# Critical thinking – Core 2 assessment task: research skills to support the critical thinker



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Outcomes referred to in this document are from the [Critical thinking course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/critical-thinking#/asset2) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

## Advice to teachers

In Core 2, students develop a portfolio to record their work in interrogating and researching media articles (either print or multimodal). This could be a written portfolio or an E-portfolio allowing students options to record their learning using either text or voice. These experiences can be used as a formative assessment to increase student understanding of critical thinking processes prior to the summative assessment task.

To successfully engage with the language and cultural knowledge demands of this course, EAL/D learners need to be at least at the later stages of the Developing Phase on EAL/D Learning Progression.

Teachers can include their details of the due date, weighting and submission guidelines as per their school practice.

The assessment task is designed as a culmination of learning where students have researched and reflected on their issue of personal interest from the learning sequence. It is recommended that teachers refer to the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) when selecting topics. Alternatively, teachers may provide students with a list of suitable topics. Students may have a sizable portfolio and only need to indicate a small number of pieces as evidence of learning for this assessment. Assessing the whole portfolio is not required. This assessment references Toulmin’s model of argumentation from the [Critical thinking sample assessment advice Core 1](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/elective-courses/media/documents/critical-thinking-s5-sample-assessment-core-1.docx).

## Task details

**Type of task:** Two portfolio extracts, each of an article and table of credibility questions. One reflection piece.

**Focus question:** How can I show my critical thinking when judging media articles? Reflect on what it is to be a critical thinker and create a reflection text responding to the prompt: Compare the ‘Use the news’ questions with Toulmin’s model of argumentation and decide which method is preferable in developing critical thinking?

**Weighting:** school-based decision

**Outcomes assessed:**

* **CT5-1** distinguishes different modes of thinking and identifies the characteristics and perspectives that are central to critical thinking
* **CT5-4** undertakes research and engages in evident self-reflection throughout the critical thinking process.

[Critical thinking course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/critical-thinking#/asset2) © NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales, 2021.

**Learning intention**

Students are learning to use critical thinking to analyse and use credible research to inform their thinking.

**Success criteria**

Students can:

* interrogate and evaluate media sources
* re-evaluate claims based on credible research.

### Task instructions

Select **2** media articles on **1** issue of interest reported in the media (print or multi-modal). Analyse the credibility of the articles and use critical thinking questions to determine their relevance when developing your critical thinking skills.

### Task steps

1. Choose an issue that relates to your interests, such as:
2. impacts of social media
3. peer pressure
4. climate change.
5. Discuss your choice with your teacher.
6. Collect **two** media articles (print or multi-modal) about the issue from a range of sources. You may like to visit:
7. [DOGO News – Kids news](https://www.dogonews.com/)
8. [ABC education.](https://www.abc.net.au/education)

**Note:** customise the list to suit the reading levels and interests of the students.

1. Individually or collaboratively with a peer, analyse each article considering the source and possible bias using a selection of questions from the [Use The News: In media arts or across the curriculum](https://www.abc.net.au/education/media-literacy/use-the-news-media-arts/11534142) (ABC Education) website. You may choose to use the template from the example below.
2. Reflect on the characteristics and perspectives that are central to critical thinking and create a reflection text responding to the prompt: Compare the ‘Use the news’ questions (model 1) with Toulmin’s model of argumentation (model 2), which method is preferrable in developing critical thinking? To do this you could:
3. Identify the perspectives and ideas central to critical thinking.
4. Decide how the ‘use the news’ questions can be useful in developing your critical thinking?
5. Compare and contrast the ‘use the news’ questions with the Toulmin’s model of argumentation prompts.
6. Critically analyse and make a judgement as to which parts of each model are useful in the critical thinking process using examples from the table.
7. Make a final supported argument about which model is preferable when applying critical thinking by judging the credibility of media articles.

### Example of credibility questions

This is **one** worked example using the article [Video gaming may be associated with better cognitive performance in children](https://www.nih.gov/news-events/news-releases/video-gaming-may-be-associated-better-cognitive-performance-children) (Chaarani et al 2022). This process will need to be repeated for the second article.

**To analyse each article:**

* Answer the ‘credibility test’ questions. Some of these questions are from [Use The News: In media arts or across the curriculum (ABC Education)](https://www.abc.net.au/education/media-literacy/use-the-news-media-arts/11534142), however, you may choose different questions.
* Use your answers to the questions to fill in the ‘information from article column.’
* Conduct further research on the information you find.
* Determine whether bias is present.

Table – credibility test questions adapted from [Use the news](https://www.abc.net.au/education/media-literacy/use-the-news-media-arts/11534142) (ABC Education)

|  |  |  |  |
| --- | --- | --- | --- |
| ‘Credibility test’ questions | Information from the article | Further research | Is there bias or fairmindedness? |
| Who wrote this article and why? | A group of researchers wrote a research article and then wrote this news release article to explain their research that the National Health Institute (NHI) published | The research article this came from is found at the bottom of the page [Association (relationship) of Video Gaming With Cognitive Performance Among Children](https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2797596?utm_source=For_The_Media&utm_medium=referral&utm_campaign=ftm_links&utm_term=102422) (Chaarani et al 2022). | The news article explains the research article in simpler terms, allowing more people to understand. |
| Where is it published? | The website for the National Institute for Health. | They are part of the US department of health and human services. | A government website may be less likely to have bias. |
| Who is the audience?What does the writer want them to do? | The audience is the general public. The writers of this news release want people to read the research and agree with them – that a different point of view about children and gaming should be considered. |  | The readers would understand the research and look for evidence in the article. |
| Who is making the news? | National Institute on Drug Abuse (NIDA) and other entities of the National Institutes of Health. | They are part of the US department of health and human services. | These may be trustworthy as they are not for profit and do not have a vested interest in people buying computer gaming products. |
| What emotive language is used? | Technical and scientific words are used rather than emotive words (words showing emotion) or hyperbole (extreme language). |  | Modality (how emotive a text is) is mostly fair and non-emotive. The writers rely on their scientific findings – rather than emotion to convince the reader of their point. |
| Are parts inaccurate, unfair or biased? | The article downplays the numerous studies that linked computer gaming with negative mental health in teenagers – saying that it was not statistically significant. This may encourage more research in their study area rather than mental health. | Further research revealed that a larger number of articles disagree with these findings. | While the article does not present a counter (opposite) argument, it does point out that the researchers “stress that their cross-sectional study does not allow for cause-and-effect analyses" and that "their findings do not mean that children should spend unlimited time on their computers, mobile phones, or TVs," Which may be considered as some fairmindedness. |

## Options for marking

**Note:** Three types of criteria are available for use and teachers will need to decide which one, or combination, best serves their students. Marking guidelines may be useful for teachers to holistically assess a student’s evidence of learning while the grade descriptors may be useful in reporting progress to parents. The rubric on the aspects of the task may be useful for students to self-assess or peer assess and could be used formatively. Figure 1 shows a [combined rubric](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/elective-courses/media/documents/critical-thinking-s5-core-2-assessment-task-combined-rubric.docx) which is a combination of the marking rubric and the marking guidelines. It can be used to visualise the relationship between the 2 tables. Additionally, the combined rubric illustrates the outcomes and how they relate to the indicators, which drive each progression in the rubric.

### Marking guidelines

Table – marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guidelines |
| A | * Makes a judgement about the extent to which bias is present in the articles and links several pieces of evidence to this inference including identification of author and purpose and language choices.
* Makes a supported judgement from further research about the effect of the arguments, counter arguments and potential arguments on the articles’ credibility.
* Explains reasons for the processes in each model comparing their similarities and differences. Draws conclusions between the relevance of the model and the quality of the critical thinking it supports.
 |
| B | * Makes a judgement about bias in the articles and links several pieces of evidence to this inference including identification of author and purpose and language choices.
* Recognises the absence of a counter arguments in articles and suggests possible counter arguments.
* Explains some reasons for the processes in each model comparing their similarities and differences with an evidenced reason for which process is preferable.
 |
| C | * Makes a judgement about bias in each article and gives a reason which may be a recognition of the author's purpose or the language choices.
* Recognises the absence of a counter argument and suggests one possible counter argument.
* Describes the questions from the credibility test and the features of Toulmin’s model to compare and gives a reason for which process is preferable.
 |
| D | * Makes an unsupported statement about bias in the articles.
* Recognises a counter argument in one of the articles.
* Recognises emotive language and suggests a reason for this language choice.
* Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and makes a statement on which process is preferable.
 |
| E | * Responds to some questions in the table.
* Names the authors and publishers.
* Identifies a piece of emotive or a lack of language.
* Describes the questions from the credibility test or the features of Toulmin’s model of argumentation.
 |

### Grade descriptors

Table – grade descriptors

|  |  |
| --- | --- |
| Grade | Descriptors |
| A | The student has **extensive** knowledge and understanding of the research skills needed for critical thinking. They have displayed an extensive level of understanding when determining the relevance of the model that might be used to support an argument. In addition, the student has achieved a very high level of competence in the skills of analysing for bias and can apply these skills to new situations. |
| B | The student has **thorough** knowledge and understanding of the research skills needed for critical thinking. They have displayed a thorough level of understanding when determining the relevant model that might be used to support an argument. In addition, the student has achieved a high level of competence in the skills of analysing for bias and can apply these skills to most situations. |
| C | The student has a **sound** level of knowledge and understanding of the research skills needed for critical thinking. They have displayed a sound level of understanding when determining the relevance of the model that might be used to support an argument. In addition, the student has achieved an adequate level of competence in the skills of analysing for bias. |
| D | The student has a **basic** level of knowledge and understanding of the research skills needed for critical thinking. They have displayed some level of understanding when determining the relevance of the model that might be used to support an argument. In addition, the student has achieved some competence in the skills of analysing for bias. |
| E | The student has an **elementary** level of knowledge and understanding of the research skills needed for critical thinking. They have named some points of argument without connection to reasons or evaluation. |

###

### Marking criteria

Table – marking rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Identifies writer and purpose | Identifies language choices | Identifies possible bias | Recognises counter arguments | Compares the models |
| A | Identifies the author and publisher and infers possible reasons why the article was written using the credibility questions. Identifies who the intended audience is for the article and what the writer wants them to do. Uses this thinking to make a judgement about the credibility of the article. | Identifies emotive language in the text and describes the effect this has on the reader and links the reason for the author choosing this language with the author’s purpose for writing. Makes a judgement about how this affects the credibility of the article. | Makes a judgement about the extent to which bias is present in the articles and links several pieces of evidence to this inference. | Suggests possible counter arguments using further research. Makes a judgement about the effect on the articles’ credibility. | Explains reasons for the processes in each model comparing their similarities and differences. Draws conclusions between the relevance of the model and the quality of the critical thinking it supports. |
| B | Identifies the author and publisher and infers possible reasons why the article was written using the credibility questions. Identifies who the intended audience is for the article and what the writer wants them to do. Uses this thinking to analyse the credibility of the article. | Identifies emotive language in the text and describes the effect this has on the reader and links the reason for the author choosing this language with the author’s purpose for writing. | Makes a judgement about bias in the articles and links several pieces of evidence to this inference. | Suggests more than one counter argument | Explains some reasons for the processes in each model comparing their similarities and differences with an evidenced reason for which process is preferable. |
| C | Identifies the author and publisher and infers one possible reason why the article was written using the credibility questions. Identifies who the intended audience is for the article and what the writer wants them to do. | Identifies emotive language in the text and describes the effect this has on the reader and why the author has chosen this language. | Makes a judgement about bias in each article and gives a reason. | Suggests one possible counter argument | Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and gives an evidenced reason for which process is preferable. |
| D | Identifies the author and publisher. Identifies a reason directly stated from the articles about why it was written. | Identifies a piece of emotive or unemotive language and suggests one impact this may have on the reader. | Makes an unsupported statement about bias in the articles. | Recognises a counter argument in one of the articles. | Describes the questions from the credibility test and the features of Toulmin’s model of argumentation and makes a statement on which process is preferable. |
| E | Names the authors and publishers. | Identifies a piece of emotive or unemotive language. | Responds to some questions in the table. | Responds to some questions in the table. | Describes the questions from the credibility test or the features of Toulmin’s model of argumentation. |

#### Combined rubric

**Note:** in the combined rubric in Figure 1, the columns show components of the outcomes in a progression from E to A (from Table 4) and the rows show how the holistic marking (from Table 2) can be described in more detail.

Figure 1 – [example of combined rubric](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/elective-courses/media/documents/critical-thinking-s5-core-2-assessment-task-combined-rubric.docx)



## Additional information

Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this assessment package for Critical thinking.

### Rationale

Critical thinking is a form of purposeful thinking that emphasises evidence and reasoning. In today’s world, where information is readily available, critical thinking is becoming more important than remembering and recalling facts. Society values critical thinking because it is an interdisciplinary and transferable skill. It means that no matter what path or profession is pursued, critical thinking skills will always be relevant and useful.

Critical thinking skills include the ability to deconstruct, analyse, synthesise and reconstruct ideas while emphasising evidence and reasoning. Those skills are part of every toolkit for success in educational and professional arenas.

The critical thinking course emphasises the fundamental attributes of critical thinkers and gives students a wide range of opportunities to transfer these skills across multiple disciplines. The course structure encourages students to think about thinking and transcend factual learning.

The core units introduce students to the key features of critical thinking, including how critical thinking is distinguished from other models of thinking. Students will learn about the process of argumentation and apply it to evaluate claims. Students will also gain practical research skills to collect information from various sources and evaluate their credibility.

A choice from the available options engages students in various areas of interest to reinforce the skills learnt from the core units. In addition, the options allow students and teachers to delve deeper into specific scenarios of interest. Students will be guided to ask probing questions to strengthen their critical thinking skills and challenge their perceptions of the world around them.

After completing the critical thinking elective, students will be able to apply critical thinking processes to analyse the strength and validity of information and claims. Those skills are valuable for learning in Stage 6. Critical and creative thinking is a general capability in most Stage 6 courses. By applying their critical thinking skills, students will deepen their understanding of content and skills across many disciplines.

### Aim

The course aims to engage and encourage students to develop their critical thinking skills and recognise the key aspects of a critical thinking mind. They will develop the essential skills to evaluate the vast and diverse amount of information they encounter in their daily lives. This will help them face future challenges in a continually evolving world.

### Purpose and audience

This assessment package provides a range of assessment strategies and supplementary material that can be used to support student achievement in the task outlined. This resource is for teachers when creating a program of assessment for the Critical thinking course.

### When and how to use this document

Use the assessment package in the context that best supports your school context.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning Intentions and Success Criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/560), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), [Quizlet](https://quizlet.com/) or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing secondaryteachingandlearning@det.nsw.edu.au.

**Alignment to system priorities and/or needs:**

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.5.2.

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, [Critical thinking](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/critical-thinking#/asset2) © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Critical thinking

**Course outcomes**: CT5-1, CT5-4

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: teaching resource

**Related resources**: further resources to support Critical thinking can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D, and Warrawong High School.

**Reviewed by**: this resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 21 October 2022

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**Evidence base**:

The range of assessment strategies outlined in the advice encourages ‘a variety of assessment methods each lesson to check for students’ understanding and inform what should be taught next’. (CESE 2020a:22). The assessment strategies outlined are student-centred, providing ‘students with opportunities to reflect on their progress to inform future learning goals’ (CESE 2020a:22).

The assessment advice complies with NESA’s assessment advice, outlined on NESA’s ACE website, NESA official notices and department memorandums. They:

* include statements of school procedures for allocating grades in Year 10
* set out requirements to retain student work samples to support grade allocation as required by NESA for the RoSA (NSW Department of Education 2006:7).

The assessment strategies outlined provide teachers with important information about whether students learned what was intended. Wiliam (2013:15) claims ‘the term formative should apply not to the assessment but to the function that the evidence generated by the assessment actually serves’.

## References

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