

Activity

TASK DESIGN Reviewing an existing task

- In pairs, select a task that has already been developed and is intended for use in your subject.
- Swap and read assessment tasks. As you read the task, use the proforma on the following page and make notes against the review questions.
- Return each others' tasks and discuss your notes
- Identify gaps and amend the task instructions where appropriate.

Note: You may find the following references useful for amending task instructions.

Generating top teaching ideas

Process/Operational Words Used in Tasks

Guiding questions for quality and suitability of an assessment task

Reviewing Assessment Tasks

Subject:

Assessment type:

Relevant specifications as described in the subject outline:

Is the task valid?

1. Read the purpose/aim of the assessment task, the assessment design criteria which are being addressed and the instructions to students on the assessment task. Do these align?
i.e. If students follow the instructions on the task sheet, will the evidence they produce match the aim of the task and address the relevant assessment design criteria?

Recommendations:

2. Highlight the process/operational words provided in the task instructions (e.g. describe, explain, evaluate). If students follow the instructions on the task sheet, will they be able to demonstrate evidence of each selected assessment design criterion at a range of levels, including the highest level?

Recommendations:

Does the assessment task layout and language support student success?

1. List technical terms students will be required to know. Comment on whether students are likely to understand the terms or not. Is it clear to students what they must include and/or produce in order to be successful?

Recommendations:

2. Does the use of diagrams, cues, illustrations or graphics support students in understanding of what is expected of them?

Recommendations:

Is the assessment task inclusive?

1. Is the assessment task culturally appropriate, avoids stereotypes, and not discriminating against groups of students? In what ways may the assessment task be adjusted to cater for students with special needs?

Recommendations:

