open-ended questions							
Analyses how ideas lead to cause and effect			Compares the reliability of different sources	Explains why one purpose is more likely to be correct than another	Describes how the artistic style adds meaning			Uses historical context to describe how someone from history would feel						Finds authoritative source						
Explains how ideas lead to cause and effect	Explains how evidence supports hypothesis		Analyses the purpose of the source	Uses evidence from artefact to suggest origin and purpose	Compares sources	Gives more than one explanation for origin and purpose of source							Creates sub-questions that all help answer the main question							
Explains information	Uses independent research to back up evidence from the artefact		Explains the purpose of the source		Discusses multiple aspects of the source's reliability			Uses chronological sequencing to show cause/effect or		Writes descriptive sentences										
Elaborates on the key ideas in detail		Provides detailed, relevant evidence		Discusses aspects of sources most relevant to quality	Gives multiple reasons for reliability of source				Completes Harvard-style bibliography		Uses logical argument in essay									
Explains how events lead to cause and effect	Only applies relevant knowledge	Uses specific evidence (e.g. quotes, statistics)	Applies outside knowledge to help understand source					Lists events correctly on a timeline using historical conventions						Finds different types of sources (e.g. web, book, visual)			Provides evidence from a range of sources		Uses variety of primary and secondary sources	
Explains continuity and change of events	Answers research questions	Provides detailed evidence (e.g. dates, names)	Applies outside knowledge		Discusses the reliability of sources			Lists events on a timeline		Writes clear sentences	Uses topic sentences		Asks detailed questions	Finds reliable source						
			Lists detailed features of a source	Identifies a reasonable purpose				Describes how a person from history might have felt												
Suggests correct hypothesis	Produces a historical narrative		Lists general features of the source	Recognises elements of reliability	Describes the purpose of the source in general terms				Lists resources	Summarises information	Uses correct essay structure		Asks open-ended questions				locates and uses information from			
Lists facts			Lists features about sources	Discusses the quality of primary sources	Suggests a purpose for source			Lists events		Writes sentences		Uses historical terms	Asks							
Use of knowledge			Source analysis				Empathy		Chronology	Referencing	Writing	Essay structure	Terms and concepts							

