



Image: <https://mrshumanities.com/2016/10/15/3725/>

A Formative Assessment approach for Year 12

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Introduction and context: Formative Assessment at Hills Grammar

The purpose of Formative Assessment

Formative Assessment aims to inform both teachers and students.

It is about building an understanding of what students learn and how students can convey this to others.

Importantly, it is about seeing how students think, the reasoning and justification for their answers.

Formative Assessment requires students to take responsibility for their learning, to set learning goals and create a plan for their development. The aim of working collaboratively with both peers and teachers is to strengthen the culture of evaluation.

Formative Assessment defined as “interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately.”

Source: OECD International Conference – Learning in the 21st Century: Research, Innovation, and Policy.

Formative Assessment Week

Hills Grammar have a week dedicated to Year 12 Formative Assessment during the third week of the mid-semester break. The timetable runs on the timetabled lines to avoid any clashes and to enable student attendance for each of the subjects studied.

The main aims include:

- Revise course work thus far and apply the knowledge and understanding of the course
- Provide an opportunity for students to sit in an exam-style setting and practice answering unseen questions under timed conditions
- Conduct targeted Formative Assessment that informs both the student and the teacher about the next steps in preparation for both the Trial and HSC
- Provide a forum for self-evaluation and peer review

Formative Assessment is ongoing throughout the year and is not limited to this developmental assessment week.

Year 12 Geography Formative Assessment Day

The following documents guide the 2020 Formative Assessment Day for Geography during Formative Assessment Week at Hills Grammar

1. Timetable – After sitting for a 2-hour practice examination, students work individually, in pairs and groups to analyse responses and reflect on their learning
2. Formative Task 1: Multiple choice self-evaluation
3. Formative Task 2: Group decision making and individual evaluation
4. Formative Task 3: Building marking criteria – paired activity
5. Formative Task 4: Building marking criteria for and completing a graphing activity
6. Formative Task 5: Peer evaluation and feedback for an extended response



image source: Hills Grammar



FORMATIVE ASSESSMENT TIMETABLE

TIME	OUTLINE
10.30 – 12.30 EXAM	Complete the Formative Assessment Writing Task in quiet timed conditions [2 Hours +5 Minutes]
1.30 – 2.00 MULTIPLE CHOICE Task 1 Task 2	Students work in groups of THREE to determine the correct answer Complete the Justification template
2.00 – 2.30 SHORT ANSWERS Task 4	Students to complete the Marking Criteria based on how they would allocate marks to the missing bands Students to read ONE script and offer to feed up to peers Use colour-code provided to highlight parts of the Rubric
2.30 – 3.15 EAR RESPONSE 40 Minutes Task 3 Task 5	Students to read ONE script and offer to feed up to peers Use colour- code provided to highlight parts of the Rubric
3.15- 3.45 PEER and SELF EVALUATION 30 Minutes Task 6	Students will self-evaluate their writing and thinking concerning the suggested marking criteria Complete the self-evaluation
3.45 – 4.00	Discussion – Where to from here?
Over the Holiday	Submit ONE response in Week 1 Term 3 incorporating all the 'feed up' so you can "bust up the Bands"!

FORMATIVE TASKS

Full page templates can be found in the Edition 3 Supplement.

FORMATIVE TASK ONE MULTIPLE CHOICE- Error Categories

Error Categories	Questions incorrect	Marks lost
I don't recall ever seeing questions like this before		
I recall seeing questions like this but never learned/understood how to do them		
I learned and understood how to do this, but on the assessment, I forgot how to do the question		
I learned and understood how to do this, but on the assessment, I misinterpreted the question		
I know how to do this but did not fully answer the question		
I choose the least-best option (even though my answer could be correct)		
Total Marks Lost:		



THREE IMPORTANT LESSONS ABOUT MULTIPLE CHOICE

- _____
- _____
- _____

FORMATIVE TASK TWO JUSTIFY YOUR CHOICE

Task: In groups, discuss your options and come to a collective decision as to the most correct answer. Self-evaluate, did you change your original response?

Your Answer	Collective Answer	Justification Statement	Did you change your original answer? (Yes/No)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Student self-evaluation – **TWO** pressing content areas to revise

FORMATIVE TASK THREE

Task: In pairs, build your criteria for each Band. Think about what characteristics a script would have.

