

- ✓ Types of Assessment in PACEs ✓ Scoring Essentials for Students and Supervisors
- ✓ Scoring Maths ✓ Scoring Grammar ✓ Scoring Scripture ✓ Part Marks
- ✓ Making the Most of Assessments ✓ Avoiding and Dealing with Failed Tests

Homeschool **Assessment** *Manual*

Accelerate

MANUAL

CHRISTIAN HOMESCHOOLING



HOMESCHOOLING

© Southern Cross Educational Enterprises Ltd & Accelerate Christian Home Schooling 2019

All rights reserved. Printed in Australia. This Unit may not be reproduced in whole or part in any form or by any means without permission from Southern Cross Educational Enterprises Ltd.

Contents

Part 1 – Formative and Summative Assessment in PACEs 3

<u>Formative Assessment</u>	3
<u>A. Scoring Strips</u>	4
<u>B. Supervisor Score or Initial</u>	5
<u>C. Checkups</u>	6
<u>Summative Assessment</u>	7
<u>Self Tests</u>	8
<u>PACE Tests</u>	8

Part 2 – Scoring: principles 10

<u>Language Principles</u>	11
<u>Spelling</u>	11
<u>Capitalization</u>	12
<u>Punctuation</u>	13
<u>Use of Similar or Synonymous Words or Phrases</u>	14
<u>Use of Abbreviations and Full Names</u>	16
<u>Whole sentences</u>	16
<u>Grammar</u>	17
<u>Maths/Science Principles</u>	19
<u>Part Marks</u>	19
<u>Checking</u>	21
<u>Units</u>	21
<u>Brackets and Set Notation</u>	21
<u>Correct Symbols</u>	21
<u>Rounding and Significant Figures</u>	22
<u>Scriptures</u>	22

Part 3 – Scoring Tests 23

<u>What's it worth?</u>	23
<u>Pass Marks and Failed Tests</u>	24

Introduction

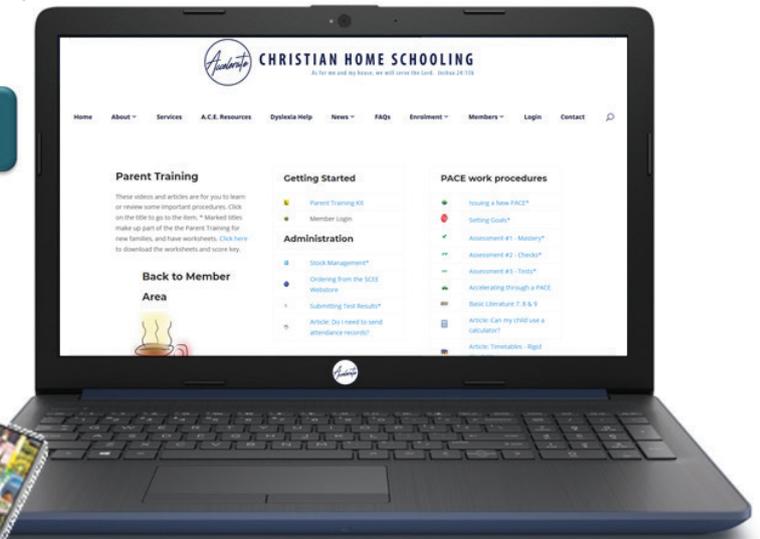
Assessment is the responsibility of the parent. Accelerate Christian Home Schooling cannot assess your children's work or score their tests for you.

*What we **can** do, however, is give you the **training** to help you to do this. Our **Parent Training Manual, Parent Training videos, Hints and Tips, Newsletters, and now this Assessment Manual** are part of our commitment to empower parents to be able to assess their children with confidence and equity.*

Our goals in this manual are:

- *to help you to be confident in the assessment process, so that*
- *your children will be ready when they come to do the PACE Test, and*
- *that the scores they receive are a true indication of mastery.*

You should watch the Parent Training videos: Assessment #1, Assessment #2 and Assessment #3 more than once, especially if you learned new ideas from them. Only practice and review will ensure that you retain the important information.



Part 1

Formative and Summative Assessment in PACEs

Formative Assessment

Formative assessment is on-going, along-the-way assessment. Its purpose is not to assign a score or grade to the student's record of results, but to make sure the student is on track. It is not the destination, but a waymarker.



A Waymarker

In PACEs, there are three main types of **formative** assessment:

- A. Scoring Strips
- B. Supervisor Score or Initial
- C. Checkups

Other types may occur in some PACEs, but these three enable both student and supervisor to maximize the learning that takes place in the PACE.

Each type of **formative** assessment has an important role to play.

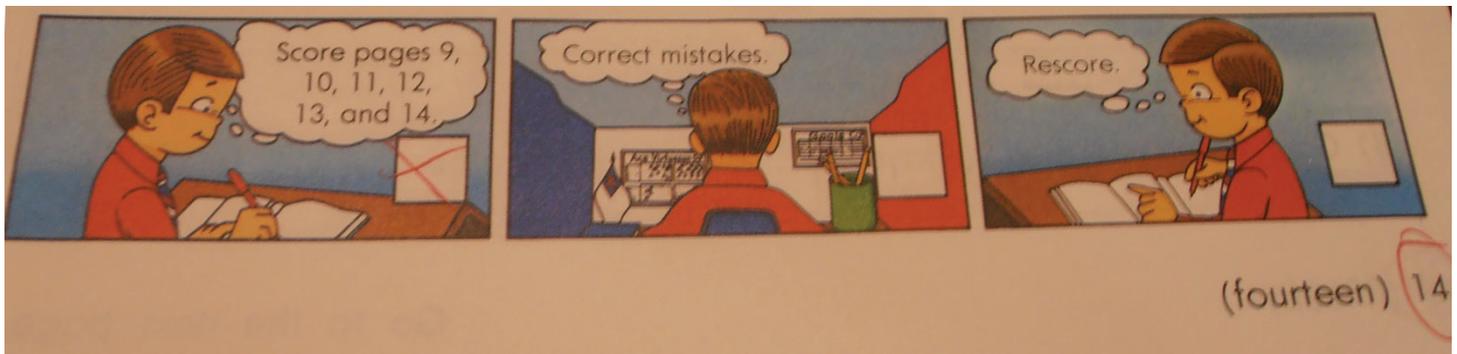
They are **similar** to each other in that the student must stop and check their understanding of the work so far.

