



# Assessment Tools

# Assessment Tools – How to Assess yChange

As **yChange** is a curriculum aligned resource for educators, each student’s participation in the course can be assessed and evaluated.

Within the **yChange** Resource Pack for Educators sent at registration you’ll find a downloadable copy of the ACARA Civics and Citizenship document where the resources align with curriculum contents, requirements and capabilities. Alternatively this can be downloaded from the dedicated **yChange** website ([ychange.com.au](http://ychange.com.au))

Assessment of **yChange** can be done for both primary and secondary school students. The example below shows how the two sub-strands of civics and citizenship (Knowledge and understanding, and Inquiry and skills) can be evaluated. The concepts of disciplinary thinking and sophistication of ideas might change according to each year level, but these examples will be a useful template for educators to determine their students’ progress.

Another way of evaluating and assessing **yChange** is to do this directly via the course criteria. Educators will find that students can be marked on their identification of an issue, the research they undertook, their actions, decision making, collaboration and participation.

Both assessment rubrics below are examples only and should be adjusted to meet the requirements of your students.

# Sample Assessment Rubric

Name \_\_\_\_\_ Issue \_\_\_\_\_ Action \_\_\_\_\_

Criteria	Excellent	Good	Fair	Poor
<b>Government and democracy – freedoms (eg freedom of expression, association, assembly, religion, movement)</b>	Student evaluated and compared features of Australian democracy to select highly appropriate and innovative steps for an action plan	Student analysed features of Australian democracy to create an appropriate action plan	Student explained features of Australian democracy and created an action plan	Student identified features of Australian democracy and created a limited action plan
<b>Government and democracy – participation (eg citizen participation through elections, representatives, lobby groups and direct action)</b>	Student evaluated multiple features that enable active participation in Australia's democracy to carry out a highly effective action with a positive community impact	Student explained features that enable active participation in Australia's democracy and carried out an effective action in the community	Student identified some features that enable active participation in Australia's democracy and carried out an action in the community	Student demonstrated a developing ability to identify a feature enabling active participation in Australia's democracy and partially carried out an action
<b>Citizenship, diversity and identity – cohesion (eg freedom, respect, inclusion, civility, responsibility, compassion, equality, a 'fair go' to promote cohesion)</b>	Student evaluated the importance of shared values in different contexts, explained many different points of view and analysed the diverse nature of Australian society through the activities and their action	Student identified the importance of shared values, explained different points of view and explained the diverse nature of Australian society through the activities and their action	Student identified shared values and demonstrated a developing ability to explain their importance, the diverse nature of Australian society and a point of a view different to their own through the activities and their action	Student identified few or no shared values and explained their own point of view through the activities and their action
<b>Research</b>	Highly detailed and accurate research allowing preparation of thoughtful and solution focused action plan	Detailed and accurate research allowing preparation of appropriate action plan	Mostly accurate research allowing preparation of an adequate action plan	Minimally accurate or incomplete research allowing preparation of limited action plan
<b>Voting</b>	Very strong ability to reflect upon action's successes/failings and identify elements of active citizenship	Ability to reflect upon action's successes/failings and identify elements of active citizenship	Some ability to explain action's successes/failings and identify elements of active citizenship	Limited ability to identify action's successes/failings or active citizenship elements
<b>Organisation and participation</b>	Completed all activities even when faced with challenges, demonstrated the ability to apply active citizenship principles beyond the classroom.	Completed all activities even when faced with challenges	Completed most activities	Completed some activities

Comment \_\_\_\_\_

Mark \_\_\_\_\_

## Part 1: Example assessment criteria using Civics and Citizenship Curriculum Australian Curriculum: Level 8 achievement standards

Achievement Standard	Above	At (Level 8)	Below	Well Below
<b>Knowledge</b>				
Government and democracy – freedoms (eg freedom of expression, association, assembly, religion, movement)	Student evaluated and compared features of Australian democracy to select highly appropriate and innovative steps for an action plan	Student analysed features of Australian democracy to create an appropriate action plan	Student explained features of Australian democracy and created an action plan	Student identified features of Australian democracy and created a limited action plan
Laws and citizens (eg division of power (levels of government))	Student compared and evaluated features of Australia's system of government to access and seek effective support from highly relevant decision makers	Student analysed features of Australia's system of government to access and seek support from relevant decision makers	Student explained some features of Australia's system of government to access and seek support from a decision maker	Student identified limited features of Australia's system of government to identify a decision maker
Citizenship, diversity and identity (eg values and beliefs, national identity)	Student evaluated multiple features that enable active participation in Australia's democracy to carry out a highly effective action with a positive community impact	Student explained features that enable active participation in Australia's democracy and carried out an effective action in the community	Student identified some features that enable active participation in Australia's democracy and carried out an action in the community	Student demonstrated a developing ability to identify a feature enabling active participation in Australia's democracy and partially carried out an action
<b>Skills</b>				
Communication and reflection (eg reflect on their role as a citizen in Australia's democracy)	Student identified and participated in ways to be active and informed citizens and carried out an action to positively impact a community issue	Student identified ways they can be active and informed citizens to make a change on an issue	Student identified a way they can be an active and informed citizen in relation to their issue	Student attempted to identify a way to be an active or informed citizen in their community
Analysis, synthesis and interpretation (eg critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues)	Student accurately applied their critically analysed information, which was gathered from different and credible sources, to assist in developing an effective action plan	Student critically analysed information gathered from different sources to decide whether they were relevant and credible during their research	Student critically analysed information gathered from a source to decide whether it was relevant and credible during their research	Student gathered information from a source during their research

