

# Assessment for Learning

## Sample Assessment Materials 4 - Geography (First Year)

### Syllabus area

The earth's surface – shaping the crust

*Earthquakes and Volcanoes*

### Learning outcome/s

Students would develop an understanding of the natural processes that cause earthquakes and volcanic eruptions.

Students would become familiar with the terminology used to describe earthquakes and volcanoes.

### What the teacher intended

The teacher wanted to give the students practice in using key words relating to earthquakes and volcanoes, e.g. epicentre, shock waves, Richter Scale, lava flow, fissures, volcanic ash etc.

Students would be set a task of preparing and presenting a report on a disastrous volcano or earthquake.

In their report students would use the key words appropriately, thereby demonstrating an understanding of the processes.

Students of differing abilities and learning styles would have opportunities to learn in ways appropriate to their strengths.

The entire activity could be managed within two class periods.

### Assessment instruments

- Students prepare and present their reports.
- The account/s of the volcano or earthquake would use key words so as to describe the processes effectively.

### Assessment criteria

- Were the key words highlighted in each presentation?
- Was their usage correct?
- Did the format of the presentation match the content well?

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Students with differing learning styles can be accommodated in a single lesson

## What happened

Teacher and class read through the section on earthquakes and volcanoes from the class textbook.

The teacher showed a news-clip of a recent earthquake.

The teacher and class read a narrative account of the birth of a volcano.

As preparation for homework, students, in groups, discussed the ways they might plan a news report on a volcano or earthquake. The following options were considered:

- Essay/report
- Cartoon strip
- Taped report

Students decided whether to work as individuals or in groups to complete the set task.

When the tasks were completed students presented reports in the different formats and the merits of each were discussed.

## The teacher's reflection

*'Class time was given over largely to planning and establishing the criteria for success. Most of the preparation and research was done as homework, either individually or as part of a group.'*

*'There was an interesting discussion as to whether you could judge the three options equally. Some students wanted to know whether they would gain more marks for doing the more "challenging" task. If they collaborated, would they get a joint/group mark?'*

*'The students were involved in the assessment process more fully and they wanted to perform so as to be judged!'*

*'The differentiated tasks allowed all students to experience a measure of success.'*

*'An unexpected outcome was the very high level of motivation displayed by the students.'*