



PARSEL teaching –learning materials compiled by the consortium
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Analysis of newspaper/magazine news about socio-scientific issues

Assessment

This task assessment can be based on a student assessment tool, presented next (Table 1). Each student can be assessed in relation to different criteria, according to a performance scale (varying from 1 to 4). At the end, teacher can proceed to a quantification of the overall student performance (final percentage = obtained score x 100 / maximum possible score).

This student assessment tool is only a suggestion. Teacher can include other criteria for assessment whenever he/she finds it appropriate for the objectives he/she defined previously. The presented assessment criteria are examples, which concern only some dimensions:

1. Knowledge dimension (correct concept use; comprehension of the relations STS-E).
2. Reasoning dimension (information selection; critical analyse of the text; quality of the conclusions)
3. Communicational dimension (presentation and discussion of conclusions).

Criteria for assessment		S	Ana Maria	João	Laura	(...)
Correct concept use	Student uses incorrectly all the scientific concepts	1				
	Student uses incorrectly many scientific concepts	2				
	Student uses correctly some scientific concepts	3				
	Student uses correctly all the scientific concepts	4				

Developers: Galvão, C., Reis, P., Freire, A. e Oliveira, T. (2006). Avaliação de competências em ciências: Sugestões para professores do ensino básico e do ensino secundário. [Competence evaluation in science. Suggestions for basic and secondary education teachers]. Lisboa: ASA.

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STS-E relations comprehension	Student does not comprehend the complex net of relations between Science, Technology, Society and Environment	1				
	Student can comprehend the influence that science and technology exerts over society and the environment, but is unable to comprehend the influence that society has over scientific and technologic activity	2				
	Student presents some examples of the interaction between science, technology, society and the environment	3				
	Student comprehends the complex net of relations between science, technology, society and environment	4				
Information selection	Student does not select any relevant information	1				
	Student selects only a small amount of relevant information	2				
	Student selects some relevant information	3				
	Student selects a great amount of relevant information	4				
Critical analyse	Student does not show clearly any critical analysis, as he/ she does not question the truthfulness of the information presented by the news	1				
	Student shows some critical analysis skills, when he/ she points some scientific inaccuracy in the issued presented by the news	2				
	Student shows some critical analysis skills, when he detects some scientific inaccuracy, stereotypes, preconceptions and manipulation attempts made by the news	3				
	Student shows refined critical analysis skills, when he clearly detects scientific inaccuracy, stereotypes, preconceptions and manipulation attempts made by the news.	4				
Conclusions quality	Student presents inconsistent reasoning and does not answer to any of the proposed questions	1				
	Student presents inconsistent reasoning and answers only to few of the proposed questions	2				
	Student presents inconsistent reasoning but answers to many of the proposed questions	3				
	Student presents a consistent reasoning and answers to the proposed questions	4				
Presentation and discussion of the conclusions	Student does not participate in the presentation and discussion of the conclusions	1				
	Student participates in the presentation of the conclusions, but he/ she does not participates in the final discussion	2				

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	Student participates in the presentation of the conclusions and discuss appropriately some of the main presented issues	3				
	Student participates in the presentation and discussion of the conclusions and can justify correctly his/ her ideas	4				
TOTAL						_/24

Table 1 – Student assessment tool