

The tests have been balanced in terms of the use of cognitive levels (e.g. Bloom's taxonomy) and Learning Outcomes and Assessment Standards.

| Question number       | Cognitive ability levels |    |    |    | Learning Outcomes |      |      |
|-----------------------|--------------------------|----|----|----|-------------------|------|------|
|                       | A                        | B  | C  | D  | LO 1              | LO 2 | LO 3 |
| Total of actual marks |                          |    |    |    |                   |      |      |
| Norm %                | 20                       | 40 | 30 | 10 | 40                | 40   | 20   |
| Norm marks            |                          |    |    |    |                   |      |      |

Cognitive levels:

**A** Knowledge

**B** Comprehension

**C** Application

**D** HOT\* skills including Analysis, Synthesis and Evaluation

\* HOT = higher order thinking

The practical tasks range in type from basic skills to investigations in support of LOs 1 and 2. Criterion assessment of groups is usually by rubric, although answers provided to questions could be scored. Assessment of practical work can be more formative or more summative, depending on the placing of the practical work in the learning programme relative to the learning of the theoretical aspects of the topic.

The research project is assessed using the criteria provided in the rubric, with an emphasis on LOs 2 and 3. Although meant to be summative, assessment of this task can be made more formative by providing feedback on plans and drafts. Where learners are working in groups, the teacher could ask them to weight each contribution and distribute scores accordingly. There should be multiple chances to formatively assess learners' work throughout the project. Teachers could develop rubrics for Process, Presentation, Criteria, Research, Teamwork, Persuasiveness, and Analysis and give them to learners.

Rubrics help make your expectations clear to learners. They help the teacher assess a variety of qualities and behaviors by clearly defining or describing the levels of skills from high to low.

# Possible Essay For Life Science Grade 11 Final Exam

**TD Snyder**



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