They are **different** in the way the supervisor interacts with or intervenes in the student's learning.

Each form of assessment involves **student responsibility** and **supervisor responsibility**.

Our training video, "Assessment #2 – Formative Assessment (Checks)" details the way of getting the most out of the scoring strips and checkups, and you would do well to review this several times. Don't take shortcuts.

A. SCORING STRIPS



Student Responsibility: Maximum

Supervisor Responsibility: None (at the time of assessment)

Although the supervisor does not take direct responsibility for the assessment, he or she has the responsibility of making sure that the student is using the scoring strips properly.

The easiest way to do this is to follow the student around, watching carefully to ensure that the procedures are followed.

This is not the best way, however! The aim is to teach your child to take ownership of their own learning, and following them around sends the message that you do not trust them.

Instead, you should make sure that the scoring procedures are set up properly in the first place, as shown in the **Parent Training Manual**. Specifically:

- Scoring is done at a “Scoring Station” away from where the child is working, so that they have to move conspicuously from one place to the other;

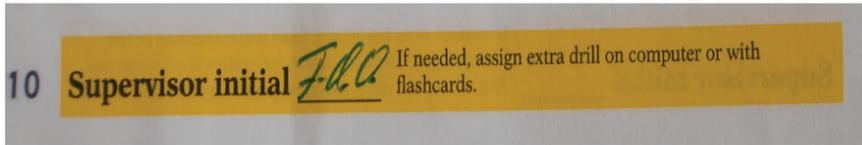
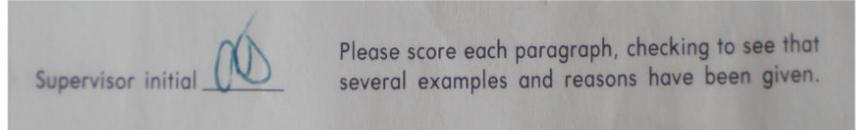
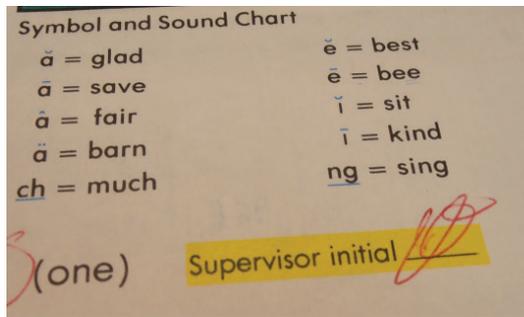
- Initial scoring is done using a red pen, which is kept at the Scoring Station. The child should not take their pencil to the Scoring Station. This is verified when the first checkbox on the Scoring Strip is checked in red.
- Any errors are corrected back at the student work area. This is verified when the second checkbox on the Scoring Strip is checked in pencil.
- Rescoring (if any) is done back at the Scoring Station. This is verified when the third checkbox is checked in red.

There will be opportunities for you to glance at the Scoring Strips. This of course does not **guarantee** that your child is following the procedures, but it should show up any major problems. Remember, the PACE Test will show if the student has truly taken ownership of their learning.



Not the best way to supervise!

B. SUPERVISOR SCORE OR INITIAL



Student Responsibility: Minimum

Supervisor Responsibility: Maximum

The most important role the student plays is in making sure that they ask their supervisor to check their work before proceeding. Sadly, it is one of the most commonly breached procedures; either because they are impatient to finish their goals, or the supervisor is not available. **Both reasons rob the student of the opportunity to learn.**

Don't underestimate the importance of the **Supervisor Score** or **Supervisor Initial**! Here, it is recognized that the student simply cannot assess their own work, and the Supervisor becomes the Teacher.

There is always a **Supervisor Initial** required on the first page of the PACE. The worst thing a supervisor can do is to issue a new PACE and just expect or allow the student to start work on their own.

The first page is where

- the goals are articulated,
- new vocabulary is introduced, defined and pronounced, and
- the Scripture verse is introduced.