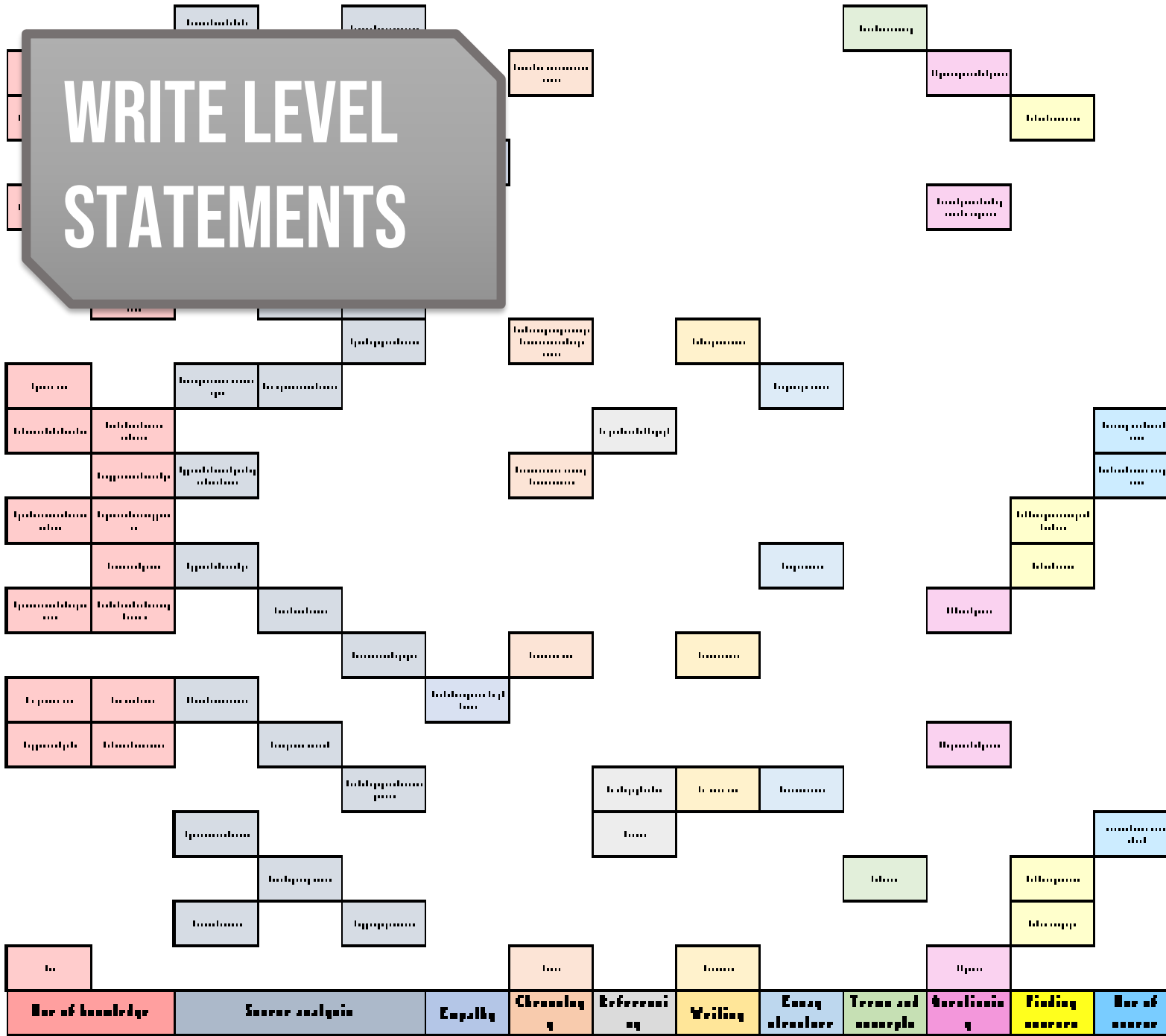
SORT BY SKILL AGAIN



REMOVE BLANK SPACES

1
2
3
4
5
6
7
8

WRITE LEVEL STATEMENTS



- LEVEL P** Students at this level discuss historical concepts
- LEVEL O** Students at this level evaluate the reliability and purpose of sources
- LEVEL N** Students at this level evaluate sources and historical events
- LEVEL M** Students at this level analyse sources and can find authoritative sources
- LEVEL L** Students at this level critique sources, and can use historical context in their writing
- LEVEL K** Students at this level draw connections between different historical concepts
- LEVEL J** Students at this level use multiple sources and can research independently
- LEVEL I** Students at this level write descriptively about history and explain features of sources
- LEVEL H** Students at this level discuss historical information in detail and use a variety of sources
- LEVEL G** Students at this level can apply historical knowledge to answer questions
- LEVEL F** Students at this level can write clearly and explain simple historical ideas
- LEVEL E** Students at this level can make detailed historical observations
- LEVEL D** Students at this level can make accurate suggestions about historical material
- LEVEL C** Students at this level can find historical information
- LEVEL B** Students at this level can perform simple actions with sources
- LEVEL A** Students at this level can list information

JANE PATEL – HISTORY PROGRESS REPORT 2019

Students at this level can apply historical knowledge to answer questions

LEVEL G

Students at this level can make detailed historical observations

LEVEL E



LEVEL H

Students at this level can write clearly and explain simple historical ideas







LEVEL F

Students at this level discuss historical information in detail and use a variety of sources