Section III Extended Response 20 Marks

In your answers, you are assessed on how well you:

- Demonstrate geographical knowledge and understanding relevant to the question
- Communicate ideas and information using geographical terms and concepts appropriately
- Refer to case studies, illustrative examples and the Stimulus Booklet where appropriate
- Present a sustained, logical and cohesive response

taken from NEBA 2010 EAR Geography HSC Marking Guidelines

Criteria	Marks
	17–20
	13–16
<ul style="list-style-type: none"> Demonstrates knowledge and some understanding about the relationships between natural areas, human-induced modifications and the vulnerability and resilience of ecosystems at risk Identifies events related to the vulnerability and persistence of ecosystems at risk Refers to relevant case studies/illustrative examples Presents a cohesive answer using appropriate geographical information 	9-12
	5-8
	1-4

FORMATIVE TASK FOUR

When constructing a graph, how to allocate marks?

Task: In pairs, determine the Marking Criteria for Question 22: Construct a percentage bar graph.

Marking Criteria	Marks
	6
	5
	4
	3
	2
	1

THREE key points to remember about constructing graphs:

- _____
- _____
- _____

FORMATIVE TASK FIVE

Task: Swap extended responses, annotate, colour code, and offer suggestions for improvement.

What YOU did well	What YOU can improve
KNOWLEDGE OF THE QUESTION SYLLABUS AREA <ul style="list-style-type: none"> Demonstrate geographical knowledge and understanding relevant to the questions Refer to case studies, illustrative examples and the Stimulus Booklet where appropriate 	Add specific facts and statistics
EXPRESSION OF IDEAS <ul style="list-style-type: none"> Communicate ideas and information using geographical terms and concepts appropriately 	
BOSSY WORD	
EXTENDED RESPONSE STRUCTURE <ul style="list-style-type: none"> Present a sustained, logical and cohesive response 	Structure needs to improve E.g. Context paragraph after your introduction
ANSWERING THE QUESTION	
INTRODUCTION	
CONTEXT PARAGRAPH	
BODY	
CONCLUSION My goals for the next assessment task [Trial HSC]	How will I reach my goals?

NOTE: Refer to individual student script for more detailed peer and self-evaluation

Teacher Interview Date _____ I intend to do further research and submit my rewritten response for teacher review on _____

Signed Teacher _____ Student _____

FORMATIVE TASK SIX

Task: PEER REFLECTION & SELF-EVALUATION

	SECTION I		SECTION II SHORT ANSWERS		SECTION III ECOSYSTEMS @ RISK
	MULTIPLE CHOICE	PART A	PART B	ECOSYSTEMS @ RISK	
STRENGTHS		Short Answers	Graph Construction		
AREAS TO IMPROVE					
GOALS/ PEER INTERVIEW					



A flexible, any where, any time online learning opportunity through Open Learning

Geographical tools and skills are an important part of teaching Geography. This professional development course, created by Dr. Paul Batten on behalf of the GTA NSW & ACT, introduces the maps and map skills that teachers should share with students within the NESA Geography Syllabus K-10.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- applying knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement (NESA Standard 2.5.2) and,
- contributing to collegial discussions... to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery. Participants can start, progress and finish at times convenient to them. Participants collaborate in a 'pay it forward' style with other teachers, engaging with previous contributions and creating their own posts, adding to the galleries of exemplars for future participants to review.

Cost: \$90 – Register at www.openlearning.com/ptc-nsw/courses/geography110/
For further information about this course contact – gta.elearning@gmail.com

PARTICIPANT FEEDBACK:

*"This is an accessible and easy way to learn and improve classroom practice."
"I really enjoyed doing this course. Strong explanations of each skill were given with relevant activities provided to consolidate understanding, plus some really good resources."
"A valuable professional learning activity for those wanting to validate their mapping skills, e.g. primary teachers or those new to teaching Geography."*



Geography Teachers Association of NSW & ACT, through the Professional Teachers' Council NSW – is endorsed to provide the NSW Education Standards Authority (NESA) Registered Professional Development for teachers accredited at Proficient, Highly Accomplished, and Lead levels.

Completing the **Geography 110: Intro to Maps** on 28 November 2019 – 29 October 2020 will contribute 3 Hours of NSW Education Standards Authority (NESA) Registered PD addressing 2.1.2; 2.5.2; 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



A flexible, any where, any time online learning opportunity through Open Learning

Topographic mapping is an important aspect of teaching Geography in NSW.

