



An Chomhairle Náisiúnta Curaclaim agus Measúnachta  
National Council for Curriculum and Assessment

# Assessment

Supporting change in Irish science classrooms

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# Assessment of practical science

- extensive discussions about practical assessment over the years
- wide range of perspectives and understandings
- the term *practical assessment*– multiple, sometime conflicting interpretations
- as much to do with what we should be assessing as to how we should be assessing it

# Science assessment network

- work with teachers and students to produce examples of what practical science assessment will look like
- give a clear picture to teachers about how the revised assessment arrangements will affect them
- give a practical illustration of how a second component would add to existing arrangements
- open the discussion on how a broader range of assessment will affect teaching and learning

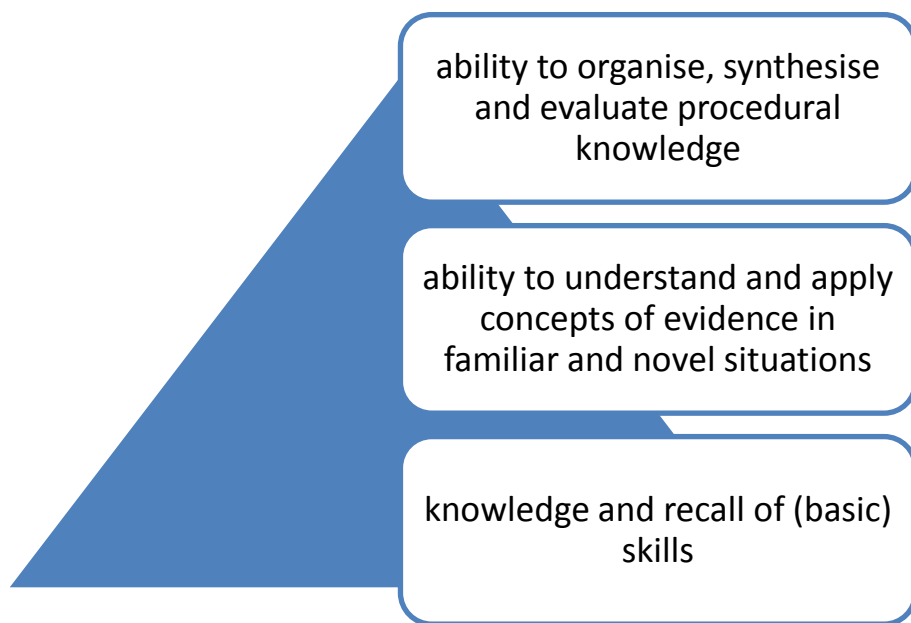
# Science Assessment Network

- 11 schools-24 teachers
- developed learning activities that aligned with revised syllabuses
- teachers needed time to assimilate material and think about a new way of doing things
- student and teacher voices
- video

# Range of Activities

- traditional activities
- open ended activities
- research activities

# Performance of practical science



*Adapted from Gott and Duggan (2002)*

1. State a testable hypothesis that will enable you to predict the relationship between rate of diffusion and concentration
2. Record the results of your experiment in the data table. Enter the distances for each concentration and time.
3. Construct a graph for these results.
4. Identify the independent variables and identify for each, four factors which were held constant.
5. Based on your data table and graphing of the results, state your conclusions as to how the length of time in solution and the concentration of the solution influence the distance of the diffusion.
6. Discuss any problems you encountered, and suggest at least one improvement to the method.
7. Did the results support your hypothesis? Explain.

**A5 A7**

**I6**

**I7, P4**

**A6**

**P2, P7**

**A2, A4**

**E6**

**E1, E3**

**E5**





# Next steps