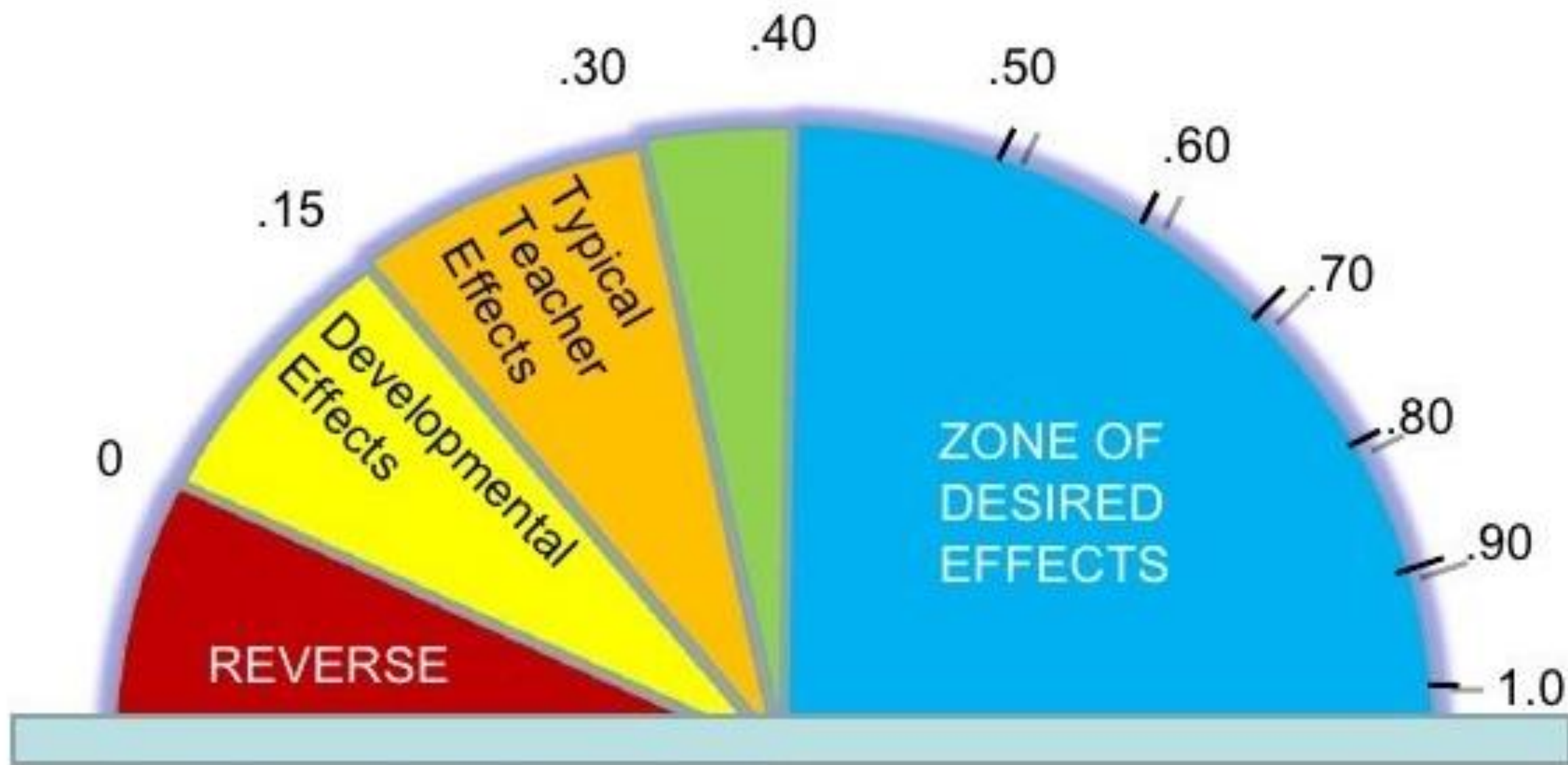
KEY

-  End of 2018
-  End of Semester 1 2019
-  End of Semester 2 2019
-  Average student achievement by end of Semester 2 2019

PRE AND POST-TESTING

WHY PRE AND POST-TEST?

- **RECOMMENDATION 1** EMBED A FOCUS ON INDIVIDUAL STUDENT ACHIEVEMENT THROUGH CONTINUOUS LEARNING PROGRESS IN THE POLICIES AND PRACTICES OF ALL SCHOOLS AND SYSTEMS, WITH THE EXPECTATION THAT **EACH STUDENT SHOULD ACHIEVE AT LEAST ONE YEAR'S GROWTH** THROUGHOUT EACH YEAR OF SCHOOLING. – *GONSKI 2.0*
- HOW DO WE MEASURE A YEAR'S WORTH OF PROGRESS?
 - EFFECT SIZE OF 0.4 OR MORE



WHAT TO PRE AND POST-TEST?

