TPA 5

Activity 5 (during block) LINKS TO STANDARDS 3.6 5.1 5.2 5.3 5.4 5.5
Collect and analyse two student work samples. This activity will support you to provide evidence of your ability to:

Work sample: Under the Sea Dichotomous Key (Summative Assignment)

- Design an assessment tool and criteria aligned to the curriculum learning objectives;

The assessment tool designed for the dichotomous key assignment is a rubric (see below). The major criteria to be assessed was the students' ability to "organise diverse organisms based on observable differences" as specific by the ACARA curriculum achievement standard. This is evident in the "key" criteria included in the rubric.

- Analyse students' learning in relation to the identified learning objectives;

The students were able to successfully create a dichotomous key based on physical characteristics. There could be some improvements made in the planning of the dichotomous key, as this was mentioned repeatedly in class.

- Provide evidence of feedback to students; and,

See feedback below.

- Use the analysis to identify next steps in learning for the whole class and individual students.

The next steps in learning would be to have students create an alternative form of the dichotomous key i.e. list/table format.

Prompts for journal reflections and for discussion with your Mentor Teacher and/or University Liaison

How did you determine student learning objectives?
The student learning objective was determined by the ACARA curriculum achievement standard "organise diverse organisms based on observable differences". Hence, for the assignment students needed to understand that the major factor used to classify organisms are physical characteristics. This understanding was required for students create and utilise their own dichotomous key.

How does your assessment tool measure individual student learning?
The assessment criteria measure several aspects of student learning such as their understanding of dichotomous keys which is identified by the inclusion of complex and varied physical characteristics to classify the organisms, the naming of the animals based on physical characteristics, and the layout of the dichotomous key which identifies the students ability to plan and present a clear method of identifying organisms.

How would you summarise the whole class results?
Overall, the class was able to create useable dichotomous keys.

What are the gaps in student learning?
Some students struggled with the layout and understanding that the sea animals should only be sorted using physical features.

What do most students appear to understand and, are there misconceptions, confusions, or needs (including extra support or greater challenge).
Most students understood the concept, but there was the misconception that known facts about animals could be used as a dichotomous key question; this was addressed with students during class. Some students required extra support with the layout of the dichotomous key, this was addressed with the individual student during class. One student was given a modified version of the assignment, which included a reduced number of animals. Students who required a greater challenge were given more animals to use in their dichotomous key.

What written feedback did you provide to students?
The feedback addressed the rubric criteria. Encouragement was included where the students could improve, and where something was done well a positive comment was provided.

Based on this assessment, how will you change or adapt your next lesson?
I would provide a bigger sheet of paper so that students have more space for laying out the dichotomous key. A bigger sheet of paper would also allow students to include the pictures of the sea animals in the dichotomous key. The assignment required students to draw sea animals: many students liked the drawing aspect of the assignment, so given the opportunity to add their drawings would have been more enjoyable for them.

	A	B	C	D	E
Naming of animals	The student was able to accurately name all the animals based on their features.	The student was able to accurately name most (75%) of the animals based on their features.	The student was able to accurately name some (50%) of the animals based on their features.	The student was able to accurately name less than half of the animals based on their features.	The student was not able to accurately name the animals based on their features
List of features	The student was able to clearly and effectively describe different and similar features.	The student was able to clearly describe different and similar features.	The student was able to describe different and similar features.	The student was not able to clearly describe different and similar features.	The student was not able to describe different and similar features.
Key	The features for dividing animals into two groups and all subsequent groups are very clearly defined. Includes a wide variety of features.	The features for dividing animals into two groups and all subsequent groups are clearly defined. Includes a variety of features.	The features for dividing animals into two groups and all subsequent groups are defined. Includes a moderate variety of features.	The features for dividing animals into two groups and all subsequent groups are defined. Includes only a small variety of features	The features for dividing animals into two groups and all subsequent groups are not defined. Includes no variety of features.
Presentation	The dichotomous key is very clear, neat, and well laid out on the page. There are minimal spelling or grammatical errors.	The dichotomous key is clear, neat, and well laid out on the page. There are a few spelling or grammatical errors.	The dichotomous key is readable. There are some spelling or grammatical errors.	The dichotomous key is mostly readable. There are many spelling or grammatical errors.	The dichotomous key is not readable. There are very many spelling or grammatical errors.