Using formative assessment rubrics in Science – Task example

Transcript

I'd like to introduce you to this assessment task today. You're going to get a sheet like this and a piece of plasticine. And I would like you to use it to show me what you know about day and night. So, using the plasticine and using labels and words and anything else that you know belongs in a label diagram, I would like you to show me what you know about how day and night work.

The last thing I'd like to remind you is, this is a pre-assessment. That means we haven't in class been studying these ideas yet. It's for me to find out what's...what you already know in your head, because I can't see that, inside your head.

So I would like you to put as much knowledge and detail as you can. But if you don't know a lot, that doesn't matter either. Because we will be learning about this stuff next term. Having said that, I know you guys have been learning about this all your life. You've been looking at the sky and wondering and thinking and watching stuff on TV and reading books. So you already do have lots of knowledge.

So it's not a rush task. It's a... Let's have a really good think about what we really know.

Assessing the task

What can you tell me about the relationship between the earth, moon and sun here?

Uh, like, well...The sun, like, is in the day.

Mm-hm.

And then it comes around and comes to the moon.

So the sun...

Like, this...

It, like, progress...Like...The sun, like, it goes around and then, like, the sun goes down and then the moon comes...

OK.

..like, up.

So if it's really far away from us, how can we see it?

Because...Well, it's smaller when, like, you look up, it's smaller than what it thinks...what you think it'd be.

Uh-huh.

So, like, but if you went into space it would be really big.

OK. So you think it is really big but it just looks small. OK. That's fantastic.

But in summer, the day becomes longer, 'cause the sun's up for longer, and at the night, the...It's longer in winter because the moon stays up for longer.

OK. So how does that work?

I think the gravitational pull of earth moves the moon and earth rotating around the sunchanges where the moon would be

OK, so you just said something really important. You told me that the earth rotates around the sun. So are you saying it goes around the sun?

Yep.

And where does the moon go?

Around the earth.

OK.

Teacher reflections

Essentially by talking to the kids, in my head it clarifies what are the necessary questions and what questions are just redundant, really.

There are some concepts that, you know, a couple might have but most of them, I don't think, would get there, and I don't think it's necessary to want to try and assess that either in this task.

Really, what's it's shown me as a pre-assessment task is the size...the relative sizes...I need to ask more questions about that. And on this form, I've made some notes of how we can also work a bit more on the quality criteria and make sure that they actually match the developmental stages at this level that we're looking at.