



TEAL Professional Learning:

Improving the Trustworthiness of Assessment

Answer key for Activity 3.

Step 1.

Sample G clearly is clearly the least developed level of English language use, and reflects novice writing skills and limited language use. The other two samples are harder to separate. However, Sample D is more advanced in terms of the structures attempted (*pit on.... the pizza base*), despite some errors. The writer also uses better punctuation.

<i>Step 2</i> Evaluation A: Sample F Evaluation B: Sample D Evaluation C: Sample G	<i>Step 3</i> Student A: Sample D Student B: Sample F Student C: Sample G
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Step 4:

- Student needing **most support** based on this sample: Student A (author of Sample D)
- Student needing **moderate support** based on this sample: Student B (author of Sample F)
- Student needing **least support** based on this sample: Student C (author of Sample G)

Step 5

The types of difference that may be noted could include:

- **Differences in cognitive development:** Lower primary students tend to understand sets of instructions as distinct actions to be followed, while older primary students may understand the recipe as representing a process for them to follow to achieve a result.
- **Difference in prior learning and knowledge of the world:** Younger students may have more limited experience of recipes and making food, and only have done this with familiar foods, while older students are likely to have a wider range of experience in food preparation, food items, equipment and actions.
- **Differences in language expectations:** Younger students are expected to use simpler, more straight-forward structures, such as 'Add the olives' or 'Put the olives on the pizza' whereas older students are expected to use more complex instructions which may either include multiple steps and include adverbs to signal sequence of events, such as 'Add the cheese to the pizza after you have added the other ingredients'.

Note: Lack of prior experience of formal schooling may mean older students with limited or no experience of formal classroom learning exhibit may resemble these descriptions of younger learners.