



Tooleybuc Central School

Assessment Task

Student Name: _____

Subject: Science

Year: 9/10

Assessment Task Name : Forensic Background Knowledge Research Task

Assessment Task Number: Task 3, Semester 1

Task Weighting: 10%

Outcomes Assessed: SC5-4WS; SC5-7WS; SC5-8WS; SC5-9WS

Task Due Date: Friday March 2nd, 2018

PARTICIPANT DECLARATION

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participant's Signature: _____

Forensic Science – Background Knowledge Research Task

You are going to undertake research into:

- 1) An agency (in either Australian or the United States of America) that uses forensic science; and
- 2) One aspect of forensic science (e.g. DNA fingerprinting, ballistics, fingerprinting, gas chromatography, etc...)

You have to use the 'HookEd Discuss (Describe++) Map' to record and present your research.

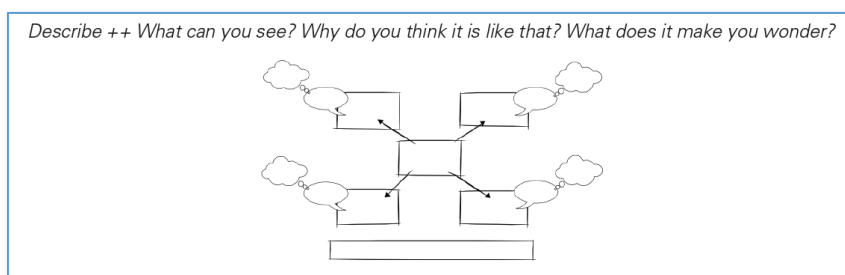
- You will have one map for each aspect that you have to research.

Before handing in your research task you must mark each map against the 'HookEd Discuss (Describe++) Marking Rubric'.

- You will also have the opportunity to peer assess other students maps

Additional Notes:

The following provides information about to fill out the map and an example is given.

