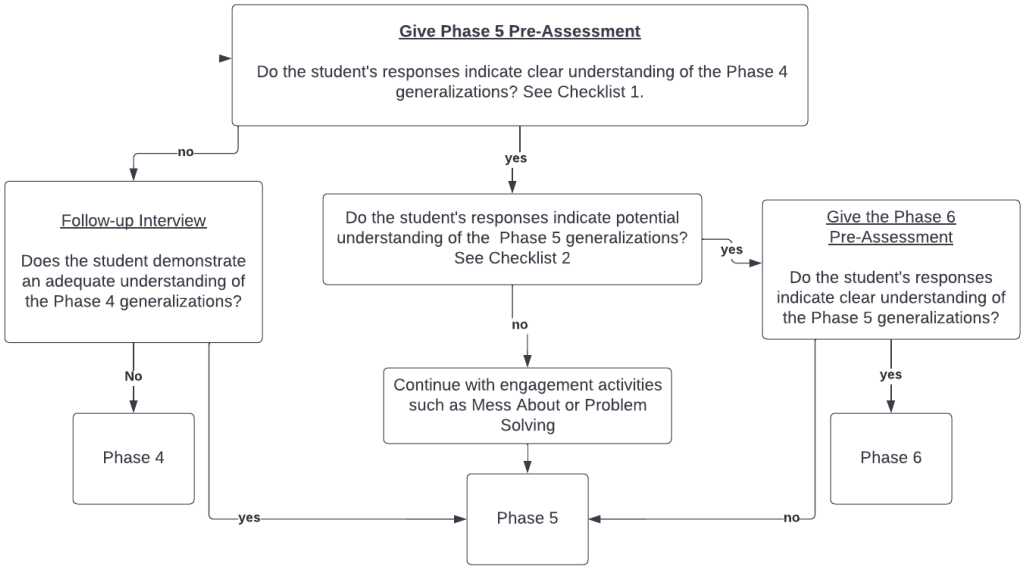
PARTITIONING PHASE 5 PRE-ASSESSMENT GUIDELINES

Purpose

- 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



Stages

A. Strategies to Engage
The strategies include the "Mess About" and Problem-solving engagements. 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.

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Partitioning

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	Phase 4	Phase 5
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.

   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.

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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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