- **SKILLS**
- **PICK SOME FROM THE CURRICULUM**
- **OUR HISTORY FACULTY CHOSE FOUR:**
 - **IDENTIFYING CAUSE AND EFFECT**
 - **USING HISTORICAL CONCEPTS**
 - **SEQUENCING EVENTS**
 - **UNDERSTANDING HISTORICAL PERSPECTIVES**

DO WHAT WITH THE INFORMATION?

1. ANALYSE THE DATA TO:
 - A) DETERMINE POINT OF READINESS (ZPD)
 - B) DIFFERENTIATE INSTRUCTION
 - C) IMPROVE COURSES
 - D) IMPROVE TEACHING

HOW TO ADMINISTER PRE AND POST TESTS

- **BY HAND (PAINFUL)**
- **MICROSOFT FORMS**
- **GOOGLE DOCS + AUTOMATIC SCORING SCRIPT LIKE “FLUBAROO”**

Ask questions linked to each level



		critiques the use of subject specific words and ideas in a source		critiques differences between two different timelines		Applies a given historical perspective to a new situation	
		Explains historical ideas	HCE	links events and developments	HSL	Applies a given historical perspective to a known situation	
		explains subject-specific words		places developments on a timeline correctly	HSD	Compares two historical perspectives	
identifies cause and effect from an unknown situation	HEU	organises subject specific words or ideas into conceptual categories		places events on a timeline correctly	HSE	Explains what a historical perspective means	HPE
identifies cause and effect from an already known situation	HEK	uses history ideas	HCU	places events or developments on a timeline		Summarises a historical perspective	HPS
chooses correct cause or effect from list of alternatives		uses subject specific words		Knows that later dates are shown later on a timeline		Lists a historical perspective	
recognises a cause or effect	HER	recognises subject-specific ideas	HCR	Knows what a timeline is		Recognises a perspective	HPR
IDENTIFY CAUSE AND EFFECT	<i>code</i>	USES HISTORY CONCEPTS	<i>code</i>	SEQUENCES EVENTS	<i>code</i>	UNDERSTANDS HISTORICAL PERSPECTIVES	<i>code</i>

File Home Insert Page Layout Formulas Data Review View ACROBAT Tell me what you want to do

Clipboard: Cut, Copy, Format Painter

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Number: General, Currency, Percentage, Decimals

Styles: Conditional Formatting, Format as Table, Cell Styles

Cells: Insert, Delete, Format

Editing: AutoSum, Fill, Clear, Sort & Filter, Find & Select

Create an item bank

Subject	skill	S1 2018	Level	Code	image	Question	Code: Question	option1	option2	option3	option4
History	identify cause and effect		recognises cause or effect	HER2		Which of these is an effect of an earthquake?	HER2: Which of these is an effect of an earthquake?	movement in tectonic plates	movement of the ground	people buying equipment to measure earthquakes, like a "Richter Scale"	magma boiling up from below the Earth's crust
History	identify cause and effect		recognises cause or effect	HER3		Which of these is a cause for traffic?	HER3: Which of these is a cause for traffic?	More cars on the road	More roads being built	More trains	More trams getting the way of trains
History	identify cause and effect		identifies cause or effect from a known situation	HEK1		What is the main cause of Australia having a growing population?	HEK1: What is the main cause of Australia having a growing population?	Immigration and natural increase through childbirth	Australia is a very popular country, and is also home to the world's most liveable city	Lots of people want to move to Australia because of its great lifestyle	Australians have large families
History	identify cause and effect		identifies cause or effect from a known situation	HEK2		What was the main effect of Australia becoming a nation in 1901?	HEK2: What was the main effect of Australia becoming a nation in 1901?	We were able to make our own laws and follow our own direction	The various states were sick of being told what to do by Britain	Australia used a new currency, the Australian dollar	The people of Australia had less power over their politics
History	identify cause and effect		identifies cause or effect from a known situation	HEK3		What was the most important effect of the invention of the car?	HEK3: What was the most important effect of the invention of the car?	The invention of the internal combustion engine	People were able to travel long distances quickly	The invention of trains, trams and other public transport	A number of different car types went on sale