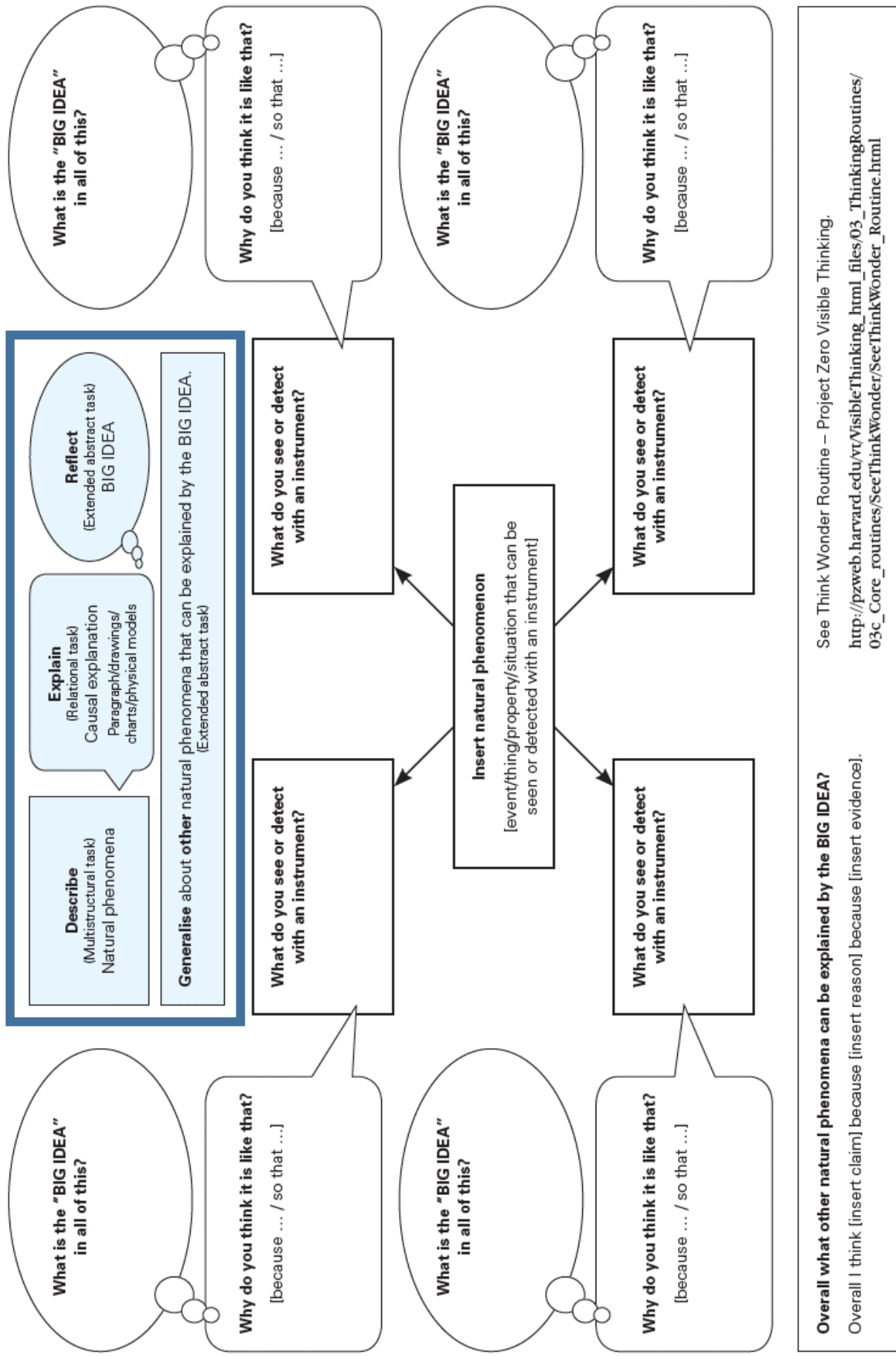


How do I use these resources? Follow this step-by-step guide in which you lead students through the process of responding to the map before they try it for themselves, guided by the success criteria in the self-assessment rubric.

1. Align the HookED SOLO Describe ++ map and self-assessment rubric with the identified learning intention. For example, "We are learning to describe in depth [content] [context]."
2. Place the idea or object to be described in the centre of the map.
3. Suggest possible attributes for the description.
4. Record the relevant attributes in the "characteristic" rectangles that sit around the main idea (multistructural listing).
5. In the speech bubbles attached to each rectangle, explain the identified characteristics. Why do you think it is like that? For example, "This is like this because ..." and "This is like this so that ..." (relational explanation).
6. Make a generalisation about each attribute. What does it make you wonder? How effective is this? How does this make you feel? For example, "Overall this makes me wonder ... because ... because ..."
7. Make a generalisation about the object and all the attributes. For example, "Overall I think ... because ... because ..."
8. Share with the students the success criteria for the HookED SOLO Describe ++ rubric.
9. With reference to the success criteria, students create their own in-depth description of the idea using relevant characteristics and the target vocabulary from the completed Describe ++ map. They may write or say these statements or convey them through an annotated drawing. This process is iterative, meaning that students can repeat it whenever new learning occurs and thus can improve on the original description.
10. Students self- or peer-assess their descriptions and seek teacher feedback on them.
11. Students assess their learning outcome for the identified learning intention against the SOLO levels, explain why they have chosen this level of learning outcome for their work (feedback) and suggest "where to next" steps (feed up).
12. Students record their work in a student learning log.

