

PROFILES IBSE Learning Materials

Assessment



Suggested Assessment

(Suggestions for students' formative and summative assessment)

The evaluation is based on a series of aspects such as:

- a) Understanding the terminology and the proposed concepts;
- b) Information registration quality;
- c) Clearly presenting the selected information;
- d) Participating in different stages of the activity;
- e) Power of argumentation;
- f) Justifying opinions;
- g) Final presentation quality;
- h) Respecting the deadlines.

Evaluation strategy

The evaluation is based on three evaluation instruments presented in the following tables (tables 1, 2 and 3). We agreed that the total score of the three evaluation instruments will be equal 80 points, distributed as following:

- Group working evaluation - 24 pts;
- Group presentation evaluation - 36 de pts;
- Group participation evaluation - 20 de pts.

20 points are rewarded by default. The final grade is calculated by dividing the final score by 10.

Assessment instruments (Tables/Rubrics)

Table 1 - Group work evaluation (maximum score: 24 points).

	1	2	3	4	Score
The student accepts responsibilities or parts inside the group	The student does not fulfill the tasks or parts he is responsible for. They are fulfilled by its peers.	The student sometimes fulfills the tasks or parts he is responsible for. Others often need to remind him his duties.	The student frequently fulfills the tasks or parts he is responsible for. He rarely needs them to be reminded to him.	The student frequently fulfills the tasks or parts he is responsible for without need them to be reminded to him.	-/4
Personal intervention type	The student rarely presents useful ideas while working in group.	The student contributes to the group work although he sometimes gets distracted.	The student contributes to the group work and is responsible about his tasks.	The student promptly contributes to the group work, his contribution being crucial to the group's success.	-/4
Relationships with peers.	The student shows indifference or has a negative influence on the group.	The student shows interest although he is not always involved into group work.	The student shows interest and brings a positive contribution to the group's success.	The student positively interacts with the other group members and shows positive leadership skills.	-/4
Decision making	The student does not attempt to solve problems or help his peers	The student does not come up with any solutions, but is willing to try other's solutions.	The student contributes on improving other student's solutions.	The student actively tries solutions and brings solutions to various problems.	-/4
Time management	The student does not complete his tasks on time, thus the group cannot follow the deadlines.	The student does not complete his tasks on time, but the group can follow the deadlines	The student completes his tasks on time and the group can follow the deadlines.	The student manages his time very well having a positive influence on the group's evolution.	-/4

Oral participation	The student does not always participate or speak, not allowing others to speak.	The student speaks often, but sometimes limits other's participation.	The student speaks and is capable of listening, although he sometimes does not have patience to fully listen to the peer's answers.	The student speaks and listens equally.	-/4
Total					-/24

Table 2 - Group presentation evaluation (the presentation will be held in front of the coordinative teacher - maximum score: 36 points).

	1	2	3	4	Score
Correct usage of scientific concepts and information	The group incorrectly uses scientific concepts and information repeatedly.	The group sometimes incorrectly uses scientific concepts and information.	The group correctly uses scientific concepts and information.	The group presentation shows competent usage of scientific concepts and information.	-/4
Justifying arguments	Group members cannot support some aspects of their work. They lack corresponding knowledge or abilities.	Many of the members are not able to defend the arguments.	Most group members have adequate knowledge and can defend the arguments.	All group members have adequate knowledge and can defend the arguments.	-/4
Language use	They use poor language with grammatical and spelling problems.	Some students sometimes make grammatical mistakes and pronunciation is incorrect.	They use proper language without grammatical or spelling mistakes.	They use a rich and complex language without grammatical or spelling mistakes.	-/4

Coordination between group members	No coordination among group members. Unstructured group presentation.	Poor coordination among group members. Some of them had not worked on the group presentation.	Satisfying coordination between group members. However some of them had not worked on group presentation.	Excellent coordination among group members. All were involved in the group presentation.	-/4
Clarity and objectivity	Presentation lacks clarity and objectivity. A lot of details are irrelevant.	Clear presentation, but lacks objectivity. Many details are irrelevant.	Clear presentation, but some details are irrelevant.	Clear and objective presentation highlighting important issues.	-/4
Presenting information	Students read the information instead of exposing it.	Students read most of the information instead of exposing it.	Students expose information, but read some additional notes.	Students expose all the information.	-/4
Creativity	The presentation lacks creativity.	There are used some creative elements.	Use of multiple creative elements.	Highly creative presentation.	-/4
Time management	Presentation does not reflect any planned timeframe.	Presentation extends considerably beyond the scheduled time.	Presentation extends slightly beyond the time limit.	Excellent time management.	-/4
Voice tone	Low tone, monotone, without inflection or expressivity.	Large tone fluctuations. Lack of expressivity.	Good voice tone in most of the presentation. Presents inflections and expression.	Voice tone with inflections and expression. Better coordination between tone of voice and materials used to support the presentation.	-/4
Total					-/36

Table 3 - Group participation assessment (made by students - maximum score: 20 points).

	1	2	3	4	Score
Responsibility for tasks / roles within the group	I had no load and no role for which I was responsible. These were made by my fellow group.	I rarely performed tasks / my roles. Many times I needed others to remind me.	I performed frequent tasks / my roles. Rarely had others have to remind me of them.	I performed tasks / roles without having others remind me.	-/4
Personal intervention type	I presented rarely useful ideas during group work.	I contributed to group work, although sometimes I became distracted.	I contributed to group work and I was responsible for my tasks.	I contributed to group work and have stimulated the participation of my colleagues.	-/4
Relationship with group colleagues	I showed indifference or had a negative impact on the group.	I have shown interest although I hadn't always involved in our group work.	I have shown interest and have made a positive contribution to the success of the group.	I interact positively with other members of the group and presented positive leadership skills.	-/4
Time management	I did not finish tasks on time therefore the group could not meet the deadlines.	I have not completed all tasks on time, but the group could meet the deadlines.	I finished my tasks on time and the group could meet the deadlines.	I managed very well my time, positively influencing the group development.	-/4
Oral participation	I attended and I was always talkative, not allowing others to speak.	I attended quite often, but sometimes limiting others' participation.	I answered and I heard my colleagues, though sometimes I did not have the patience to listen to the end.	I talked and listened in a balanced way.	-/4
Total					-/20