← Back

Computer Mobile

5. HER1: Which of these explains why a building is built? * (1 Point)

- Lots of people lived in the building once it was built
- The building is made up of cement and steel
- Someone built it
- Someone wanted it built

6. HER2: Which of these is an effect of an earthquake? * (1 Point)

- movement of the ground
- magma boiling up from below the Earth's crust
- people buying equipment to measure earthquakes, like a "Richter Scale"
- movement in tectonic plates

7. HER3: Which of these is a cause for traffic? * (1 Point)

- More roads being built

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B I U Wrap Text Merge & Center

Percentage \$ % .00 .00

Conditional Formatting Table Styles

Insert Delete Format

AutoSum Fill Clear

Sort & Filter Find & Select

R31 =SUM(O31:Q31)/3

A	B	C	D	E	F	J	N	R	S	W	AA	AE	AF	AJ	AN	AR	AS
class	first name	last name	ID	total	total %	explains historical ideas	recognises subject-specific ideas	uses history ideas	uses history concepts	identifies cause and effect from an already known situation	recognises a cause or effect	identifies cause and effect from an unknown situation	identifies cause and effect	Explains what a historical perspective means	Recognises a perspective	Summarises a historical perspective	understands historical perspectives
9F	Claire	Menzies	10371	30	83%	100%	67%	100%	89%	100%	67%	100%	89%	67%	100%	100%	89%
10B	Chloe	Sassine	10442	19	53%	33%	67%	33%	44%	67%	33%	33%	44%	33%	67%	100%	67%
9K	Gabrielle	Riscica	11137	29	81%	100%	100%	100%	100%	100%	33%	67%	67%	100%	100%	33%	78%
10B	George	Tsitsinaris	11138	24	67%	100%	67%	67%	78%	67%	33%	33%	44%	100%	100%	100%	100%
9K	Phoebe	Harvey	11266	27	75%	67%	100%	100%	89%	100%	67%	67%	78%	67%	67%	67%	67%
10A	Bailey	chetwngnd-brown	11370	24	67%	100%	67%	100%	89%	33%	67%	100%	67%	33%	67%	67%	56%
10B	Flynn	Taylor	11374	31	86%	67%	67%	100%	78%	100%	67%	100%	89%	100%	100%	100%	100%
9S	Gemma	Baird	11530	28	78%	100%	67%	100%	89%	100%	33%	100%	78%	67%	67%	100%	78%
10A	Milan	Glogovac	11537	10	28%	0%	33%	67%	33%	33%	33%	67%	44%	33%	0%	0%	11%
9K	Olivia	Kiriakidis	11680	12	33%	100%	33%	67%	67%	33%	0%	33%	22%	0%	33%	33%	22%
10E	Montana	Papadinis	11917	26	72%	67%	67%	67%	67%	100%	33%	67%	67%	100%	67%	100%	89%
9K	Alicia	Clark	11970	20	56%	67%	67%	33%	56%	67%	0%	67%	44%	33%	67%	100%	67%
9B	Sebastian	Mafrici	12050	17	47%	67%	33%	100%	67%	0%	33%	0%	11%	67%	33%	67%	56%
9K	Jake	Watson	12137	29	81%	100%	33%	67%	67%	67%	67%	100%	78%	100%	67%	100%	89%
10A	Filipe	Filipia	12338	29	81%	100%	100%	100%	100%	100%	33%	100%	78%	67%	67%	100%	78%
8H	Benjamin	Perera	12379	9	25%	67%	0%	0%	22%	33%	33%	0%	22%	0%	33%	33%	22%
9F	Zander	Lacey	12382	11	31%	0%	33%	67%	33%	33%	0%	33%	22%	33%	0%	33%	22%
8C	Kate	Harris	12411	11	31%	0%	67%	33%	33%	0%	33%	0%	11%	67%	33%	100%	67%
9T	Tommy	Jovanovski	12839	10	28%	0%	0%	33%	11%	33%	0%	33%	22%	67%	67%	0%	44%
10A	Erica	Brown	12855	17	47%	100%	67%	67%	78%	67%	33%	33%	44%	0%	100%	33%	44%
9K	Tristen	Di Carlo	12992	20	56%	100%	67%	67%	78%	100%	33%	67%	67%	33%	67%	0%	33%
9K	Emanuel	Majetic	13061	26	72%	67%	100%	67%	78%	67%	33%	100%	67%	67%	67%	100%	78%
10E	Lucy	Clohesy	13068	15	42%	33%	33%	33%	33%	100%	67%	100%	89%	0%	67%	33%	33%
8D	Mia	Polimeni	13079	8	22%	67%	33%	0%	33%	33%	33%	0%	22%	0%	67%	0%	22%
10B	Jacob	Lo Giudice	13101	23	64%	67%	67%	33%	56%	100%	33%	67%	67%	67%	33%	100%	67%
8D	Bocco	Pitruzzello	13108	22	61%	67%	67%	33%	56%	100%	33%	100%	78%	67%	33%	67%	56%

