

EXTRA SKILLS, Level E, Curriculum Based Assessment

The Extra Skills Level E also includes an adjusted assessment that is freely available from the author, either as hardcopy or electronically. The assessment for this Teacher Manual and Student Workbook, for Extra Skills Level E, is included in the Teacher Manual on the following pages and also on the CD.

These are curriculum-based assessments because the texts and questions have been written, at approximate grade levels, to reflect the content of this program, as adjusted for students with special needs.

Each text and matching questions have been included within the last lesson of Extra Skills materials at the adjusted level. This provides an inbuilt posttest, hopefully reflects the improvements in student performance following instruction.

Teachers can use these texts to assess the needs of their students, prior to purchasing or using the materials.

In Extra Skills Curriculum Based Assessments, the text is titled in the same way as the matching approximate grade level, (E for about Grade 5). This assists in keeping all students on what appears to them to be a similar task. The adjustments to the content include shortening the text, and a smaller number of more easily worded questions. The Extra Skills Curriculum Based Assessment also comes with a scoring rubric. This rubric includes actual student responses.

The texts and questions have been trialled in Sydney schools and feedback from both teachers and students has been incorporated into the texts and questions now available. Teachers should use these texts and questions at their professional discretion.

Administration: Once orally, or displayed, students are asked to read the text and write full sentence answers to the questions. If they think a question is difficult, go on to the next question and come back if you have time. You have about 30 minutes to do this. (You can allow more time for some students with special needs, just document)

The scoring rubrics remain as drafts, purposefully.

It is not likely that any author or instructional designer can read the minds of every teacher or student who uses their resource. Therefore, it is not likely that the complete range of possible responses to inferential questions can be printed for these assessments.

Also, workshops and collaboration with teachers has shown that we can all have acceptable comprehension and have slight differences of opinion. This is normal and acceptable.

Feel free to change the rubric

If you and other teachers at your school disagree with where student responses have been placed within the rubric, feel free to change them. The discussion you and your colleagues have is likely to be more beneficial and to impact positively on your instruction than just “accepting” where the student response has been placed.

Feel free to allow further adjustments, where you judge appropriate, for the special needs of the students in your class or school.

There is no way that any one assessment can be presented so that it can be automatically used with all students with a diverse range of special needs.

Please feel free to contact me, via phone or email, to discuss any such adjustments you might feel the need to make for your students. One teacher has already discussed the possibility of making the program available in Braille for a student in her class.

I would be most grateful if you emailed me by email on (gailbrown@designedlearning.com.au) with any feedback about the rubrics and your discussions. This feedback will be incorporated into future versions of the assessments over time and on my website.

Many thanks, in advance,

Gail Brown, PhD.



Matthew Flinders: An Explorer



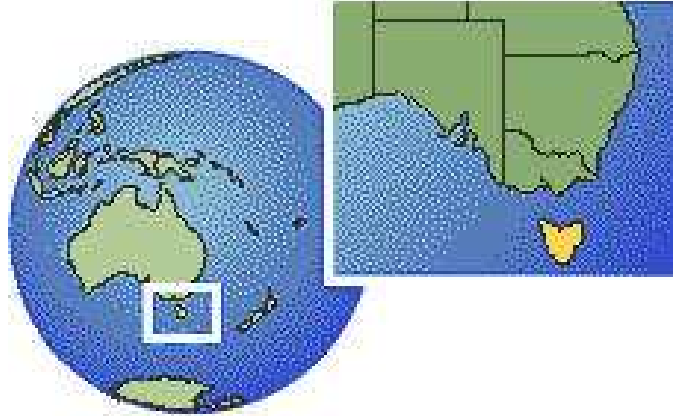
Matthew Flinders was born in England in March in 1774. Both his father and his grandfather were doctors and all of his family expected Matt would also be a doctor when he grew up. However, Matthew had different ideas. He enjoyed reading Robinson Crusoe rather than books about sickness and doctors. He read this secretly and told no one in his family.

Matthew knew that his family would tell him to read books about becoming a doctor. So, he wrote to his cousin, John, who was in the navy. He asked John what he should be reading and studying if he wanted to sail and explore. John told him to read about geometry, maths and sailing. Matt was as keen as mustard to go sailing. When he was fifteen, Matt volunteered to work as a junior sailor on a ship. His parents were not very happy about this decision.

Two years later, he sailed around the world on another ship with Captain Bligh. The Captain liked Matt and gave him some important work on the ship. This trip was the first time that Matthew was asked to draw maps and charts of where they sailed. He drew the first map of the south east coast of Tasmania. He also made charts of the islands of Fiji. As well, Captain Bligh asked Matt to chart the ship's course using the stars and to look after the ship's clocks. He was excited to see Australia for the first time.

On this trip, Matthew met his old friend, George Bass and they began to work together mapping the coast of Australia. Bass, Flinders and their assistant named Martin charted the rivers and inlets of Port

Jackson. After this, Bass and Flinders sailed to Tasmania. Matt drew detailed maps all around Tasmania. They proved that Tasmania was a separate island from Australia!



Name:.....

Date:.....

Read the text, write full sentence answers to these questions

1. What things did Captain Bligh want Matt to do?

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2. Who charted the rivers and inlets of Port Jackson?

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3. Give three reasons why Matthew's family might want him to become a doctor.

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4. How old was Matthew when he first left home to sail?

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5. What did his cousin tell Matt to read?

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6. Find a simile in the text and explain its meaning.

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7. Why did Matthew read Robinson Crusoe secretly?

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8. When was Matthew born?

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Draft Rubric Extra Skills Level E

Question	Correct/Accept	Half	Not accepted
1. What things did Captain Bligh want Matt to do? TS	Draw maps & charts of where ship sailed, chart ship's course using stars and look after ship clocks	1 -2 of these 3	Do important work (too general)
2. Who charted the rivers and inlets of Port Jackson? RT	Bass, Flinders and assistant Martin	Any one or two of these three	Assistant named George
3. Give 3 reasons why Matthew's family might want him to become a doctor. OMO	(Need 3) Safer than sailing; Paid more money / wealthy; Respected; Because in the family; Expected of him; Everyone else was; More satisfied;	1-2 reasons from this list or synonyms	Because he read doctor's books;
4. How old was Matthew when he first left home to sail around the world? TS	15 when he volunteered	Two years later	14 1774 32

5. What did his cousin tell Matt to read? TS	About Geometry, maths and sailing	1-2 of these	Robinson Crusoe; A book; Doctor books; Books about medicine.
6. Find a simile in the text and explain its meaning. OMO	As keen as mustard which means that he was really eager or really wanted to go sailing and discovering	Either "as keen as mustard" or the correct meaning; ie one correct.	No simile identified; No meaning given
7. Why did Matthew read Robinson Crusoe secretly? TS	Because his family told him to read books about becoming a doctor and he didn't want to read those; Didn't want family to see him reading it	To learn about sailing; He wanted to be an explorer	Matt read about geometry; He enjoyed reading Robinson Crusoe
8. When was Matthew born? RT	March 1774	1774 or March	Anything else, England