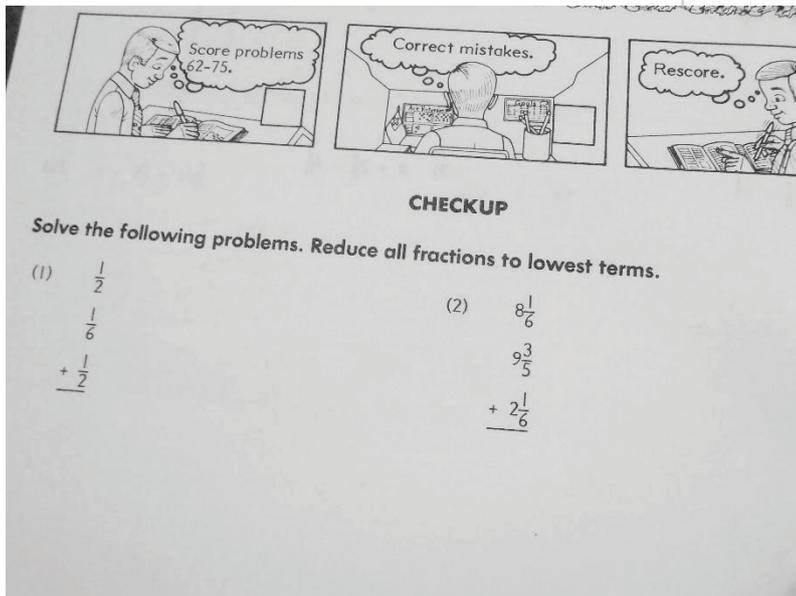
For all **Supervisor Score** or **Supervisor Initial** pages, you should read any instructions given; for example, **“Please score each paragraph, checking to see that several examples and reasons have been given.”**

Don't just “rubber stamp” the section. Your intervention is called for, for an important reason. This is not something the student alone can accomplish, so take this step very seriously.

INTRODUCING THE SCRIPTURE VERSE

This is where the supervisor has the opportunity to discuss the Scripture, point out tricky punctuation, explain difficult words or phrases, and, most importantly, begin to connect its meaning with the student's own circumstances. Here, you can sow the seed of God's word into the rich soil of the child's heart.

C. CHECKUPS



Mastery (90%) of the Checkup is required, but 60% plus 30% worth of looking back is not mastery!

This is where the supervisor has a high degree of responsibility, and a great opportunity to help their child be prepared beforehand.

Students should not do a checkup without the Supervisor's permission. Use this fact to get a picture of how your child is progressing. Before signing, isolate any problem areas before they become issues. Quiz the student on random points, focusing on areas where problems are obvious from the scoring. Ask questions in

a different way from how they are in the PACE, to make sure they are not just memorizing phrases. Only give permission when you are satisfied they are ready.

Finally, sign or initial the checkup as your mark of approval to continue. This simple signal becomes a habit that will prevent any future corner-cutting, and keeps the process orderly and far more likely to succeed.

You know what's going on. They know you know. You know they know you know... and they know it.

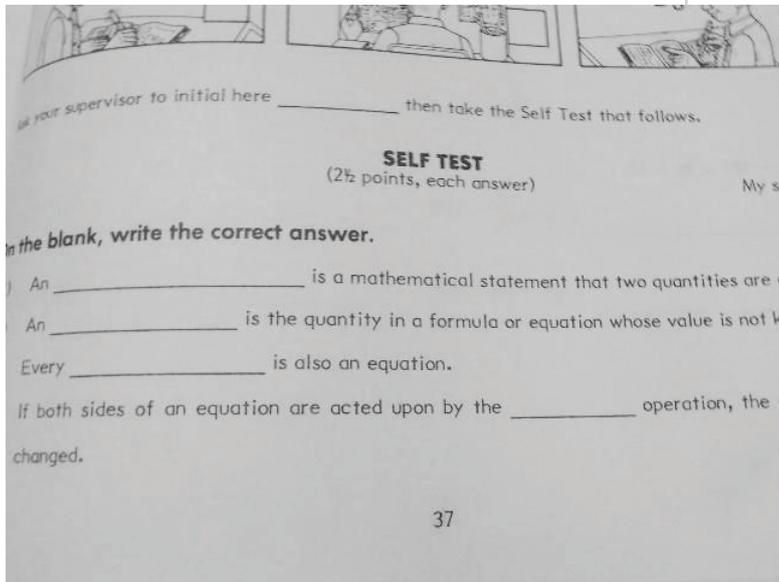
Student Responsibility: Maximum

Supervisor Responsibility: Very High (before the assessment is done)

The Checkup is a valuable way for the student to evaluate their understanding of one third of the PACE. They should be trained to use this as a test, but one with only mild consequences if they don't do well.

Students are permitted to look back over the PACE if they need to, but not just to copy the answers so they can "pass". Every occurrence of having to look back should warn the student that they need to review more effectively.

Summative Assessment



should be concerned if any looking back is needed at this stage.

For this reason, there is a greater importance for the supervisor to go back over the PACE, pick the occasional question from checkups, and make sure that all activities were done properly before signing the Self Test and allowing the student to proceed.

Mastery (90%) of the Self Test is required, but any looking back signals that mastery has not really been accomplished, and your job as supervisor is to make sure that your child has really mastered the work before attempting the PACE Test. A failed PACE Test is a failure shared between student and supervisor.

SELF TESTS

The Self Test is summative, in that it assesses the whole of the PACE, but it is not the final test. In one way, it is a “practice” test before the PACE Test, but it has its own important role to play: It provides assessment information for the student, while the PACE Test provides assessment information for the supervisor.

The Self Test lets the student know how well they know the PACE, and gives a last opportunity to fix any holes.

Students are permitted to look back over the PACE if they need to, but **only with the supervisor’s permission**. Both the student and supervisor

When your child has passed the Self Test to your satisfaction, spend some time reviewing any problem areas, and ask the odd random question, preferably putting the question in different words. Ask them if they are ready for the test. If they want to review further, let them. If they say they are ready, take the PACE from them and do not let them review it further.

Give the test first thing the next morning. Not after the weekend; not the same day.

Of course, you cannot learn on behalf of your child, and you cannot be held completely responsible for their attitude. You can, however, take realistic measures to minimize the likelihood of being unprepared.

