

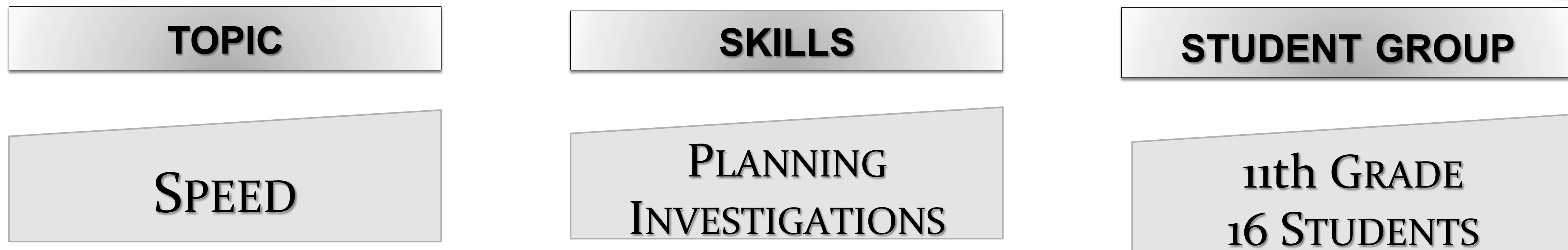
SPEED ACTIVITY: TEACHER'S PERSPECTIVE ABOUT STUDENTS' ASSESSMENT



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Case Study



Learning Sequence


► The activity took place in two consecutive classes, along a total of 225 minutes. During the first class students were divided in groups of three or four and planned a research. In the second class each group implemented the previous planned procedures. At the end each group of students produced a written report on the activity carried out.

Individual preparation

- activity was made available online so that every student stay to know what was required.

Group work in the Classroom

Before starting the activity students were informed about the criteria for evaluating their performance



Production of a written report

- after the conclusion of the task groups produced a written report on the activity carried out

Fig. 1 – Implementation stages of activity

Assessment of Skills

An assessment tool was used to collect evidence concerning identifying the problem, identifying variables, developing a procedure, carrying out investigations and analyzing data. The assessment tool separated the students' answers into three performance levels, in which the level 1 corresponds to the lower level and 3 to the highest level.

Evidence Collected

- Students first reaction was to refer the activity high degree of difficulty. They reported not knowing where they should start. Students said they know the evaluation criteria has helped them a lot in carrying out the task. Students showed great motivation and commitment while performing the task. Most of the students demonstrated great difficulty in identifying the proposed problem. Most of the students have difficulties in written communication.

Competencies	Performance levels		
	3	2	1
Planning Investigations	Identifies the proposed problem with precision	Partially/hardly identifies the problem	Does not identify the proposed problem
	Defines coherent objectives according to the identified problem	Defines just some objectives which are coherent with the identified problem	Does not define coherent objectives according to the identified problem
	Operationally defines the variables under study	Defines with difficulty the variables under study	Does not operationally define the variables under study
	Properly prepares a procedure/strategy that allows the operationalization of the variables under study	Prepares a procedure/strategy that hardly allows the operationalization of the variables under study	Prepares a procedure/strategy that does not allow the operationalization of the variables under study
	Outlines a procedure managing a correct control of the variables under study	Outlines a procedure that hinders the correct control of the variables under study	The outlined procedure does not allow the correct control of the variables
	Correctly registers all data and measurements made	Inconsistently registers all data and measurements made	Inaccurately registers data and measurements
	Selects appropriate resources for the problem under study	Selects just a few appropriate resources for the study of the problem	Cannot make an appropriate selection of resources

Fig. 2 – Assessment instrument

Assessment Data

After the analysis and interpretation of students written productions, the teacher, taking into consideration the different levels of performance, gave a feedback to the students.