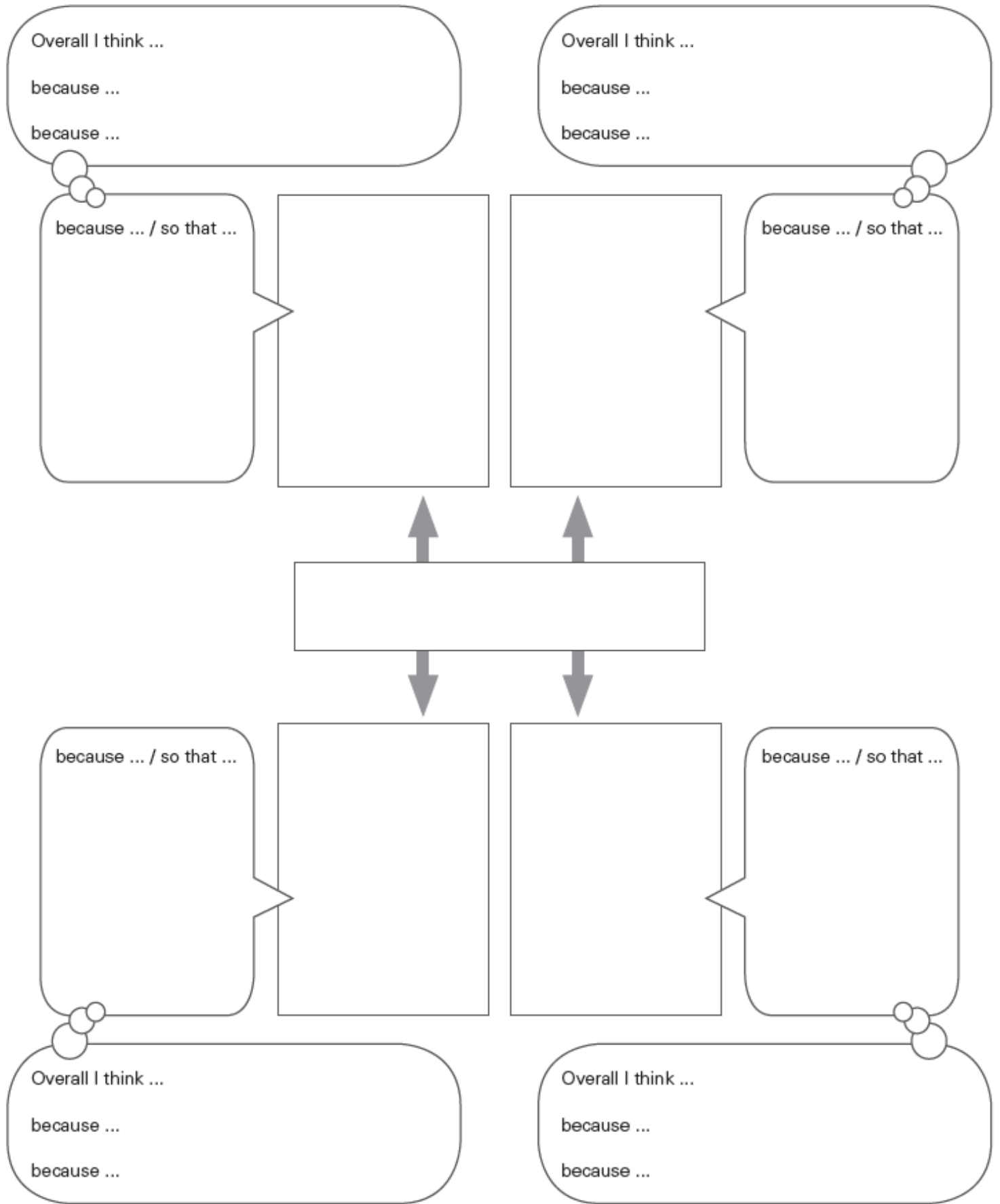
Exhibit 2.37: HookED SOLO Describe++ map to prompt students to gather and interpret data and conceptualise the big picture

EXAMPLE



See Think Wonder Routine – Project Zero Visible Thinking.

http://pzweb.harvard.edu/vr/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

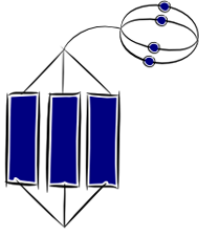


In summary ...

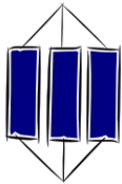
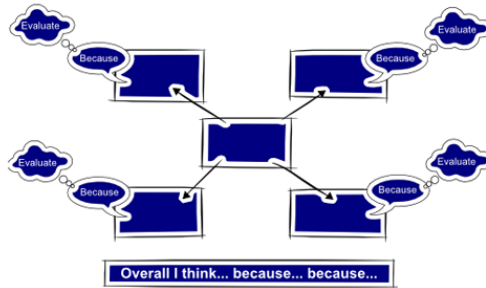
Overall I think ...
because ...
because ...

For research about an agency, that uses Forensic Science

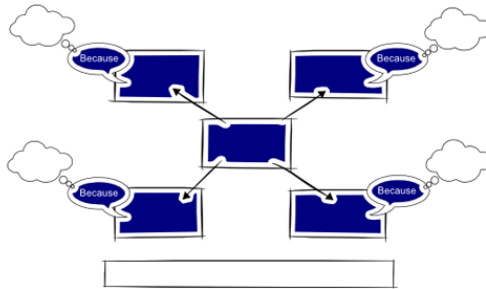
HookEd Discuss (Describe⁺⁺) Rubric



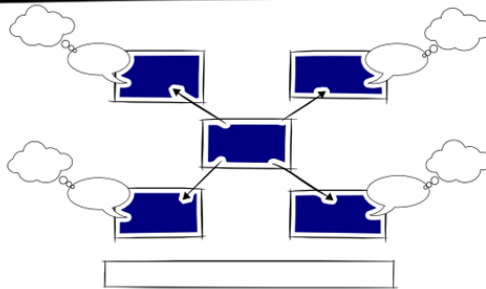
..... and makes a generalisation about each. It integrates these generalisations into a new understanding



