



Summative Task: Construction of a Skills & Applications Task (SAT)

Construct a Test (or negotiated alternative), as a Skills and Applications Task, appropriate for use in the Stage 2 Chemistry curriculum.

The SAT should focus only on the content outlined in the *Science Understanding* and *Science as a Human Endeavour* from the Teaching Folio sequence allocation.

The SAT should consist of between 50 and 60 allocated marks and include a full set of worked solutions or suggested responses.

Complete a Marks Grid for the SAT, and audit it with respect to the allocation of marks to *specific features* and the *differentiation of questions*.

Assessment

The constructed SAT – Test, Suggested Solutions and Marks Grid, is to be submitted electronically via MyUni. The digital resource will be shared with the group, with your consent, to extend the resources repository.

Learning Outcomes

- Demonstrate deep knowledge and understanding of the complexity of the discipline and the teaching strategies of the learning area.
- Design and sequence unit and lesson plans based on essential content of the subject area, curriculum, including effective assessment principles.
- Assemble a range of subject-appropriate resources, including online, that engage a diversity of students in their learning.

Assessment Rubric

Student:

Assessment Design Criteria	Fail 0 < F < 49%	Pass 50 < P < 64%	Credit 65 < C < 74%	Distinction 75 < D < 84%	High Distinction 85 < HD < 100%	Weighting
Suitability of questions	Constructs questions and solutions which demonstrate limited suitability	Constructs questions and solutions which are mostly suitable	Constructs suitable questions and solutions	Constructs highly suitable questions and solutions	Constructs perceptive and highly suitable questions and solutions	5%
Differentiation of questions	Demonstrates limited differentiation of questions	Demonstrates some of differentiated questions	Demonstrates a range of differentiated questions	Demonstrates a range of highly differentiated questions	Demonstrates a range of highly appropriate (in all grade bands) and highly differentiated questions	5%
Identification of Assessment Design Criteria – Allocation of Performance Standards	Allocates appropriate criteria on limited occasions	Allocates appropriate criteria on some occasions	Allocates appropriate criteria in most occasions	Allocates appropriate criteria on all occasions	Allocates highly appropriate criteria on all occasion in an effectively balanced distribution	5%
						Result:
						15%
Comments:						

SAT – Analysis: Marks Grid

[illegible]