

## **CURRICULUM BASED ASSESSMENT - LEVEL C**

This Curriculum Based Assessment focuses directly on the Three Level Question Guide. These question levels have been termed generically "closed" and "open" questions and included in recent resources freely available to teachers in schools through the Strategic Questioning DVD from Curriculum Corporation.

**Level C refers to the approximate level of difficulty, at about Grade 3.** The terminology used in here includes both Right There, Think & Search and On My Own Questions (RT, TS & OMO), along with Here, Hidden and Head. These labels can be interchanged as they refer to the same concepts for where to find answers to questions.

The text and related questions and scoring rubric have been trialled in several schools. The purpose of this Curriculum Based Assessment is to highlight directions for future instruction, that is, "Assessment for Learning", again linking directly with Curriculum Corporation's DVD.

**Directions for Administration:** Students should be asked to read the text, and write full sentences answers to questions. If students have difficulty with one question, they should go on to the next question, and come back to complete difficult questions if time allows. This direction can be displayed on a whiteboard or data projector, and is **orally stated by the teacher once only.** You can allow about 30 minutes, or more time if needed for some students.

The scoring rubric provides a starting point for consistent teacher judgement around the acceptability of student responses to questions. Feel free to agree or disagree with the placement of student responses. In fact, teachers within a school should make their own decisions about the validity of placement of student responses. The critical point of the rubrics is the consistency of judgements between teachers in a school.

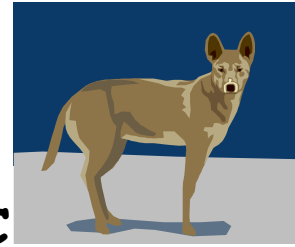
The effectiveness of this Curriculum Based Assessment will only be evident from the use of subsequent instruction to improve student performance. Other levels are available, and the numbers and different types of questions vary across estimated grade levels, with more Right There (Here) questions in the early grades, and more On My Own (Head) questions in higher grades.

**Any feedback about the rubric, text or questions should be emailed directly to**

**Gail Brown (gailbrown@designedlearning.com.au).**



## Brad and his Dingoes Level C



Brad was a young man who lived near Sydney. He was afraid of dogs. Brad was even more afraid of dogs who lived in the bush and wild dogs. He also feared dingoes. He finished school and wanted to study more. Firstly, Brad went to a uni and began studying native animals. He looked at possums. Then he watched bandicoots. He also studied wallabies.

Brad started to think he might study dingoes in the bush. He thought he might not be so afraid of dingoes if he knew more about them. He asked his mum if this was a good idea. Brad's mum agreed that learning about dingoes might make Brad less scared. His dad agreed too.

Since then, Brad has been watching dingoes in the bush for a few years. He watched what dingoes were eating. He went to different parts of the bush. Brad watched where the dingoes ran and where they hunted. He used tags on the dogs because then he can track where they go to get food. He can also track where they sleep. Brad now loves dingoes.

Now, after all his study, Brad thinks dingoes are very smart. He likes watching them and is no longer afraid of dingoes. Brad even thinks he might have one as his pet!

Name:.....Date:.....

**QUESTIONS: Write full sentence answers to each question.**

1. After all his work, what does Brad think about dingoes?

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2. Who thought it would be good for Brad to study dingoes?

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3. Give some reasons why Brad might think dingoes are smart?

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4. Where did Brad live?

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5. Why might Brad have been afraid of dingoes?

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6. What types of things did Brad do to watch the dingoes?

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7. How long has Brad been watching dingoes?

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8. What things did Brad study with the tags on the dingoes?

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9. What native animals did Brad study first?

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10. What is the main idea of the second paragraph?

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11. What changed for Brad after he studied dingoes?

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12. What can you learn from Brad watching the dingoes?

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## Scoring Rubric for Answers

Question	Correct	Half Correct	Incorrect
1. After all his work, what does Brad think about dingoes? (RT, Here)	Very smart	Smart; Likes them; Wonderful; Loves them and knows all about them	Very nice Might study dingoes in the bush;
2. Who thought it would be good to study dingoes? (TS, Hidden)	Brad and his parents	Any one or two	He thought he might study dingoes; When he was afraid of dingoes
3. Why does Brad think dingoes are smart? (OMO, Head)	He thinks dingoes are smart because they can do a lot of things and he likes them; because of the way they hunt, live and eat (need 3 bits)	One thing: Because they look clever; He watched them, what they do (too general); The way they move; They hunted in packs; they tracked their food	They are cool; They do lots of things; They have good sense They know what to eat
4. Where did Brad live? (RT, Here)	near Sydney.	In Sydney	Near the bush In the bush Near the city

5 . Why might Brad have been afraid of dingoes? (OMO, Head)	He might have been attacked or bitten when he was young; He never grew up with any dogs near; He had seen scary pictures of dingoes.	They are nasty, vicious; Could bite or hurt him; Could pop out of nowhere; Wild animals; Could eat him alive; Because he was scared of dogs; Scared of their teeth	They eat meat; They are killers; He's still a kid; He might not be afraid if he knew about them;
6. What types of things did Brad do to watch the dingoes? (TS, Hidden)	Watched them for a few years, eating, different parts of the bush, where they ran and hunted; used tags to track where they get food and where they sleep	Any 2-3 Eg went to different parts and put tags on; Watched them eat, sleep & hunt;	They were very interesting; Brad lived near Sydney; Hid behind a tree
7. How long has Brad been working with dingoes? (TS, Hidden)	A few years	A couple of years; years	Two years A long time A specific number Many years
8. Firstly, what animals did Brad study? (RT, Here)	Possums, bandicoots, wallabies	Any 1 or 2	dingoes

9. What did Brad study first? (RT, Here)	Native animals OR possums OR as above		unicorns
10. What is the main idea of the second paragraph? (OMO, Head)	He and his parents wanted Brad to study dingoes so he wouldn't be afraid	Thought he might be afraid; He wanted to study dingoes; Learning not to be scared;	Dingoes; Joe wanted to study dingoes; Brad went to uni; Brad asked his parents if it is OK to go to uni...
11. What changed for Brad after he studied dingoes? (TS, Hidden)	No longer afraid of dingoes and wants a pet (2)	Any one of these Not scared They are nice He loved them	
12. What can you learn from Brad watching the dingoes? (OMO, Head)	Studying isn't so bad; Learn how to hunt & live in the bush; Not to be afraid to study; That you should face your fears to overcome them	Dingoes are very clever Dingoes are very smart Dingoes are social animals; what dingoes eat; Not to be afraid of dingoes; Not to get too close to dingoes; Dingoes won't hurt you if you know about them;	Go to uni You should always do things(?) Never underestimate your opponent; That dingoes were very smart; That Brad is smart;