Generating top teaching ideas

Gardner's Multiple Intelligences

	Intrapersonal	Interpersonal	Picture/Spatial	Body/Kinesthetic	Musical/Rhythmic	Verbal/Linguistic	Logical/Math
<p>Remember (to recall / name / define)</p> <p>Question Key Graphics Key Info Key Brainstorming Key</p>	<ul style="list-style-type: none"> What is your position on...? In what way are you like...? List your strengths and weaknesses... Describe your personal experiences / feelings What are your personal goals for...? 	<ul style="list-style-type: none"> In groups of 2/3/4, show how ... Tell a partner ten facts you know about... Play a card / board game based on recall of word / number facts / items of information 	<ul style="list-style-type: none"> Use maps to... Make a visual chart to display... Do a drawing of... To show what you know, make a book / picture book / collage / mural / poster Illustrate the main ideas in a story Use a simple web to... 	<ul style="list-style-type: none"> Explain how... happens Initiate the movement of... Enact a drama to show how... works (eg a motor, an electric circuit, a computer...) Play charades with names of books / characters / movies... 	<ul style="list-style-type: none"> From memory, sing three songs about... Learn a new song about... Chart the times tables to rhythmic clapping Identify the instruments used in this music... Name the sounds you hear when... 	<ul style="list-style-type: none"> Make a list of... Write 10 facts about... What is the meaning of...? Write in your own words... Make a basic summary on... List attributes of... What is true / false about... 	<ul style="list-style-type: none"> How many...? Make a facts chart on... Construct a time line from the given information to show... Use logical steps to explain... Look for patterns... Write the formula for... Draw up a table of facts about...
<p>Understand (to explain / restate more fully)</p> <p>Graphics Key Prediction Key Three Whys Key Personal Key</p>	<ul style="list-style-type: none"> Why do you believe...? If you were..., how would you solve this problem? Summarise how your own experiences relate to... (eg the change in weather seasons / the writing of a story...) 	<ul style="list-style-type: none"> Explain the feelings of... Write simple problems... (eg maths, science, social issues) to be solved by others Use a group performance to summarise what you know about... (eg reconciliation / the water cycle) 	<ul style="list-style-type: none"> Use colour markers to classify... Use material objects as a visual metaphor to demonstrate... Summarise what you know about... in a... (eg mindmap / sketch / caricature) Give a clear visual example of... 	<ul style="list-style-type: none"> Use sign language to show understanding of... Use body movements to show you understand... (eg nervousness / friendliness / electrical flow in a circuit...) Summarise what you know about... in a... (eg roleplay / drama / hand movements) 	<ul style="list-style-type: none"> Explain... using... (eg rhythmic form; song; instrumental piece) Show that you understand the major points in... (eg newspaper article / book...; by using... (eg rap / song / choral speaking...) 	<ul style="list-style-type: none"> Explain how to... Discuss... Debate... Restate... in your own words Explain the cause-and-effect of... Summarise what you know about... in a single paragraph Write a clear example of the concept of... 	<ul style="list-style-type: none"> Describe in clear logical steps how to... Look for simple patterns Summarise what you know about... in a... (eg graph / table) Translate... (eg a word problem) into numerical form Given the information you now have, draw up a logical conclusion
<p>Apply (to demonstrate / to put into practice)</p> <p>Decision Key Action Key Ripples Key Inventions Key</p>	<ul style="list-style-type: none"> Draw a timeline for your own day / year / lifetime Mentally rehearse a skill, and then do it Design a plan for putting your goals into action If you met... what five questions would you most like to ask? 	<ul style="list-style-type: none"> Pretend to be... (eg a famous person) and be interviewed by the class... Conduct a class survey... Identify a social problem in your community, and create a plan for resolving the problem 	<ul style="list-style-type: none"> To show what you know, make a book / picture book / collage / mural / poster Illustrate the main ideas in a story Take photographs to show what you learned... Design icons to make... easier to understand 	<ul style="list-style-type: none"> Use rap / dance / mime to demonstrate your perspective about... Construct a basic model... Make a diorama of... On the school oval, mark out the real life size of... (eg an explorer's boat; the Space shuttle...) 	<ul style="list-style-type: none"> Rewrite words of your favourite song, to learn new information about... Develop a rhythmic pattern to help memorise... Create an accompaniment for... (ads / stories / videos...) 	<ul style="list-style-type: none"> Submit an application for... Write a commercial for... Write postcards / letters to book characters / famous people Write a news report about... 	<ul style="list-style-type: none"> Make a basic flow chart to... Construct a time line... Fill in a matrix (with maths operations such as finding area, squaring numbers, ...) Draw a model to show how... (eg an engine; fire extinguisher) works