This professional development course, created by Dr Paul Batten and Katerina Stojanovski on behalf of GTA NSW & ACT, examines the use of these tools for teaching in the NESA Geography Syllabus K-10.

The course explores skills, for example those related to elevation, aspect and gradient, using spatial technologies as appropriate.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- creating questions to assess student learning (NESA Standard 5.1.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

COST: \$90 for each GTA online course, with discounts available on multiple registrations.

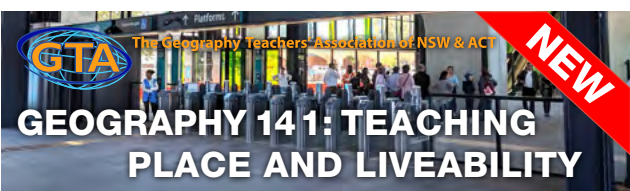
COURSE REGISTRATION: Available soon at www.openlearning.com/ptc-nsw/courses/geography111

For further information about the GTA online courses contact gta.elearning@gmail.com



Geography Teachers Association of NSW & ACT, through the Professional Teachers' Council NSW – is endorsed to provide the NSW Education Standards Authority (NESA) Registered Professional Development for teachers accredited at Proficient, Highly Accomplished, and Lead levels.

Completing the **Geography 111: Intro to Topographical Mapping** on 1 August – 31 October 2020 will contribute 3 Hours of NSW Education Standards Authority (NESA) Registered PD addressing 2.1.2; 5.1.2; 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



A flexible, any where, any time online learning opportunity through Open Learning

Understanding the focus of the *Place and Liveability* unit is key for effectively teaching Stage 4 Geography in NSW.

This professional development course, created by Katerina Stojanovski and Dr Paul Batten on behalf of GTA NSW & ACT, examines strong approaches to teaching about *Place and Liveability*. The course explores influences and perceptions, access to services and facilities, environmental quality, community and enhancing liveability.

The purpose of the course is to build teachers' understanding of these key ideas. By completing the learning activities participants will demonstrate their capacity to create engaging Geography lessons.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- selecting and/or creating and using a range of resources, including ICT, to engage students in their learning. (NESA Standard 3.4.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

COST: \$90 for each GTA online course, with discounts available on multiple registrations.

COURSE REGISTRATION: Available soon at www.openlearning.com/ptc-nsw/courses/geo141

For further information about the GTA online courses contact gta.elearning@gmail.com



Geography Teachers Association of NSW & ACT, through the Professional Teachers' Council NSW – is endorsed to provide the NSW Education Standards Authority (NESA) Registered Professional Development for teachers accredited at Proficient, Highly Accomplished, and Lead levels.

Completing the **Geography 141: Teaching Place and Liveability** on 1 August – 31 October 2020 will contribute 3 Hours of NSW Education Standards Authority (NESA) Registered PD addressing 2.1.2; 3.4.2; 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



A flexible, any where, any time online learning opportunity through Open Learning

Understanding the focus of the *Landscapes and Landforms* unit is key for effectively teaching Stage 4 Geography in NSW.

This professional development course, created by Dr Paul Batten and Katerina Stojanovski on behalf of GTA NSW & ACT, examines strong approaches to teaching about *Landscapes and Landforms*. The course explores landscapes and landforms, value of landscapes and landforms, changing landscapes, landscape management and protection and geomorphic hazard.

The purpose of the course is to build teachers' understanding of these key ideas. By completing the learning activities participants will demonstrate their capacity to create engaging Geography lessons.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- using effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful (NESA Standard 2.6.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

COST: \$90 for each GTA online course, with discounts available on multiple registrations.

COURSE REGISTRATION: Available from October 2020 at www.openlearning.com/ptc-nsw/courses/geo142

For further information about the GTA online courses contact gta.elearning@gmail.com



Geography Teachers Association of NSW & ACT, through the Professional Teachers' Council NSW – is endorsed to provide the NSW Education Standards Authority (NESA) Registered Professional Development for teachers accredited at Proficient, Highly Accomplished, and Lead levels.

Completing the **Geography 142: Teaching Landscape and Landforms** on 1 August – 31 October 2020 will contribute 3 Hours of NSW Education Standards Authority (NESA) Registered PD addressing 2.1.2; 2.6.2; 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

