

Operation Climate Change Assessment Information

Welcome to the assessment element of *Operation Climate Change*. The assessments for this unit are broken up into three stages. These include the:

- Mission Checklist
- Assessable Components of Mission Activities
- Mission Debrief

After completing the Operation Climate Change Introduction, which has a single Checklist and Debrief for the students to complete irrespective of which Mission they complete, the following 5 Operations then follow a different format.

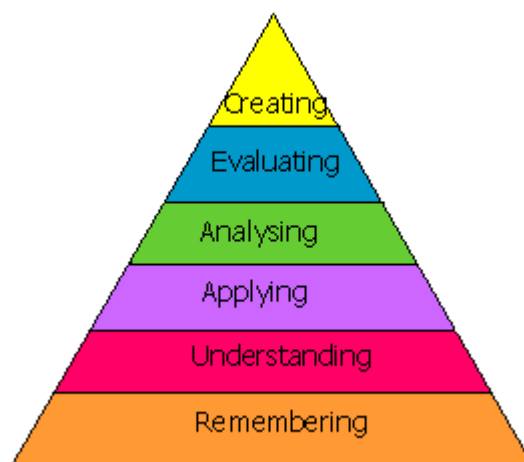
Within the Operation there are 3 Missions to select from which have their own Mission Checklist. Next the student will complete the assessable activities as they work their way through the mission. Finally, they conclude with the appropriate Mission Debrief.

The Mission Checklist and Mission Debrief are provided both electronically and in hardcopy form in a familiar multiple choice format. Electronic users will have the assessments marked automatically. Answers will be provided after the student has completed the Debrief to help them understand and learn. For hardcopy users correct answers are indicated by an asterisk at the end of the correct response in the assessments.

Mission Checklist

The Mission Checklist for each mission has 10 questions. These questions are designed to be a diagnostic tool for both the teacher and student. They allow the students to gain an understanding of what the mission will entail and help the teacher to understand how much the students know before beginning the mission.

The questions are designed to test the student's knowledge across a range of Learning Outcomes as indicated on the **Mission Matrix**, up to level 2 and include information gleaned directly from the provided texts using the principles from Bloom's Taxonomy



Assessable Components of Mission Activities

After the Mission Checklist students will complete learning activities in the selected mission. There are 4 learning steps in each mission. At the conclusion of these steps the students' work will be assessed in 2 ways:

1. Student Self-Assessment; and
2. Teacher Assessment of student work.

Students will conduct a generic Self-Assessment of their own work which will act as a checklist for completing the set work. Teachers can take into account the self assessment along with the samples of completed work to allocate a grade according to the following scale:

Grade	A	B	C	D	E
Balloons	250	200	150	100	50

The teacher can then enter a balloon allocation into each student's online record. This will contribute to the students' overall goal of gaining 'good green house gases' to use in *My Home* game.

Specific assessment rubrics are not provided with the missions to allow flexibility for teachers to determine which particular substrand outcomes they want to assess. Teachers are better placed to identify specific outcomes to be assessed according to the students' learning needs and their own class priorities. There are however **samples** of programs for each mission that have suggested outcomes that teachers may find helpful.

Mission Debrief

Once the students have finished the mission it is time for them to complete the Mission Debrief. The first 10 questions from the Mission Checklist are repeated followed by a 12 new questions designed to test the extent of the students' understandings and their ability to apply their knowledge in inferential and evaluative questions.

Code for assessing student achievement in regards to outcome statements

The questions for the post test are divided as follows:

- Level 2- 10 questions
- Level 3- 6 questions
- Level 4- 6 questions

The first 10 questions in the Checklist (pre test) are a diagnostic tool for:

- Student prior knowledge
- Level 2 reasoning ability in selected outcome statements

The first 10 questions in the Debrief (post test) are a replica of the first 10 questions in the Checklist (pre test). The aim of these questions is:

- To assess the effectiveness of the activities in increasing the student's knowledge base in the subject matter
- To assess if the student is working towards or has mastered level 2 in relation to the selected outcome statements

The next 6 questions are designed to test the student's ability to work within level 3 of the selected outcome statements. The final 6 questions are designed to test the student's ability to work within level 4 of the selected outcome statements.

Mastery of a level is the completion of 80% of achievement targets. Based upon this:

A score of 1-7 means considered working in level 2

A score of 8- 10 means completed level 2

A score of 11- 14 means working in level 3

A score of 15- 16 means considered completion of level 3

A score of 17- 20 means working in level 4

A score of 21-22 means considered completion of level 4

Teachers may find that this information is valuable in assessing their students' ability to operate within a certain level based upon their final score.

We trust the quality of these assessment materials are helpful; however, if you do notice any irregularities please do not hesitate to contact us via email to rectify the problem. Your feedback is most appreciated.