

PORTFOLIO ENTRY 2: – CONDUCTING A WHOLE CLASS DISCUSSION IN SCIENCE

DRAFT EVALUATION GUIDE

Key Criterion for Entry 2

Certification level: The entry provides clear evidence that the teacher is able to facilitate a sustained and productive whole class discussion of a major idea in science, within a planned sequence of learning activities, that probes student current understanding, builds on that understanding, promotes their scientific literacy and communication skills and integrates the content areas of the AC:S relevant to the class level.

The entry shows that the teacher established and maintained a respectful and productive learning environment, used effective discussion skills and provided feedback to student that promoted greater understanding of scientific ideas.

This entry focuses mainly on Standards 1 to 4 in the APST:

Highly accomplished teachers:

- 1: Know students and how they learn
- 2: Know the content and how to teach it
- 3: Plan for and implement effective teaching and learning
- 4: Create and maintain supportive and safe learning environments

An emphasis for this entry is on Standards 1, 2, 3 and 4 although your entry will also provide evidence in relation to Standards 5 and 6.

Standard 5: Assess, provide feedback and report on student learning

Standard 6: Engage in professional learning

How will the entry be scored?

There are three stages in the scoring process. Stages 1 and 2 engage the assessors in analytic scoring to inform Stage 3, which engages them in holistic scoring.

Stage 1: Identify and record the evidence: In Stage 1 assessors read the whole entry carefully noting on an Assessment Record Form (ARF) what evidence they see relevant to each criterion and where they see it in the entry.

Stage 2 Evaluate the evidence for each Section: In Stage 2 assessors return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement: In Stage 3 assessors step back and make a judgment about the portfolio entry as a whole in relation to the key criterion for that entry, looking for consistency and clear links between its Sections. The overall judgment is expressed as a score on the four point scale.

This assessment process reflects the fact that teaching in practice is necessarily a complex process, interweaving many attributes and skills. Ultimately, the focus of a performance assessment is the overall performance itself, not its component parts.

Stage 1: Identify and record the evidence (Assessment Record Form)

| (Note: Section 1 is not assessed) | NOTE AND RECORD EVIDENCE INDICATING THAT: | (Notes made here should summarise what the evidence is, not make judgments) | Evaluation (1 to 4 scale) |
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| Section 2: Planning | 1. The teacher knows students' current level of understanding of the topic and uses this knowledge to set worthwhile and challenging goals for their learning. | | |
| | 2. The teacher's learning plan makes meaningful connections between the relevant content descriptions of the <i>Science as Human Endeavour</i> strand and those of <i>Science Understanding</i> and <i>Science Inquiry Skills</i> (or their variants)? | | |
| | 3. The teacher's learning plan shows clear connections between student's learning needs, learning goals, selected learning activities, and methods for assessing student learning. | | |
| | 4. The teacher's plan integrates a variety of assessment strategies to identify students' gains in scientific literacy and inquiry skills. | | |
| | 5. The teacher's learning plan shows how they have drawn on recent research on the characteristics of effective teaching and learning in science. | | |
| Section 3: Analysis | 6. The whole class discussion shows that the teacher has a strong understanding of the relevant science and the processes of scientific inquiry. | | |
| | 7. The teacher has established a learning environment that has encouraged all students to participate in the discussion and share their ideas | | |
| | 8. The teacher has created a secure learning environment in which there is a high level of respectful teacher-student and student-student interaction. | | |
| | 9. The discussion has drawn out students' prior beliefs and understandings about the topic and the teacher has used these in later parts of the discussion. | | |
| | 10. The teacher has created a learning environment characterised by high expectations and skilful questioning that challenges student thinking, makes links to students' prior knowledge and experience, and sustains worthwhile discussion? | | |

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| | 11. The video segment shows that the teacher has provided clear opportunities for students to practice their skills in scientific literacy and communication . | | |
| | 12. The teacher’s analysis of video segment points to clear examples of where students’ understanding of scientific ideas and concepts is improving as a result of the discussion. | | |
| | 13. The video segment shows that the teacher is eliciting student ideas, making good use of them and providing students with helpful feedback. | | |
| | 14. Implementation of the teacher’s plan has brought together the content areas of the Australian Curriculum: Science. | | |
| Section 4: Reflection and analysis | 15. The teacher provides a perceptive analysis of their teaching and factors affecting its success. | | |
| | 16. The teacher has evaluated and reflected insightfully on their teaching and identified changes they might make in future teaching of inquiry skills. | | |

Stage 2: Evaluate the evidence for each Section

Return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement

Step back and review the portfolio entry as a whole in relation to the key criterion for that entry, looking for coherence, consistency, and clear links between its Sections.

| Performance levels | Choose the level of performance |
|--|---------------------------------|
| <p>More than meets the highly accomplished standard</p> <p>The entry provides <i>clear, consistent and convincing evidence</i> that, as part a planned sequence of learning activities, the teacher has engaged students in sustained and productive whole class discussions of major ideas in science, built their understanding of those ideas, promoted their scientific literacy and communication skills and integrated content areas of the AC:S. The entry shows that the teacher has established and maintained a respectful and productive learning environment, used effective discussion skills and provided feedback to students that promoted greater understanding of scientific ideas.</p> | |

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| <p>Meets the highly accomplished standard</p> <p>The entry provides <i>clear evidence</i> that, as part a planned sequence of learning activities, the teacher has engaged students in sustained and productive whole class discussions of major ideas in science, built their understanding of those ideas, promoted their scientific literacy and communication skills and integrated content areas of the AC:S. The entry shows that the teacher has established and maintained a respectful and productive learning environment, used effective discussion skills and provided feedback to students that promoted greater understanding of scientific ideas.</p> | |
| <p>Meets some of the highly accomplished standard</p> <p>The entry provides <i>limited evidence</i> that, as part a planned sequence of learning activities, the teacher has engaged students in sustained and productive whole class discussions of major ideas in science, built their understanding of those ideas, promoted their scientific literacy and communication skills and integrated content areas of the AC:S. The entry shows that the teacher has established and maintained a respectful and productive learning environment, used effective discussion skills and provided feedback to students that promoted greater understanding of scientific ideas.</p> | |
| <p>Does not yet meet the highly accomplished standard</p> <p>The entry provides <i>little or no evidence</i> that, as part a planned sequence of learning activities, the teacher has engaged students in sustained and productive whole class discussions of major ideas in science, built their understanding of those ideas, promoted their scientific literacy and communication skills and integrated content areas of the AC:S. The entry shows that the teacher has established and maintained a respectful and productive learning environment, used effective discussion skills and provided feedback to students that promoted greater understanding of scientific ideas.</p> | |