PACE TESTS



The teaching process of the PACE involves the student taking on more and more of the responsibility for their own learning. This includes scoring their own work and holding themselves accountable for their own diligence and honesty.

PACE tests, however, require **external** accountability. There is no possibility of looking back; no possibility of changing the answers. All the checks and balances have been applied – ongoing assessment, Checkups, and finally the Self-Test have all been passed. Doing the PACE test should be a mere formality! This does not mean, however, that it should be treated lightly.

Safeguard the security of PACE Tests.

- ✓ **Before issuing a Score Key:** Remove the Test Key from the Score Key and file it in a secure place.
- ✓ **Before issuing a new PACE:** Remove the PACE test from the PACE and file it in a secure place.

The student should not know what will be asked in the test, or else they could feel they only need to review some of the work. The security surrounding the PACE test should be as stringent as any external examination. Armed guards and locked vaults may not be necessary in a homeschool situation, but supervising parents must be confident that their children are as honest as they are diligent.

When we talk about a secure location to store PACE Tests, we mean as secure **as they need to be**. Locks may be involved, or maybe just a solemn injunction. We strongly recommend at least a special folder kept in **your** filing area, not in the child's filing area.

PACE Tests should of course be done in strict test conditions, under "close" supervision. You should always be nearby, even if not in the same room. Remove the temptation of cheating without projecting distrust.

PACEs should have been handed in the day before, and score keys are not in any way accessible. The test should be handed in as soon as it is finished, and kept in a secure place until you score it.

You should score the test as soon as possible; certainly before the next PACE is issued.

When you issue a new PACE to your child, go over the previous test with them and show any areas of weakness, perhaps setting extra activities to cover those weaknesses.

Do **not** allow your child to “correct” their work on the PACE Test. The test should be an accurate record of what the student did to achieve the mark they received. If there are any corrections or review activities that will help your child understand the work, do this on separate sheets. This is particularly important for tests that are sent for moderation: Corrected tests do not allow moderators to understand how the student’s marks were allocated.



“Test conditions” – Keep an eye on the work area, even if not in the same room – a mixture of trust and accountability.

Part 2

Scoring: principles



Apart from “True/False” or multiple choice tests, scoring will always have the potential for subjectivity; that is, room for personal opinion or judgement.

For example, if the answer is “James Cook” and a student writes, “james cook”, we can easily see how some penalty for lack of capitalization would apply. However, if the answer is “tree” and the student writes “Tree”, should there be such a penalty?

In fact, yes. Perhaps.

It may seem trivial, but remember that A.C.E. is not simply about parroting answers, but also about learning **critical thinking and writing skills**.

This section deals with correct scoring. Because every school and every homeschool family has different individuals who score work, each with their own skills, levels of strictness and understanding of the students they work with, the goal is to train people to be equitable in assessment. No matter if a student is in a small school in Suva or homeschooled child in Tasmania,

93% in Maths 1049 test should mean the same thing.

This is why tests for Year 12 pathway subjects have to be “moderated.” Moderators are trained to score tests according to strict rules, without knowledge of the child or bias towards passing the child, and check that the supervising parent or teacher who marks the tests are being equitable. This way, students who show their Year 12 Certificates can be confident that their achievement is not just “mum’s opinion.”

Although moderation only applies to PACE Tests at Year 11 and 12 level, the principles of scoring apply to all levels, and for all scoring including the child’s scoring when they reach a Scoring Strip. We are not *insisting* that parents apply *every* principle, though we strongly recommend to all parents that these principles be understood, and gradually taught to students to improve their answers. Training children as early as possible also makes the transition to Year 11 and 12 easier, when the principles are applied rigorously.

Remember – Students score their work several times during the PACE, and so they should know the standard that is expected by the time they do the test.

Point out instances you see where your child has not corrected mistakes to the standard of the score key.

If they claim responsibility for scoring their own work, they should not excuse themselves for sloppy scoring. If they say that their answer is “close enough,” they are essentially arguing with the writers of the PACEs.

They may have a valid argument, of course. Nobody would insist that there is only one way to think, and we encourage creativity in our children; however, if one wants to change the way something is put, they should be prepared to present a strong argument. Simply not taking the trouble to learn the wording is not the same as finding other ways to word it.

These principles of scoring will be treated one at a time, in two main sections:

- Language principles
- Maths/Science principles

The overarching principle is this: The Score Key contains the correct answer.

Any variation from the Score Key should be treated as a *possible* error.

There are many times when answers may be flexible, but these will become obvious with time. Students and supervisors should never just say, “Near enough” and ignore the variation. If there is any variation, ask “Why?”

If an answer differs in even the slightest way from the score key, it may not be completely correct. You should check every letter, digit and punctuation mark. That is not to say that the answer is wrong, but you cannot allow “close enough” without proper consideration. If you are ever in doubt, you should contact us.

Language Principles

SPELLING

Spelling is a **key focus** of A.C.E. learning.

Spelling is required to be correct, whether in essays or in single word answers. If you train a child from the start not to accept incorrect spelling, they will learn to be diligent and make an effort to master any weakness.

If your child has a particular problem with spelling, then of course you can be flexible. You should encourage them to learn, not frustrate them by constant and inevitable penalization for a genuine problem.

If the problem is due to carelessness, then a consequence is the best way to encourage care.

Words should never be misspelled if copied from the text. Watch for instances of this in the PACE.

How to score spelling errors in tests:

Only penalize a misspelt word or form of the word the **first** time it occurs in the test (deduct ½ point).