Sheet1

ANALYSING PRE AND POST-TEST DATA

1. USE UNIQUE STUDENT IDENTIFIER (ID NUMBER)
2. USE EXCEL FUNCTION TO RULE OUT ALL STUDENTS THAT DIDN'T DO *BOTH* THE PRE AND THE POST TEST

[HTTPS://EXCELJET.NET/FORMULA/FIND-MISSING-VALUES](https://exceljet.net/formula/find-missing-values)

3. CALCULATE EFFECT SIZES FOR:

- A) OVERALL
- B) TEACHER EFFECT
- C) YEAR LEVEL EFFECT

[HTTPS://VIMEO.COM/51258028](https://vimeo.com/51258028)

Clipboard: Paste, Cut, Copy, Format Painter

Font: Calibri, 11, Bold, Italic, Underline, Text Color, Background Color

Alignment: Wrap Text, Merge & Center

Number: General, Currency, Percentage, Decimals

Styles: Conditional Formatting, Format as Table, Cell Styles

Cells: Insert, Delete, Format

Editing: AutoSum, Fill, Clear, Sort & Filter, Find & Select

U195

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1					PRE					POST					EFFECT SIZE						
2	Class	first name	last name	ID	total %	uses history concepts	identifies cause and effect	understands historic	sequences events	total %	uses history concep	identifies cause and effect	understands historic	sequences even	total %	uses history concep	identifies cause and effect	understands historic	sequences even		
190	8C			12411	36%	22%	67%	33%	22%	31%	33%	11%	67%	11%	-0.35	0.50	-3.17	1.41	-0.53		
191	8C			14238	28%	33%	33%	33%	11%	44%	56%	67%	33%	22%	1.04	1.00	1.90	0.00	0.53		
192	8C			14745	72%	78%	56%	67%	89%	75%	100%	56%	78%	67%	0.17	1.00	0.00	0.47	-1.05		
193	8C			15773	36%	33%	56%	33%	22%	33%	33%	22%	22%	56%	-0.17	0.00	-1.90	-0.47	1.58		
194	8C			15809	56%	56%	78%	56%	33%	61%	56%	67%	78%	44%	0.35	0.00	-0.63	0.94	0.53		
195	8C			16054	36%	22%	56%	22%	44%	47%	56%	67%	11%	56%	0.69	1.50	0.63	-0.47	0.53		
196	8C			16212	64%	89%	44%	56%	67%	69%	89%	44%	67%	78%	0.35	0.00	0.00	0.47	0.53		
197	8C			16291	75%	67%	89%	89%	56%	86%	78%	78%	100%	89%	0.69	0.50	-0.63	0.47	1.58		
198	8C			16398	64%	89%	67%	56%	44%	81%	89%	89%	78%	67%	1.04	0.00	1.27	0.94	1.05		
199	8C			16717	31%	22%	22%	56%	22%	56%	67%	44%	56%	56%	1.56	2.00	1.27	0.00	1.58		
200	8C			17045	64%	44%	67%	78%	67%	72%	89%	67%	56%	78%	0.52	2.00	0.00	-0.94	0.53		
