**Using formative assessment rubrics in History**

Cause and effect

****Levels 9–10

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 2 Lonsdale Street  
Melbourne VIC 3000

© Victorian Curriculum and Assessment Authority 2020.

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx#schools). For more information go to: <https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx>.

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: [vcaa.copyright@edumail.vic.gov.au](mailto:vcaa.copyright@edumail.vic.gov.au)

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

At the time of publication the hyperlinked URLs (website addresses) in this document were checked for accuracy and appropriateness of content; however, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

**Contents**

[What is formative assessment? 4](#_Toc42631452)

[Using formative assessment rubrics in schools 4](#_Toc42631453)

[The formative assessment rubric 5](#_Toc42631454)

[Links to the Victorian Curriculum F–10 5](#_Toc42631455)

[The formative assessment task 7](#_Toc42631456)

[Description of the task (administration guidelines) 7](#_Toc42631457)

[Appendix 1: Worksheets 9](#_Toc42631458)

What is formative assessment?

Formative assessment is any assessment that is used to improve teaching and learning. Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through.

Assessment is a three-step process by which evidence is collected, interpreted and used. By definition, the final step of formative assessment requires a use that improves teaching and learning.

For the best results, teachers can work together to interrogate the curriculum and use their professional expertise and knowledge of their students to outline a learning continuum including a rubric of measurable, user-friendly descriptions of skills and knowledge. Teachers can draw on this learning continuum and rubric to collect evidence of each student’s current learning in order to provide formative feedback and understand what they are ready to learn next.

The VCAA’s *Guide to Formative Assessment Rubrics* outlines how to develop a formative assessment rubric to collect, interpret and use evidence of student learning to plan teaching and learning. For more information about formative assessment and to access a copy of the guide, please go to the [Formative Assessment section](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/formative_assessment.aspx) of the VCAA website.

Using formative assessment rubrics in schools

This document is based on the material developed by one group of teachers in the 2019 Formative Assessment Rubrics project. The VCAA acknowledges the valuable contribution to this resource of the following teachers: Chevelle Alderton (Ashwood High School) and Jessica Fischmann (Brighton Secondary College). The Victorian Curriculum and Assessment Authority partnered with the Assessment Research Centre, University of Melbourne, to provide professional learning for teachers interested in strengthening their understanding and use or formative assessment rubrics.

This resource includes a sample formative assessment rubric and task and describes how the teachers implemented the task in their schools and also includes representative student work samples.

Schools have flexibility in how they choose to use this resource, including as:

* a model that they adapt to suit their own teaching and learning plans
* a resource to support them as they develop their own formative assessment rubrics and tasks.

This resource is not an exemplar.

Additional support and advice on high-quality curriculum planning is available from the [Curriculum Planning Resource](http://curriculumplanning.vcaa.vic.edu.au/).

The formative assessment rubric

The rubric in this document was developed to help inform teaching and learning in History. This supports the explicit teaching of cause and effect in the context of learning about rights and freedoms. The rubric focusses on:

* identifying how a cause leads to an effect
* identifying relationships and patterns of continuity, change, cause and/or effect
* explaining the impact of events, actions and beliefs.

Links to the Victorian Curriculum F–10

**Curriculum area:** History

Strands: Historical Knowledge and Historical Knowledge and Skills

Sub-strands: The modern world and Australia, Cause and effect

**Levels/Bands:** Levels 9 and10

**Achievement standard/s extract:** Students analyse the causes and effects of events and developments and explain their significance.

**Content Description/s:** Effects of the US civil rights movement and its influence on Australia ([VCHHK153](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK153)).

Analyse the long term causes, short term triggers   
and the intended and unintended effects of significant events and developments ([VCHHC127](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC127)).



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning continuum**  History  Levels 9 and 10  Strands: Historical Knowledge and Historical Knowledge and Skills | | | **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| Students classify, identify and sequence elements, selecting representative events and developments. | Students identify reasons for, and relationships between, cause and effect. | Students explain the impacts of cause and effect on events and developments. | Students evaluate impacts and patterns, developing criteria to do so. |
|  | | | | | | |
| **Organising element** | **Action** | **Insufficient evidence** | **Quality criteria** | | | |
| Analysing cause and effect | 1 Analysing cause and effect | 1.0 Insufficient evidence | 1.1 Distinguish cause and effect. | 1.2 Identify how a cause leads to an effect. | 1.3 Explain the impact of cause and effect. | 1.4 Develop criteria for evaluating the effect of events and developments. |
| 2 Using sequencing to analyse cause and effect | 2.0 Insufficient evidence | 2.1 Sequence events and developments that represent cause and effect. |  | 2.2 Use chronology to justify how events and development show cause and effect. | 2.3 Analyse recurring patterns of cause and effect over time. |

The formative assessment task

The following formative assessment task was developed to elicit evidence of each student’s current learning and what they are ready to learn next.