Example: If your child writes **corellate** in one part of the test instead of correlate, then **correllational** in another part instead of **correlational**, treat it as the same spelling error and just deduct a half mark for the first occurrence.

Only penalize a word once, even if it has two mistakes in it.

Example: If your child writes gramer instead of grammar, there are two errors in it, but it is only one misspelled word, so only deduct ½ point.

Important: This does not apply to Etymology or Word Building, where the words have been taught as **spelling** words. These subjects require perfect, letter-for-letter spelling, since students practise the words over and over before the test. If there is any error in a spelling word, deduct the full value of the word.

For other subjects, the spelling is **part** of the answer, as the answer must not only be correct but also communicated well.

Example: If your child writes, “Electrons have a **negative** charge” (misspelling negative), deduct a half point even though they knew the answer perfectly.

CAPITALIZATION

Capitalization rules apply to **all** subjects. Students should know the capitalization rules.

A misplaced capital or small (upper case or lower case) letter is like a misplaced letter. It should be treated as seriously as spelling.

Students should not write in all upper case letters (“Block letters”). There are occasions, for example filling in forms, when block letters could be desired. People sometimes claim that using block letters helps to keep their answers neat. Do not accept this reasoning. Students should be able to communicate neatly using upper and lower case letters, especially in tests. Remember, a PACE Test is the student’s communication of

their knowledge and understanding to the person scoring it, so there is a real responsibility to make the communication respectfully neat.

Have you ever received a text or email written in all upper case? In today’s social protocol, upper case is considered “shouting” and therefore can be considered offensive. Perhaps your child will accept this as reason enough to refrain from using block letters.

The main reason for **not** using block letters, however, is so that a student has the opportunity to show that they can communicate effectively – in this case, that they know the capitalization rules. At this level, students are expected to follow capitalisation rules correctly.

Watch for the habit of using seemingly random capital letters out of place.

Example: CapTain Cook.

If their letter forms are ambiguous – for example if their lower case “k” looks too much like an upper case “K”, ask your child to show that they can form their letters properly, and remind them that confusing lower and upper case letters is not good communication, and is as serious as misspelling.

If your child does this in a test, simply take off a total of a half point. Mark it as “untidy” or “unclear” and encourage them to do better in future.

More importantly, however, is the rule that common nouns begin with a lower case letter, except at the start of a sentence or as part of a title. Proper nouns, however, should always begin with a capital or upper case letter.

The smallest unit of matter is the atom. [correct]

The smallest unit of matter is the Atom. [incorrect]

Atoms are the smallest units of matter. [correct]

atoms are the smallest units of matter [incorrect]

The score key answer should be followed.

Examples in Word Building and Etymology PACEs ensure that common nouns being looked at are in the middle of the sentence, and never capitalised.

PUNCTUATION

The most common punctuation error is that students don't use punctuation at all! This is why we need to be very strict with the use of punctuation in the child's work, especially in tests. You should take a half point if at least one sentence does not end in the appropriate punctuation mark. If you are aware of other punctuation errors, run-on sentences, or misused punctuation, mark these as well.

Include punctuation within sentences. Sentences that are required to be memorized, such as "wise sayings," Scriptures and direct quotes may include punctuation marks, especially commas.

Students may argue, in a test, that strict adherence to punctuation rules is pedantic and

Punctuation is not important!
Meaning is what's important!

Why do we use punctuation?

Let's see...

... to clarify meaning...

... which is what's important...

The screenshot shows a web browser window with the URL <https://www.thefreedictionary.com/punctuation>. The page displays two entries for the word "punctuation".

The first entry is for "punc·tu·a·tion" with the phonetic transcription (pŭngk'chōō-ā'shən). It is a noun with two definitions:

- The use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning.
- The marks so used.

The second entry is for "punctuation" with the phonetic transcription (ˌpʌŋktʃuˈeɪʃən). It is a noun with three definitions:

- (Linguistics) the use of symbols not belonging to the alphabet of a writing system to indicate aspects of the intonation and meaning not otherwise conveyed in the written language
- (Linguistics) the symbols used for this purpose
- (Linguistics) the act or an instance of punctuating

Both entries include a "CITE" button and copyright information from Houghton Mifflin Harcourt Publishing Company.

has nothing to do with whether or not they know or understand the subject. This in itself could be an important lesson for them!

Look for opportunities to make sure your child fully understands *why* punctuation is important in their answers. It is not being pedantic; it is training in communicating effectively.

When scoring tests, look for punctuation when comparing answers with the score key.

If a sentence answer is required, it must begin with a capital and end with the proper punctuation.

If there is a blank in a sentence, the word that fills that blank **might** require a punctuation mark.

Example:

Xylem are tubes in the stem that carry

water [incorrect]

Xylem are tubes in the stem that carry

water. [correct]

Make sure that your child is not “surprised” if you insist on punctuation in a test. Look to see how they deal with punctuation in the PACE before they do the test. This is why it is important to look over their work when they are about to do a Checkup or Self Test.

Again, it is important that you don't discourage your child. Gentle reminders and an occasional half point deduction will be enough to prepare them for the time when their Year 11 and year 12 tests will be moderated by a professional who is instructed to look for these things.

USE OF SIMILAR OR SYNONYMOUS WORDS OR PHRASES

Don't simply accept words with the same or similar meaning because your child can argue that they mean the same thing. In many cases, the answers as given in the Score Keys are special terms and cannot be replaced.

There is a difference between a big tree and a tall tree.

There may well be a reason why “ancient” is correct instead of “old”, especially when talking about history.

Use exact words – synonyms accepted rarely and **ONLY** where it indicates mastery.