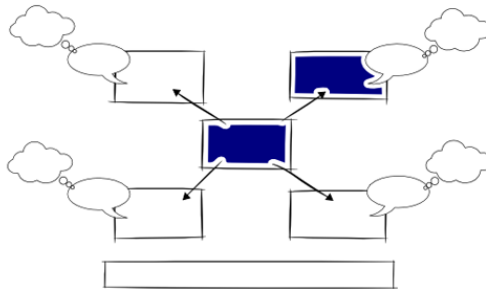
..... and links these features by explanation



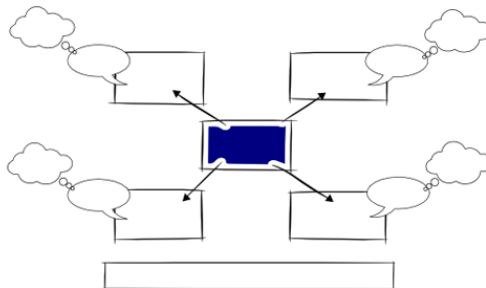
My description identifies several features.



My description identifies one relevant feature.



I need help to identify any relevant features.



My learning outcome is _____ because _____
 My next step is to _____

Overall I think ...
because ...
because ...

Overall I think ...
because ...
because ...

because ... / so that ...

because ... / so that ...

because ... / so that ...

because ... / so that ...

Overall I think ...
because ...
because ...

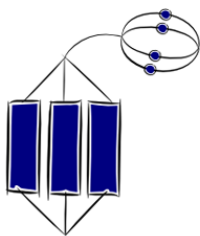
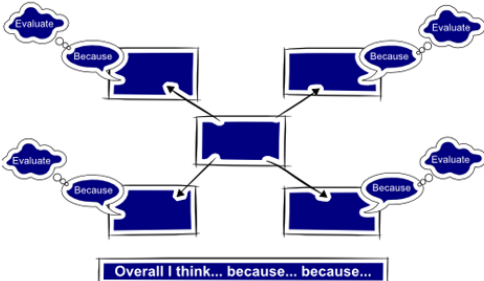
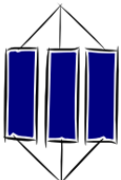
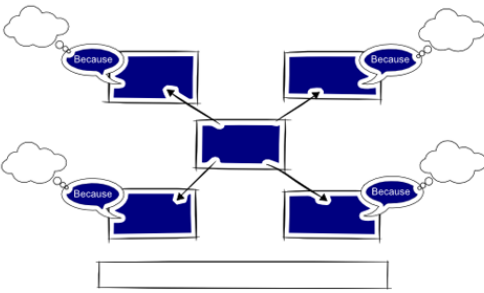

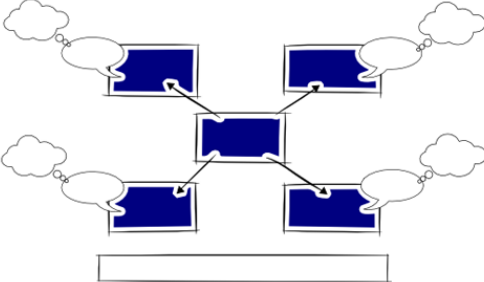

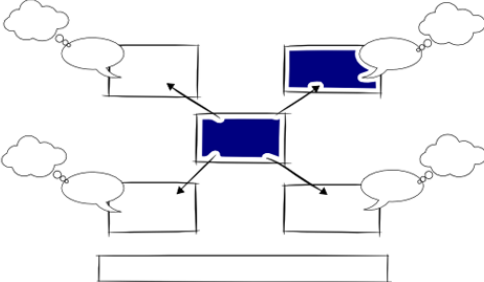

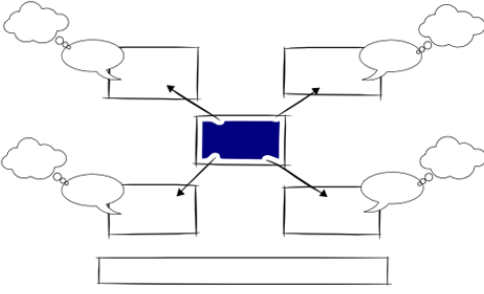
Overall I think ...
because ...
because ...

In summary ...

Overall I think ...
because ...
because ...

For research about an aspect of Forensic Science

HookEd Discuss (Describe⁺⁺) Rubric

	<p>..... and makes a generalisation about each. It integrates these generalisations into a new understanding</p> 
	<p>..... and links these features by explanation</p> 
	<p>My description identifies several features.</p> 
	<p>My description identifies one relevant feature.</p> 
	<p>I need help to identify any relevant features.</p> 
<p>My learning outcome is _____ because _____ My next step is to _____</p>	