

Diagnostic testing and KWL for geographical skills

Year 8D

Year 8D is a mixed-ability class of twenty boys that I have been allocated in the beginning stages of a unit of work called *Access to Freshwater*. Their teacher advised me that they were requiring some work on geographical skills and data interpretation before their exams in week four. During my first three days of observation, it was evident that there were varying abilities and some minor behaviour management issues. My aim in the first evidence set (Appendix 1.0 – 1.7) was to gauge their knowledge of Geography skills content, and then teach to their deficits to prepare them for their upcoming exams. This evidence set begins from my first lesson with the students into the second and third week, which in regards to the unit is two lesson into the unit of *Access to Freshwater* where the students focus on geographical skills.

LESSON PLAN			
Duration	50 minutes	Year: 8D	Class: WKA P5
Curriculum area	Access to freshwater (Skills section)	Topic : Access to freshwater	Date: 12 th Oct
Lesson Title/Focus		Outcomes	
Intro and diagnostic lesson.		GE41, GE42	
Lesson Intentions			
By the end of the lesson the students will provide the teacher with data on their knowledge of skills and overall geographical knowledge. This outcome will be achieved via completion of a quiz (25 minutes) and a completed KWL chart (15 minutes).			
Assumed knowledge			
Students will have some prior knowledge of concepts and geographical skills from the beginning of this unit.			
Differentiation			
Students are mixed ability: the lesson aims to grasp what they know in order to differentiate next lesson.			
Resources and WHS			
Students will be given a paper diagnostic test and a KWL chart.			

Timing	Class Plan:	Assessment & Feedback
Intro	<p>Introduction and Ice breaker – teacher models first then students (name and something they like).</p> <p>Class expectations. Asks students if they agree and think they are fair or would like to add to them.</p>	<p>Getting to know students and their strengths.</p> <p>Explicit expectations for preventative C.M.</p>
Body	<p>Teacher explains the diagnostic quiz what it's for, emphasising not to stress and giving directions on how to complete.</p> <p>Students complete test (25 minutes given). For those with special needs [redacted] and language deficits [redacted] they will be allowed extra time to complete.</p> <p>KWL activity. Students to complete the K & W sections. Teacher will collect them to give back at the end of the term to complete L.</p>	<p>To inform and differentiate future teaching.</p> <p>Differentiation measure.</p> <p>Active supervision during tasks.</p> <p>KWL strategy to develop students metacognitive and self-reflection skills.</p>
Conclusion	<p>Formative assessment: Thumb indication for how they think the test was: (Up, Med, Down – based on how hard the thought it was).</p> <p>Teacher advises students that they will receive feedback but no grade to emphasise that it's not a test and to decrease stress.</p> <p>Teacher dismisses class and thanks for their work.</p>	<p>Visual formative assessment tool.</p> <p>Positive reinforcement and feedback on their effort.</p>
Reflection	<p>Despite the students being somewhat disruptive, even after reiteration of the class expectations, the class received the tasks well. From viewing their results and KWL charts I now have a clearer idea of what content I will focus on in their follow-up skills lesson before their upcoming exams. Getting to know the students will assist in maintaining engagement for their last term after all their assessment is due. I am aware that I am not the student's regular teacher and that they have had a relief teacher lately, therefore their behaviour may be worse due to the lack of continuity in teachers. After making it clear that I will be here for 9 weeks and that there will be repercussions for their actions, I am hoping the students will begin to improve their behaviour. I think I will need to adjust my approach to be somewhat more assertive and structured, however I will also ensure I remain positive in my communication with them, and offer some leniency towards the end of the term if they improve their behaviour. I accidentally omitted the 'Thumb' task however I will be sure to do it at the start of the next lesson.</p>	

TES used a deficit perspective and still needs to develop a rich understanding of diversity and need for differentiation.

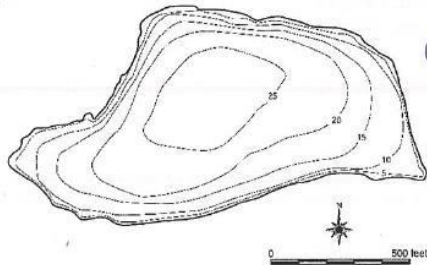
TES used a diagnostic test to know which areas the students need help with in the following lesson such as working more on map skills.

Diagnostic Test

9. Label the following maps according to their types by selecting the correct label from the following: Choropleth, Aerial, Topographic, Political, Synoptic

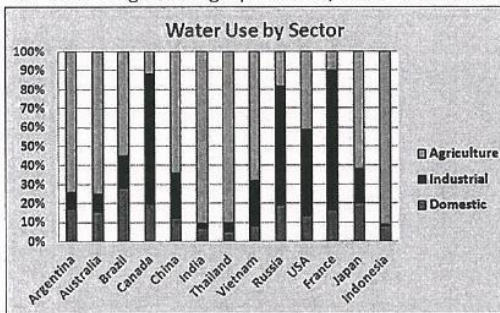
a) Topog	b)	c)

10. What is the name given to the lines on the map below?:



- a) Barometric lines
- b) Contour lines ✓
- c) Pressure lines
- d) Transect lines

11. Referring to the graph below, answer the following:



a) What percentage of Canada's water is used for domestic purposes?

87%

b) Which country uses the least amount of water for industrial purposes?

Indonesia ✓

c) What percentage of water does Brazil use for agricultural purposes? 45%

12. In your own words, outline what you think globalisation means:

Connection to other countries 1/2

5 1/2

thank you for your effort in attempting most questions! ★ - well done with BOLTSS knowledge
 ○ - opportunity to work on your map skills which I will do in class.

Student Sample 2:KWL

NAME: [REDACTED]

What I Know: K	What I Want to know: W	What I have Learned L
<p>Co-ordinates Legend/Key Global warming and Climate change 2.5% of Earths water is good to drink</p>	<p>I want to know if Australia is a country, island or both continents What a topographic map is</p>	