Example: If the score key says, “Gravitational pull”, and the child writes, “Gravitational attraction,” this shows that the student has not simply memorized the text, but understands it and used a word with the same meaning. On the other hand, if they said “Gravitational force,” this is not the same meaning. A **force** can be a **pull** or a **push**, and therefore does not unambiguously describe gravity.

In most cases, students simply cannot remember the correct word because they accepted their own incorrect word when scoring in the PACE. Encourage them to be critical of their choice of words.



Big tree.

If it is clearly a quote or definition that is required, they must be letter-perfect, including punctuation. More flexible answers usually have “Answers may vary” written in the score key. If the answer requires a few sentence where it is obvious that word-for-word perfection is not required, make sure that your child has covered all of the points in their answer that are given in the score key.

Example: Score key answer: “John lost his hat and did not have the money to buy a new one.”

Student’s answer: “John lost his hat.”

The student has left out an important point. Check the question. Is the second point expected in the question? If so, the student cannot expect full marks.

For Science, Maths or Social Studies definitions, you should expect word-perfect answers, particularly if your child has had to write out the definitions throughout the PACE. Only accept “similar” wording if you are convinced that there is no difference to the meaning.



Tall tree.

Example: Score key answer: “John lost his hat and did not have the money to buy a new one.”

Acceptable student’s answer: “John lost his hat and couldn’t afford a new hat.”

Questionable student’s answer: “John lost his hat and couldn’t buy a new hat.” [Ask the student why John couldn’t but a new hat, and encourage them to be more specific in future.]

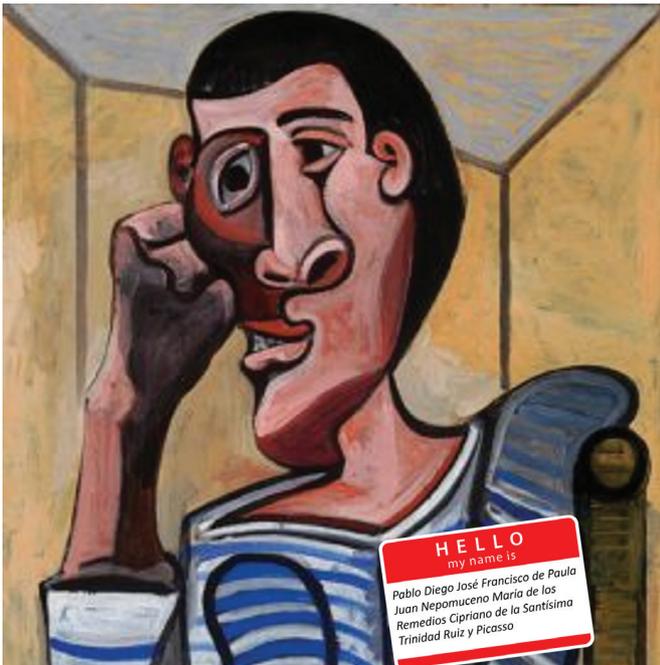
USE OF ABBREVIATIONS AND FULL NAMES

Students should avoid using abbreviations where whole words show better communication.

“Text language” such as “the ppl disagreed” (people) should never be permitted.

Abbreviations are appropriate in titles or names, such as “Bourke St” (Bourke Street), but not to replace common words, such as “They protested in the st.” (in the street).

Units are important, but should only be abbreviated when giving a numerical value.



Example: A calculated answer of **10m** can be given (ten metres), but “The tree was **10m** tall” in a written answer is not acceptable. Written answers require written language, not scientific or mathematical shorthand.

If a question asks for a person’s name, the full name, and preferably title, should be given.

“Captain James Cook,” or at least “James Cook” are acceptable, but “Cook” is not a full answer.

Take care when marking History to ensure that your child is using correct terminology when referencing historical names and places. Be specific when using names, including names of places or significant battles.

Example: Caesar could refer to a number of Roman rulers. Caesar Augustus refers to a specific ruler.

Let the score key answer be your guide. Question any variation.

WHOLE SENTENCES

Why is the sky blue?

The sky is blue because as light from the sun meets the molecules that make up the air, it is scattered in all directions. Blue light is scattered the most, so it comes down to the Earth where we see it, while red light tends to pass straight through.

because it is

If the question asks for a full sentence, deduct a mark for incomplete sentences, including sentence fragments starting with conjunctions (such as **because**), but only for the first occurrence. Make sure, however, that you point this out to the student.

Look for clues that indicate that whole sentences are required.

Example: Why was John unable to buy a new hat?

Unacceptable answer: Because he had no money. (*This starts with a conjunction, and is not a full sentence.*)

Acceptable answer: He had no money. (*Not a great answer, but it is at least a complete sentence.*)

Better answer: John had no money.

Even better answer: John was unable to buy a new hat because he had no money.

Example: Explain why John was unable to buy a new hat. *(This calls for an explanation, indicating that attention should be given to meaning. Further, there may be more than one critical detail expected in the answer. Use the score key as a guide.)*

Full answer: John had given the beggar the last of his money, so when he lost his hat he did not have any with which to buy a new one. *(Two main points in the explanation: Score half the value of the question for each point.)*

GRAMMAR

Grammar is the set of rules for how words are used and put together to form meaningful communication. In other words, without proper use of grammar, meaning is diminished. Grammar is a key feature in all of the A.C.E. learning: Effective **communication** of information and ideas is a key component of learning, just as the information and ideas themselves.

Students and supervisors should watch for obvious grammatical errors, such as subject and verb not agreeing in number in a sentence. A half point should be deducted for every grammatical error, but only the first occurrence of each.

