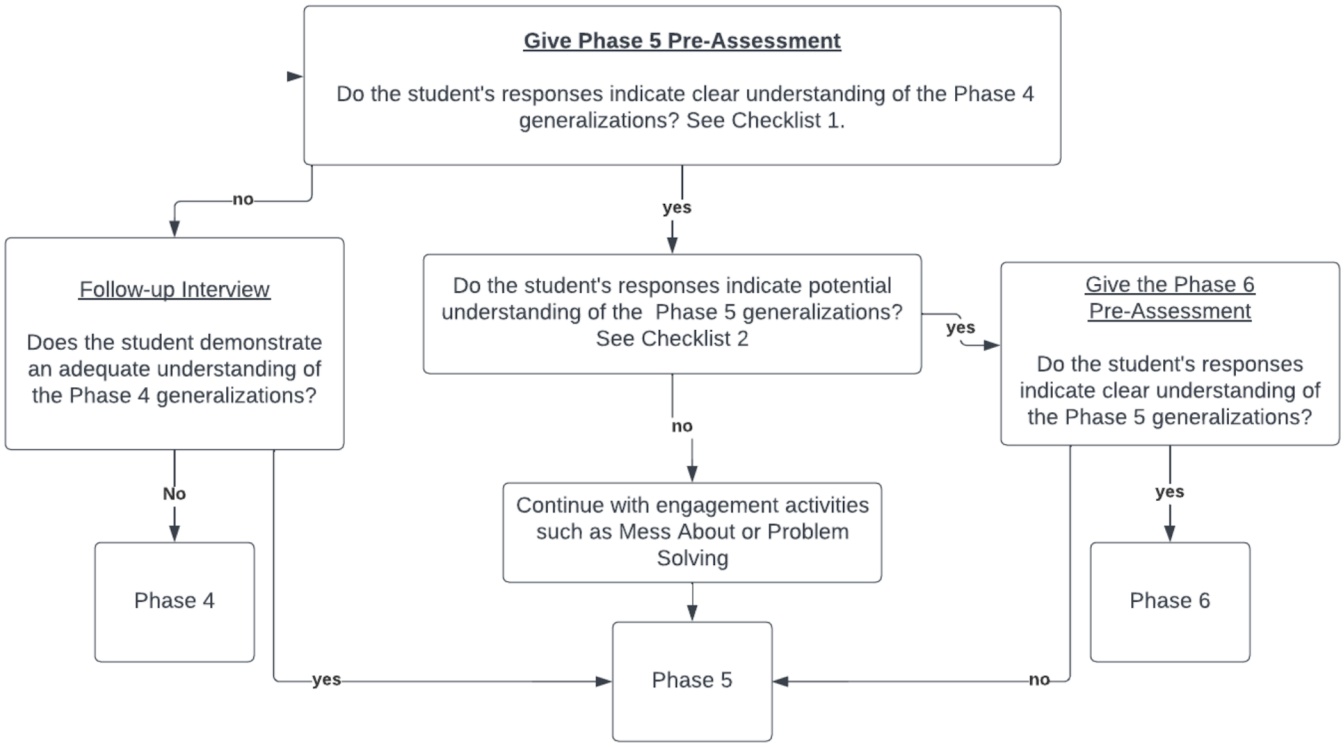
PARTITIONING PHASE 5 PRE-ASSESSMENT GUIDELINES

Purpose of pre-assessment

- To ascertain students' prior conceptual understanding so you can assign each student to an appropriate phase for the unit.
- To gather data to support differentiation during the unit.

Flow chart of pathways through the Pre-Assessment Stages



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Pre-Assessment Stages

A. Strategies to Engage

The strategies include the 'Mess about' and Problem solving. They give students an engaging introduction to the new topic. Full details are at the beginning of the Partitioning page.

B. Give all students the Partitioning Phase 5 Pre-Assessment to complete individually.

C. The final stage is differentiated, dependent on evidence of conceptual understanding you gain from the Pre-Assessments, as well as observations you make during the Mess About and Problem-solving. See the flow chart above for details of how to proceed.

Instructions

1. To gain evidence of students' prior understanding of the topic, their Pre-Assessment against the conceptual understandings for Phases 4, not on a right/wrong or percentage basis.

2. Indicate on Ph5 Pre-assessment Checklist 1 or possibly Checklist 2 when you find evidence of a student's understanding of one of the conceptual understandings.

* Pre-Assessment Questions that may provide evidence of conceptual understanding		
Question Phase4 Phase5		
1 U1,U2 U1,U2,U4		
2 U2 U1,U2,U5,U6		
3 U1 U1,U2		
4 U2 U3		
5 U1 U1		

3. Use the completed checklists to determine the next steps:

a. Invite students who have not demonstrated a clear grasp of the Phase 4 understandings to demonstrate their understanding in a one-on-one interview. After the interview, students who have not shown adequate evidence of grasping the conceptual understandings of Phase 4 will be deemed unable to access the learning at Phase 5, even with appropriate differentiation, and will therefore work on Phase 4 understandings, knowledge and skills during the unit.

Students who do demonstrate a clear grasp of Phase 4 understandings during the Interview are deemed suited to work at Phase 5 level. Note any areas where they will require differentiation within the Phase 5 learning.

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b. Give students who have demonstrated a broad grasp of both Phase 4 and Phase 5 conceptual understandings the Partitioning Ph6 Pre-Assessment to determine whether they can generalize Phase 5 understandings and show proficiency with relevant applications of those understandings (skills and knowledge). Use the Partitioning Ph6 Pre-Assessment Checklist 1 to help you assess. You may need a quick interview with a student to confirm (or otherwise) proficiency with one or other of the questions.

Students who meet this requirement will work on Phase 6 understandings, knowledge and skills during the unit.

c. The remaining students - in most cases, the majority of your class - will work at Phase 5 level during the unit. Until the pre-assessment process is complete, they can choose whether to undertake a Problem Solving activity or continue with the Mess About activities.

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