201	8C			17919	33%	56%	33%	11%	33%	53%	67%	44%	56%	44%	1.21	0.50	0.63	1.88	0.53		
202	8C			18252	58%	67%	44%	56%	67%	72%	100%	56%	89%	44%	0.87	1.50	0.63	1.41	-1.05		
203	8C			19878	61%	56%	56%	78%	56%	69%	78%	89%	56%	56%	0.52	1.00	1.90	-0.94	0.00		
204	8C			20272	58%	78%	44%	67%	44%	69%	89%	78%	89%	22%	0.69	0.50	1.90	0.94	-1.05		
205	8C			21185	61%	78%	44%	78%	44%	81%	89%	78%	89%	67%	1.21	0.50	1.90	0.47	1.05		
206	8C			22481	53%	44%	67%	44%	56%	61%	56%	56%	78%	56%	0.52	0.50	-0.63	1.41	0.00		
207	8C			23737	53%	44%	67%	67%	33%	47%	67%	44%	44%	33%	-0.35	1.00	-1.27	-0.94	0.00		
208	8C			23976	36%	44%	44%	22%	33%	42%	22%	44%	44%	56%	0.35	-1.00	0.00	0.94	1.05		
209	8C			24328	25%	22%	33%	33%	11%	58%	67%	56%	56%	56%	2.08	2.00	1.27	0.94	2.10		
210	8C			26073	58%	89%	67%	44%	33%	64%	89%	67%	89%	33%	0.35	0.00	0.00	0.94	0.00		
211	8C			26430	50%	33%	67%	56%	44%	61%	56%	44%	78%	67%	0.69	1.00	-1.27	0.94	1.05		
212	8C			27620	61%	67%	78%	56%	44%	67%	100%	44%	78%	44%	0.35	1.50	-1.90	0.94	0.00		
213	8H			12379	33%	33%	44%	22%	33%	25%	22%	22%	22%	33%	-0.52	-0.50	-1.27	0.00	0.00		
214	8H			13501	44%	44%	44%	44%	44%	58%	67%	56%	44%	67%	0.87	1.00	0.63	0.00	1.05		
215	8H			13590	69%	67%	78%	78%	56%	81%	78%	78%	89%	78%	0.69	0.50	0.00	0.47	1.05		
216	8H			13709	39%	33%	44%	44%	33%	50%	33%	56%	44%	67%	0.69	0.00	0.63	0.00	1.58		
217	8H			14289	75%	89%	67%	89%	56%	67%	67%	78%	78%	44%	-0.52	-1.00	0.63	-0.47	-0.53		
218	8H			14420	47%	33%	56%	56%	44%	64%	33%	89%	78%	56%	1.04	0.00	1.90	0.94	0.53		

pre post compare

OVERALL	AV STDEV	0.16029475	EFFECT SIZE	0.36
CONCEPTS	AV STDEV	0.22275132	EFFECT SIZE	0.45
CAUSE/EFFECT	AV STDEV	0.17530167	EFFECT SIZE	0.09
PERSPECTIVES	AV STDEV	0.23599999	EFFECT SIZE	0.24
SEQUENCING	AV STDEV	0.21136119	EFFECT SIZE	0.28

BEL

OVERALL	EFFECT SIZE	0.7
CONCEPTS	EFFECT SIZE	0.8
CAUSE/EFFE	EFFECT SIZE	0.33
PERSPECTIV	EFFECT SIZE	0.48
SEQUENCING	EFFECT SIZE	0.47

OVERALL	EFFECT SIZE	0.18
CONCEPTS	EFFECT SIZE	0.21
CAUSE/EFFE	EFFECT SIZE	-0.18
PERSPECTIV	EFFECT SIZE	0.17
SEQUENCING	EFFECT SIZE	0.27

YEAR 7

OVERALL	EFFECT SIZE	0.62
CONCEPTS	EFFECT SIZE	0.6
CAUSE/EFFECT	EFFECT SIZE	0.12
PERSPECTIVES	EFFECT SIZE	0.43
SEQUENCING	EFFECT SIZE	0.66