Example: The woman and her children was sheltering in the barn. (incorrect)

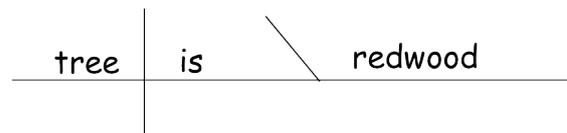
The woman and her children were sheltering in the barn. (correct)

What to look for when assessing sentence diagrams.

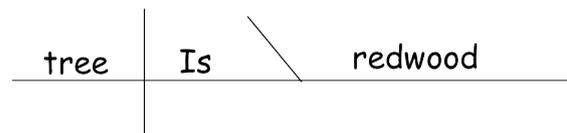
For most supervising parents, sentence diagrams are even more confusing than they are for their children. A praiseworthy practice, of course, is for parents to learn the content ahead of their child, so that they can give help when needed. While this is not always possible for all parents, it is not good for parents to assume that because their child has more idea than they do, they also know more than the score keys.

Look at these examples:

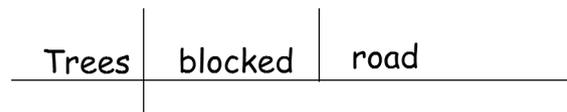
The tree is a redwood.



Is the tree a redwood?



Trees blocked the road.



In these examples, the words are all on the "baseline". The first vertical line, between the word "tree" and the rest of the words, goes **through** the baseline, and shows **above and below** the base line. Do not accept a vertical line that sits on the baseline (only above).

The second line sits **on** the baseline, and shows only above it. There is a big difference in meaning between a vertical line and a line that slopes back,

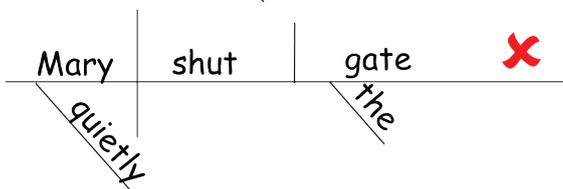
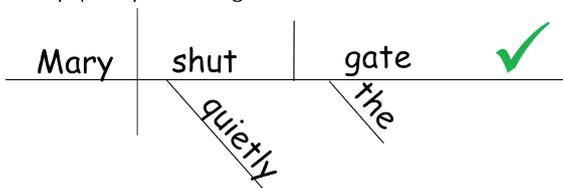
which students learn. They are not “the same thing”, and the score key line is the only correct answer. Make sure this second line does not cross the baseline, and is clearly either vertical or sloping back.

Capitalization is also critical. The words on the diagram should be capitalized or not capitalized, exactly as in the sentence. Deduct half a point for incorrect capitalization as in any sentence.

Sentence diagrams can be quite complicated. As a rule, however, each part of the structure is quite simple and is easy to see if it is right or wrong. The score key answer is the **only** correct structure.

Look at the next examples:

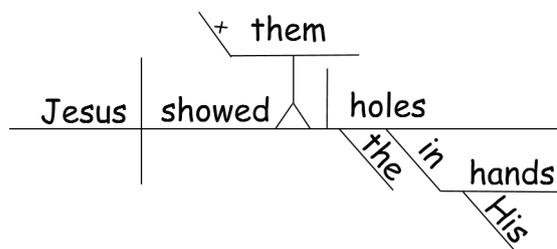
Mary quietly shut the gate.



The sloping lines “dangling” from the baseline are connected to the word they describe. They should not be attached to just any word. They don’t have to be attached to any particular part of the baseline word, but should clearly show which word they describe.

The next example is somewhat more complicated. You do not have to understand all of it, but the score key will be correct, and any major variation cannot be argued.

Jesus showed them the holes in His hands.



The “x” near the word “them” is an “x” cross, written at an angle on the sloping line.

The “dangling” items below the word “holes” are clearly connected to that word. The words “the”, “in” and “His” are written along the sloping lines. Notice that “His” is capitalized, simply because it is capitalized in the sentence.

The only possible variation would be the exact position of the “dangling” items, provided they are clearly attached to “holes.” If, for example, the student put the “in His hands” structure first, and the “the” item to its right, this would also be correct because they are still both connected to “holes”.

A final note about combined grammar, spelling and capitalisation errors (in all subjects except Grammar, English, Word Building): Subtract a half point for every spelling, capitalisation or grammatical error, but **don’t take more than 5 marks off the total test score.**

Maths/Science Principles

PART MARKS

Some test questions can be either right or wrong; for example, True/False questions or multiple choice questions don't provide any opportunity for confusion over whether an answer is partly right.

Other questions, however, might allow for **partially** correct answers, or **correct** answers that could still be **imperfect** in the way they are given.

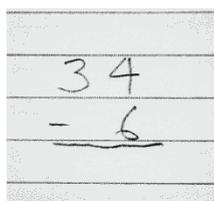
Questions in Maths and Science might test a few separate skills, leading to a final answer. Credit may be given for mastering some of these skills, even if the final answer is not correct. It would be a shame to give a student zero marks when they have clearly shown some mastery along the way!

Check the final answer with the Test Key. *If the answers are not exactly the same, then full marks cannot be given.*

Erasing working is not being neat. It is eliminating the **evidence** of proper process. The more working is shown, the easier it is to give credit, even if the final answer is incorrect.

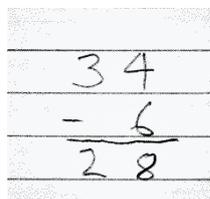
Even for younger students, the appearance of "add with carry" or "subtract with borrow" working is important.