	Intrapersonal	Interpersonal	Picture/Spatial	Body/Kinesthetic	Musical/Rhythmic	Verbal/Linguistic	Logical/Math
<p>Analyse (to think more deeply; to investigate) Question Key Commonality Key Reverse Key Brick Wall Key Ridiculous Key</p>	<ul style="list-style-type: none"> Investigate all the factors that could influence you in ... Analyse the thinking patterns that you use in ... (various situations / problems) Develop a 'process folio' that outlines how you complete your different learning tasks Compile a notebook of your responses to ... 	<ul style="list-style-type: none"> Analyse the reasons for ... Analyse an issue / topic from at least two different perspectives... Investigate the needs of ... How might ... (a group, organisation, team, family) respond to...? ? Analyse the feelings of... during... 	<ul style="list-style-type: none"> Analyse the reasons for... Construct a Venn diagram to compare and contrast... How many other ways could...? ? Use a visual flow chart to represent ... (a maths operation / a social dynamics issue / a storyline...) 	<ul style="list-style-type: none"> Investigate how the parts interact in... Compare the movements of... Classify the movements of... How many other ways could...? ? Conduct research on this issue, and present your findings in a series of mimes / a short play 	<ul style="list-style-type: none"> Analyse the reasons for ... Investigate ... Draw up a Sound Map for your school Conduct research on this issue, and present your findings in a series of songs / raps Compare and contrast different types of music used in ads / movies / sitcoms... 	<ul style="list-style-type: none"> What really is ... (an abstract concept such as trust, ambition, cooperation, racism) ? Analyse the reasons for ... Compare and contrast different ... (genre / characters / storylines / responses / attitudes / beliefs / theories) 	<ul style="list-style-type: none"> Investigate... Analyse the reasons for... What if...? ? Play 20 Questions Conduct experiments to prove your hypothesis Separate ... from ... (eg fact from opinion) Create a table to show...
<p>Design (to create new ideas / perspectives) Brainstorming Key Matrix Key Improvements Key BAR Key Prediction Key Inventions Key</p>	<ul style="list-style-type: none"> Design a personal action plan to ... How would you solve the complex problem of...? ? Challenge your beliefs on... by... How could you improve...? ? Map out your own ... (eg career plan / learning journey) over the next few years 	<ul style="list-style-type: none"> Design positive games for groups to ... Design key questions for a group discussion about... Design a set of criteria for... Design a team solution to... Plan a campaign to challenge people's thinking on... 	<ul style="list-style-type: none"> Develop an innovative webpage Redraw... to improve... Design an all-new boardgame for... Re-design cartoons / book covers / computer graphics ... Develop a visual metaphor that represents... 	<ul style="list-style-type: none"> Make an unusual... Create a freeze frame to ... Design an object (eg a toy / a tool...) for ... Design a set of criteria for... In teams of ... (4 / 5 / 6), design a roleplay to show how... (laser beams / photosynthesis) works 	<ul style="list-style-type: none"> Create jingles / songs to help others remember ... (scientific / maths formulae...) Create original sounds as background for... Rewrite known songs, and add / delete issues / scenes / characters in order to ... 	<ul style="list-style-type: none"> Design a strategy to.. Make an unusual... Write a dialogue between...(a torch and a candle; an animate and an inanimate object...) Create an argument to persuade people to ... Write a proposal to convince... Create limericks for... 	<ul style="list-style-type: none"> Design a set of criteria to judge... Design a better experiment... Create estimates for... for... Design a new code for... Use a word matrix or story grid for creative writing ideas
<p>Evaluate (to determine quality of product/process) Perspectives Key Rubrics Key Decision Key</p>	<ul style="list-style-type: none"> Evaluate the success of your personal goals Which stage of your life was the most... (challenging; amusing; exciting...)? Explain why. Rank your personality traits from strongest to weakest 	<ul style="list-style-type: none"> Which of the two... would be best for...? ? Play games designed by other students, and offer positive suggestions for improvements Which stage of ... (eg Gandhi's) life was the most... (challenging; amusing; exciting...) 	<ul style="list-style-type: none"> Develop criteria for evaluating book covers / computer graphics / icons / websites Have a pros and cons debate about the visual worth of... Which one is more pleasing, and why? ? Choose the most effective ... 	<ul style="list-style-type: none"> Which is the best performance? Explain why. Which of the ... (training programs, movements, devices) best meets the needs of ... (target group) Decide which was the best ... (demonstration, presentation) ... (list options) 	<ul style="list-style-type: none"> Which is the best performance? Explain why. Review a musical performance from the perspective of a famous musician Which of the ... (3 protest songs; advert jingles...) is most effective? Justify your answers. 	<ul style="list-style-type: none"> Which one is most effective? ... (state the choices) Have a pros and cons debate about ... Choose the five most important questions to explore the issue of... Write recommendations for... 	<ul style="list-style-type: none"> Rate ... (a series of choices) from most to least effective. Justify your choices. Categorically prove this statement. Justify the decision to... (eg invade a country; change a career)

NB. Only use this matrix after you have clarified your culminating activity / assessment task / core task, and your outcomes. The activities that you generate with this matrix must be in context. This matrix must not be used in isolation.

Process/Operational Words Used in Tasks

Process/operational words are specific about the cognitive process required by a student within a given genre/text type. Nonetheless, some variation occurs across different learning areas (eg *explain* in History and Physics can vary).

Glossary of Terms Prepared by the NSW Board of Studies for HSC Students 2002	
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	Choose relevant and / or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
State	Present ideas clearly and concisely. Details, illustrations or examples may be left out
Synthesise	Putting together various elements to make a whole