<b>Achievement Standard</b>	<b>Above</b>	<b>At (Level 8)</b>	<b>Below</b>	<b>Well Below</b>
<b>Problem solving and decision-making (eg appreciate multiple perspectives and use strategies to mediate differences)</b>	Student took into account multiple perspectives and successfully implanted them into their action	Student took into account multiple perspectives when planning for action	Student took into account another's perspective and attempted to consider it in relation to planning for action	Student attempted to take into account another's perspective on an issue
<b>Questioning and research (eg identify, gather and sort information and ideas from a range of sources)</b>	Student developed and presented sophisticated, inclusive and reasoned arguments on civics and citizenship issues using highly appropriate texts, subject specific language and concepts in their research	Student developed and presented reasoned arguments on civics and citizenship issues using appropriate texts, subject specific language and concepts in their research	Student developed and presented some reasoned arguments on civics and citizenship issues using some appropriate texts, subject specific language and concepts in their research	Student developed and presented an argument on civics and citizenship issues in their research
<b>Questioning and research (eg develop a range of questions to investigate Australia's political and legal systems)</b>	Student analysed factors that contribute to people's sense of belonging and developed a range of thoughtful and relevant questions to investigate Australia's political and legal systems in their research proposal.	Student analysed factors that contribute to people's sense of belonging and developed a range of questions to investigate Australia's political and legal systems in their research proposal.	Student explained factors that contribute to people's sense of belonging and developed some questions to investigate Australia's political and legal systems in their research proposal.	Student identified a factor that contributes to people's sense of belonging and developed questions to investigate Australia's political and legal systems in their research proposal.
<b>Communication and reflection (eg present evidence based civics and citizenship arguments using subject specific language)</b>	Student analysed and evaluated different points of view on civics and citizenship issues during activities, while completing an action	Student explained different points of view on civics and citizenship issues during activities, while completing an action	Student listened to and expressed different points of view on civics and citizenship issues during activities, while completing an action	Student expressed a point of view on civics and citizenship issues during activities, while completing an action
<b>Problem solving and decision making (eg use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action)</b>	Student evaluated and synthesised multiple perspectives when planning for action, used democratic processes and used these perspectives to develop successful solutions to an issue when planning or carrying out their group's action	Student considered multiple perspectives when planning for action, used democratic processes and developed solutions to an issue when planning or carrying out their group's action	Student considered another's perspective when planning for action, used some democratic processes and developed some solutions to an issue when planning or carrying out their group's action	Student explained their perspective when planning for action, attempted to use some democratic processes and developed limited solutions to an issue when attempting to plan or carry out their group's action

## Part 2: yChange Participation Criteria

### Teaching notes

Most activities featured in **yChange** can be used for assessment. Any 'Reflection' or 'Discussion' questions can be used for peer or self-assessment, by switching or sharing answers or groups after completion. When assessing **yChange** projects, the assessment criteria below may be useful in evaluating students' participation and contribution to the course.

Criteria	Excellent	Good	Fair	Poor
<b>Issue</b>	Considered community issue from multiple points of view to understand complex causes, impacts and decision makers	Considered community issue from multiple points of view to understand causes, effects and some decision makers	Considered issue to understand whether it was community issue in nature, and some causes and effects	Identified one or more issues and attempted to explain why it was a community issue
<b>Research</b>	Highly detailed and accurate research allowing preparation of thoughtful, and solution focused action plan	Detailed and accurate research allowing preparation of appropriate action plan	Mostly accurate research allowing preparation of an adequate action plan	Minimal accurate or complete research allowing preparation of limited action plan
<b>Action</b>	High level of effort, enthusiasm, creativity and problem-solving shown when carrying out all steps of group's action	Effort, enthusiasm, and problem-solving shown when carrying out steps of group's action	Effort and enthusiasm shown most of the time when carrying out steps of group's action	Attempted to carry out some steps of group's action
<b>Decision Making</b>	Very strong ability to reflect upon action's successes/failings and identify elements of active citizenship	Ability to reflect upon action's successes/failings and identify elements of active citizenship	Some ability to explain action's successes/failings and identify elements of active citizenship	Limited ability to identify action's successes/failings or active citizenship elements
<b>Collaboration</b>	Highly committed contribution to team and actively listened to perspectives of others	Committed contribution to team and listened to perspectives of others	Contributed to team and sometimes listened to perspectives of others	Limited contribution to team and minimal consideration of others' perspectives
<b>Organisation and Participation</b>	Completed all activities and work on time even when faced with challenges and demonstrated the ability to apply active citizenship principles beyond the course	Completed all activities and work on time even when faced with challenges	Completed most activities and steps on time	Completed some activities and steps on time