OVERALL	EFFECT SIZE	0.31
CONCEPTS	EFFECT SIZE	0.5
CAUSE/EFFE	EFFECT SIZE	-0.02
PERSPECTIV	EFFECT SIZE	0.25
SEQUENCING	EFFECT SIZE	0.16

OVERALL	EFFECT SIZE	0.54
CONCEPTS	EFFECT SIZE	0.67
CAUSE/EFFE	EFFECT SIZE	0.31
PERSPECTIV	EFFECT SIZE	0.2
SEQUENCING	EFFECT SIZE	0.45

YEAR 8

OVERALL	EFFECT SIZE	0.46
CONCEPTS	EFFECT SIZE	0.53
CAUSE/EFFECT	EFFECT SIZE	0.11
PERSPECTIVES	EFFECT SIZE	0.25
SEQUENCING	EFFECT SIZE	0.16

OVERALL	EFFECT SIZE	-0.29
CONCEPTS	EFFECT SIZE	-0.19
CAUSE/EFFE	EFFECT SIZE	-0.37
PERSPECTIV	EFFECT SIZE	-0.22
SEQUENCING	EFFECT SIZE	-0.13

OVERALL	EFFECT SIZE	0.32
CONCEPTS	EFFECT SIZE	0.29
CAUSE/EFFE	EFFECT SIZE	0.16
PERSPECTIV	EFFECT SIZE	0.28
SEQUENCING	EFFECT SIZE	0.21

YEAR 9

OVERALL	EFFECT SIZE	0.4
CONCEPTS	EFFECT SIZE	0.11
CAUSE/EFFECT	EFFECT SIZE	0.08
PERSPECTIVES	EFFECT SIZE	-0.1
SEQUENCING	EFFECT SIZE	0.06

OVERALL	EFFECT SIZE	0.89
CONCEPTS	EFFECT SIZE	1.07
CAUSE/EFFE	EFFECT SIZE	0.03
PERSPECTIV	EFFECT SIZE	1.03
SEQUENCING	EFFECT SIZE	0.4

OVERALL	EFFECT SIZE	-0.21
CONCEPTS	EFFECT SIZE	-0.36
CAUSE/EFFE	EFFECT SIZE	-0.09
PERSPECTIV	EFFECT SIZE	-0.18
SEQUENCING	EFFECT SIZE	0

WHAT CAN YOU DO WITH THIS DATA?

(A) DETERMINE POINT OF READINESS (ZPD)

- 1. FOR THE CURRENT YEAR (WITH PRE-TEST EVIDENCE)**
 - **EVIDENCE FROM THE FIRST WEEK**
- 2. INFORM THEIR TEACHER FOR THE NEXT YEAR (WITH POST-TEST EVIDENCE)**

WHAT CAN YOU DO WITH THIS DATA?

(B) DIFFERENTIATE INSTRUCTION

- 1. ABILITY-BASED GROUPS**
- 2. MIXED-ABILITY GROUPS**
- 3. GIVE TOP STUDENTS EXTENSION WORK**
- 4. GIVE BOTTOM STUDENTS WORK WITH LOWER COGNITIVE DEMAND**

WHAT CAN YOU DO WITH THIS DATA?

(C) IMPROVE COURSES

- **WHICH SKILLS ARE TAUGHT WELL?**
 - **FIGURE OUT HOW IT WAS TAUGHT AND REPLICATE THAT ELSEWHERE**
- **WHICH SKILLS ARE TAUGHT BADLY?**
 - **IS THIS BECAUSE OF HOW IT IS TAUGHT OR ITS PLACE IN THE COURSE?**

WHAT CAN YOU DO WITH THIS DATA?

(D) IMPROVE TEACHING

- **FIGURE OUT WHAT THEY DO THAT IS *TRANSFERRABLE* AND SUGGEST OTHERS TRY THAT AS WELL**
- **GET OTHER TEACHERS TO OBSERVE A TEACHER TEACHING A SKILL WELL**
- **FILM A TEACHER TEACHING A SKILL THEY TEACH WELL**