Description of the task (administration guidelines)

* Students are focusing on the concept of cause and effect, specifically examining how the civil rights movement for African-Americans in the United States of America (US) affected the civil rights movement for Aboriginal and Torres Strait Islanders in Australia in the 1960’s and 70’s.
* Students are given examples of direct action strategies used to influence change in the US civil rights movement and the Aboriginal and Torres Strait Islander civil rights movement.

**Prior knowledge**

* Students have been explicitly taught the concepts of cause and effect.
* Students have been explicitly taught the key strategies and subsequent events featured in the example. They have a background to the events, the reason for the event occurring and the effect of the event on the fight for civil rights
* Students are aware that the Aboriginal and Torres Strait Islander civil rights movement was inspired by actions within the US civil rights movement

**Task instructions**

* Students complete the task independently
* Students are presented with the worksheet ([Appendix 1](#Appendix1)). The worksheet is completed in hard copy.
* The teacher reads through the worksheet with the students, focusing on the instructions at the top of the page:

*Look at the images in the table below. Each image represents a strategy used by civil rights movements in the US and Australia. In the table on the right-hand side of the page, you need to explain how the strategies used by the US civil rights movement affected the strategies used by Aboriginal and Torres Strait Islander Australians.*

* The teacher also reads the driving question: *How did the strategies used by the US civil rights movement affect the Aboriginal and Torres Strait Islander civil rights movement?*
* Students have 30 minutes to complete the worksheet questions and 20 minutes to complete the driving question
* Students complete the task without the use of notes, textbooks or other reference material.
* The completed student worksheet is collected as evidence to assess against the formative assessment rubric.

**Additional information**

* The worksheet should be printed on A3. Page one of the activity sheet should be on the left side of the A3 page and page two of the activity sheet should be on the right side of the page.
* Images are subject to copyright. Links have been provided to link you to the original source of the image.

Appendix 1: Worksheets

Rights and freedoms

Look at the images in the links in the table below. Each image represents a strategy used by civil rights groups in the United States of America (US) and in Australia. In the table, explain how the strategies used by the US civil rights movement affected the strategies used by Aboriginal and Torres Strait Islander Australians.

|  |  |
| --- | --- |
| United States of America | Australia |
| Boycotts | |
| **Montgomery bus boycott 1955-1956**  Protestors ride their bicycles instead of catching the bus. Those participating in the boycott refused to use the bus service until a series of demands relating to fair treatment of black citizens were met.  Image: [Montgomery bus boycott](https://aaregistry.org/story/the-montgomery-bus-boycott-begins/) (African American Registry) | **Wave Hill walk off 1966**  Vincent Lingiari led the Wave Hill walk off after the Vestey Company refused to pay Aboriginal workers the wages they were entitled to. This led to a larger campaign to return traditional lands to the Aboriginal people.  Image: [Wave Hill walk off](https://www.sbs.com.au/nitv/article/2016/08/19/wave-hill-walk-historian-says-gurindji-defiance-remains-inspiration) (Special Broadcasting Service) |
| Protests | |
| **March on Washington for freedom and jobs 1963**  Martin Luther King Jr. addresses a crowd from the steps of the Lincoln Memorial where he delivered his famous ‘I Have a Dream' speech during the Aug. 28, 1963, march on Washington, D.C. The march is one of the largest in US history and brought groups together in the fight for Civil Rights.  Image: [March on Washington for freedom and jobs](https://commons.wikimedia.org/wiki/File:USMC-09611.jpg) (Wikimedia): | **Tent embassy land rights protests 1972**  The tent embassy was established on the lawn in front of the Australian Parliament house to serve as a constant visual reminder of the need for acknowledgement of the Aboriginal people as the traditional owners of the land.  Image: [Tent embassy protests](https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy) (National Museum Australia) |
| Freedom rides | |
| **Martin Luther King Jr. and Ralph Abernathy - Freedom Ride 1961**  Group of freedoms riders travelled across America’s south on buses to test whether or not the desegregation laws were being practiced. In many cases. they were met was hostility, abuse and violence.  Image: [Freedom rides](https://www.obv.org.uk/news-blogs/freedom-riders-usa-civil-rights-victory) (Operation Black Vote) | **Australian freedom riders 1965**  The Australian Freedom Riders set out to examine the level of segregation that was occurring in country New South Wales. They found many instances of segregation and were often met with high level of hostility from local people.  Image: [Australian freedom riders](https://www.sbs.com.au/nitv/nitv-news/article/2015/02/18/explainer-what-was-australias-freedom-ride) (Special Broadcasting Service) |

|  |
| --- |
| Explain how the strategies used by the US civil rights movement affected the strategies used by the Aboriginal and Torres Strait Islander civil rights movement. |
| Boycotts |
| Montgomery bus boycott and Wave Hill walk off |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Protests |
| March on Washington for freedom and jobs and tent embassy land rights protests |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| Freedom rides |
| US Freedom Rides and the Australian Freedom Rides |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Driving question:** Using three specific examples, justify why strategies used by the US civil rights movements were adopted by the civil rights movement in Australia. |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |