

Essential Skills Interactive Testing Centre

Activity Summary

- In this activity, students will:
- ◆ Participate in a pre-activity session
 - ◆ Create three interactive activities that test **Essential Skills** demonstration and associated complexity level.
 - ◆ Set up a “station” for one interactive activity
 - ◆ Administer interactive activity with student body
 - ◆ Collect results
 - ◆ Report on findings

Prior Knowledge

- **Essential Skills** and Complexity Levels
- Display techniques
- Data collection
- Report writing

Teaching Planning Notes

- Review assignment including prior knowledge required, assessment and evaluation tools and deadlines
- Arrange for use of common area in school for the “**Essential Skills** Testing Centre”
- Provide opportunities for students to experience similar “interactive activities” using other criteria (i.e. motor skills, hand-eye coordination) prior to creating their assignments (see Sample Pre-Activity)
- Provide materials for testing “station”

Assessment of Student Achievement

Task	Tool / Type
Activity	Try It, You’ll Like It Activity Rubric (Summative)

Activities and Assessment Materials

- **Essential Skills** Testing Centre Assignment
- Activity Rubric
- Pre-Activity Sample
- Pre-Activity Station Instructions
- Sample Testing Centre Skill Demonstration Assessment Tool



FOCUS ON LEARNING

Essential Skills:

Writing

Create Activities
Report

Thinking Skills

Create Activities
Set up Booth

Oral Communication

Administer Activity

Computer Use

Create Activities

Working with Others

Administer Activity

Numeracy

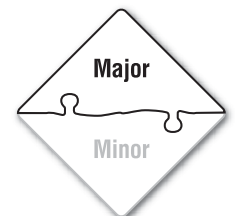
Collect Data

Reading Text

Collect Data
Report

Document Use

Data Collection Sheet



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Navigating the Workplace – GLN 4O

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

Navigating the Workplace – GLN 4O

Coded Overall Expectations	Coded Specific Expectations
ESV.01 – demonstrate an understanding of the workplace Essential Skills necessary for success in life, school and work	ES1.02 – gather information on the most important workplace Essential Skills requirements for a range of occupations and identify the varying complexity levels of tasks associated with these skills
ESV.02 – demonstrate effective use of literacy and numeracy strategies to support the application of the workplace Essential Skills (e.g., a pre-reading strategy for reading text; a calculation strategy for managing money) to complete specific tasks in authentic or simulated workplace settings	ES2.04 – Demonstrate effective use of strategies to communicate orally (e.g., active listening, paraphrasing, verbal affirmation) in authentic or simulated workplace settings

Try It, You'll Like It

Throughout your experiential learning opportunities you have repeatedly demonstrated the **Essential Skills**. You have also demonstrated that you understand the importance of **Essential Skills**, their complexity levels, and how they relate to your experiential learning placements.

Now is your opportunity to “test” your fellow students to see how well they can demonstrate their **Essential Skills** and at what level of complexity. For most of us, regular tests are not something we look forward to. However, interactive tests (like those at the Science Centre and Nature Centre) are fun for most as the element of curiosity to see how well one does, usually wins people over!

Your assignment is to create a fun, interactive activity that tests students' **Essential Skills**. You will collect data during the activity and report your findings.

Part One: Activity Descriptions

Choose three **Essential Skills** (consider the ones you have used most often during your experiential learning placement). Create a brief description of an interactive activity for each that will assess the complexity level of skill development. Provide a rough outline.

Part Two: Detailed Activity

Choose one of the above descriptions and create a detailed activity that meets the criteria listed below:

- Activity Title (be creative)
- **Essential Skill** being Assessed
- Activity Description (1-2 sentences)
- Activity Instructions
- Materials Required
- Evaluation Method
(how will you/they know the complexity level of their skill development?)
- Data Collection Sheet

Part Three: Interactive Activity Station

Based on the criteria for the above activity, create your interactive activity station. Remember, there will be lots of students at this testing centre and in order to “get their attention” your station has to attract them!

Try It, You'll Like It

Part Four: Data Collection and Reporting

Prepare a data collection (tallying sheet) to record the highest level of complexity that students were able to demonstrate at the station. Collect the data by gender. Submit a chart showing the total number of people that took the test and complexity level achievement based on gender. In addition to the chart, answer the questions below in a brief one-page double-spaced report.

Introduction

1. Provide the name of your activity, the **Essential Skill** it was testing and how you tested for the four or five various complexity levels.
2. Describe briefly what test subjects had to do.

Findings

1. Describe your findings based on the chart.

Conclusions

1. What conclusions can you draw from your data? (2-3 points)

Recommendations

1. What recommendations would you make based on your findings?
2. Do you think students enjoyed the activity? Why or why not?
3. If you could improve upon your activity, what would you do next time?

Try It, You'll Like It Activity Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<p>Knowledge and Understanding Demonstrates an understanding of the <i>Essential Skills</i> and corresponding complexity levels</p>	Limited	Some	Considerable	Thorough
<p>Thinking and Inquiry Critically analyzes their findings and draws conclusions from their data</p> <p>Effectively explains relationships and connections in the data studied</p>	Limited	Moderate	Considerable	High Degree
<p>Communication Clearly and concisely communicates opinions and ideas based on research</p> <p>Demonstrates effective use of literacy and numeracy strategies in their written report</p>	Limited	Moderate	Considerable	High Degree and With Confidence
	Limited	Moderate	Considerable	High Degree

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Try It, You'll Like It Sample Pre-Activity

Prior Knowledge

To help students understand “what” an interactive activity would look like, have them participate in some interactive activities in the classroom prior to beginning this assignment. These activities are not based on the *Essential Skills*, but show students how the concept works. Chances are if you demonstrate some ideas for *Essential Skills*, it will disengage students from coming up with their own and may also reduce the number of ideas that are available to them. Create five or more stations in the classroom based on the following activities. Students are to circulate from one activity to another and record their results. Once the activities are finished, discuss why they liked them (interactive) and relate it to their upcoming assignment.

SKILL	ACTIVITY	MATERIALS NEEDED
Manual Dexterity	Complete a 3-storey house of cards	Decks of cards Table with non-slip surface
Creativity	Develop a slogan based on a photograph, product or service	Several different images from either magazines, books or newspapers
Spatial Perception	Decide how many selected objects would fit into a specific space OR Put selected objects into a specific space (some leftover)	Containers of varying sizes Objects that fit into containers Squares/triangles, diamond shapes, etc.
Eye Hand Coordination	Hammering nails into a board Putting thread into a needle Painting a thin line in a limited area over and over	Nails/Boards/Proper Surface Thread and Needles Paint/Paint Brush/Paper, Cardboard, Drywall Pieces, Drop-sheets
Finger Dexterity	Assemble pins, washers and/or collars into a peg board	Pins, washers, collars, peg boards OR Pegboards similar to nursery schools/kindergarten classrooms

Try It, You'll Like It Sample Pre-Activity

Booth/Station Instructions

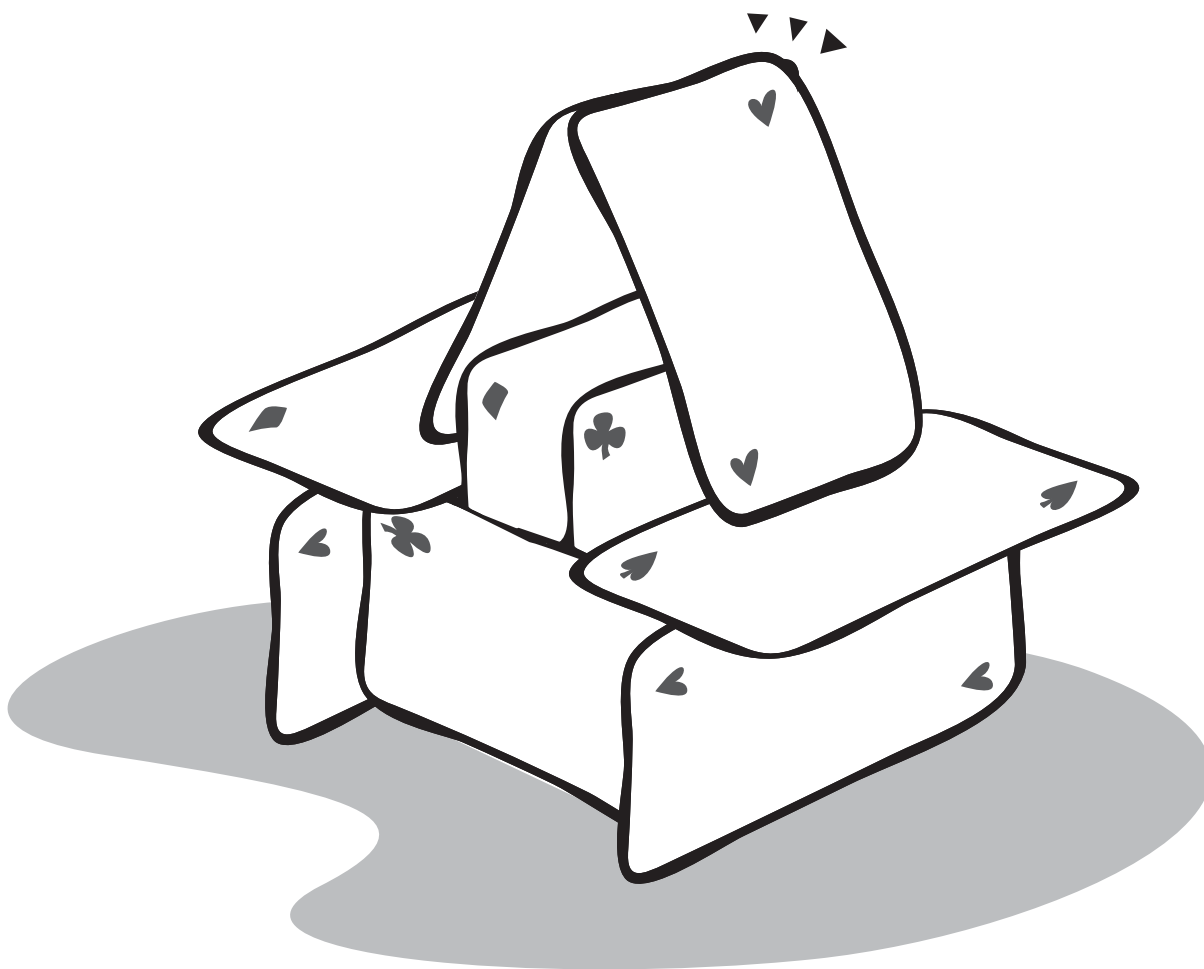
How is your Manual Dexterity?

The House of Cards!

Think it's easy? Think Again! Using the cards on the table, create a 3-storey house!

How did you do?

Record your results on your evaluation sheet and move onto the next station.



Try It, You'll Like It! Sample Testing Centre Skill Demonstration Assessment Tool

Testing Centre Participant _____

ACTIVITY TITLE	SKILL DEMONSTRATED	SUCCESS RATE				
		(LEVEL 1=LOWEST; 5=HIGHEST)				
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
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