Example: $34 - 6$

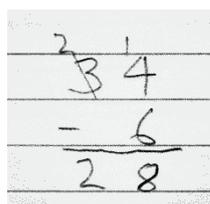

$$\begin{array}{r} 34 \\ - 6 \\ \hline \end{array}$$

The correct answer, 28, can be obtained a number of ways: using a calculator, counting down

with your fingers, using a number line, mental arithmetic, using counting blocks, or subtracting with "borrow" (regrouping).


$$\begin{array}{r} 34 \\ - 6 \\ \hline 28 \end{array}$$

Is the question really interested in the fact that 34 minus 6 is 26, or is it interested in whether or not the student has mastered subtraction with borrow? If the latter, then just having a correct answer should not impress: seeing the borrow and reducing working out is what demonstrates mastery. In fact, if the working out is perfect, but the student forgot that " $14 - 6 = 8$ ", they still deserve some credit, because they showed mastery in the skill that was taught to them.


$$\begin{array}{r} 2 \quad 1 \\ 34 \\ - 6 \\ \hline 28 \end{array}$$

You are free to make some judgement calls here, but you should be aware of the following guidelines for correcting Maths (and therefore also many Science) questions.

1. **If the question asks for working to be shown**, then a correct answer without working shown should only be given half the possible marks for the question.

The working out becomes half of the possible value.

In the same way, if the working is not clear, hard to find (because it is not labeled on a separate sheet), or in any way does not show how the final answer was found, award marks according to the clarity, from zero to half the value of the question.

2. If the question does not ask for working to be shown, give full marks for a perfectly correct answer, but zero for an incorrect answer if no working is shown. Even if the answer is close (not just a rounding error), give zero if working is not shown.

Example: If the score key shows an answer of 68.5, and the student writes 62, give zero.

It is important to note that using a calculator may result in small errors, depending on when a student rounds intermediate answers. If their steps are set out, and it is clear that they used the correct procedure, you can give full marks even if their answer differs slightly from the score key.

One source of errors in secondary Maths is using pi (π).

For example: $8\pi = 25.13$ when using the calculator value of pi, which is not rounded.

If a question says, "Use 3.14 as the value of pi," or "Use $22/7$ as the value of pi," the value for $8\pi = 25.12$ and 25.14 respectively.

Therefore, if the answer differs from the score key, even to this small amount, check the working to see if the student used the stated value of pi. The skill being tested here is using the appropriate approximation when told to do so. It is about following instructions. The question does not care if the student can put numbers into a calculator, but rather whether the student can perform specific calculations.

You should explain this to your child, and deduct up to half of the question's value, but only for the first occurrence of this error.

3. If there are errors with the **final answer**, but the working out is at least partly correct, award part marks in proportion to how much of the working is correct.

For example, for a 2 mark question, if the working looks correct but somehow the calculations resulted in a wrong answer, consider giving 1 mark. If there were two clear steps in the working, and one of the two was done correctly but the second was not, resulting in the wrong answer, consider giving half a mark for starting out right. Try to see how many steps there were, including calculating the final answer, and divide the marks up accordingly.

4. If there are calculation errors made, but the final answer is still correct, give proportional marks in proportion to correct work.

5. If the final answer is correct, but the working shows that a different **method** was used, check to see if a particular method was called for.

For example, if the question says "Use **substitution** to solve..." and the student has used **elimination**, then the student has not shown mastery in the method of the **substitution** method. It is like testing a child's 6-times tables, and they arrive at the correct answer by adding a number six times. (This is why the timed drills in lower primary PACEs are important.)

Treat the method as half of the designated points and the correct answer as the other half.

CHECKING

If checking is required but not done: deduct **half** of the total possible marks

UNITS

If the score key has units as well as a number (for example **cm**), the answer cannot receive full marks without the correct unit shown; Deduct a half mark if no units or incorrect units are shown, for **every** occurrence.

Example: Score key answer = 32.4 m

Incorrect units: 32.4 mts, 32.4M

As mentioned earlier, abbreviations for units are only permitted when part of a calculated answer.

Example: What is the base metric unit for temperature?

Score key answer: Degrees Celsius

Incorrect answers (deduct a half mark): °C; degrees C; C

Example: Tom walked several km to his brother's house. (Treat this as a spelling error)

BRACKETS AND SET NOTATION

Brackets [], parentheses (), and braces {} may have specialized meaning. Do not accept the wrong brackets as "the same thing". Deduct a half mark for **every** occurrence.

Where set notation is expected in a list of values, deduct a half mark if it is not observed:
1,2,3,5 instead of {1,2,3,5}

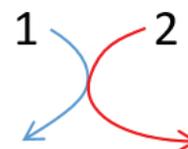
CORRECT SYMBOLS

A decimal point must be a dot (.) or a comma according to the regional convention. Treat as a spelling error; deduct a half mark for the **first** occurrence.

Thousands dividers are either a comma (example: 3,000) or gaps at each group of 3 numbers (example: 3 000). Treat as a spelling error if incorrect (example: 3000); deduct a half mark for the first occurrence.

For Algebra, the chi symbol χ (or italic Roman font "X") rather than **x** should be used for algebraic expressions. Using **x** can cause confusion (particularly if the student uses **x** to indicate multiplication in the same expression).

If you see this early on, have your child practice drawing two curves:



If used in a test, only penalise the **first** time it occurs in the problem (half a mark).

Watch for where the ratio sign (:) is used for division, instead of \div or a fractional representation. Deduct half a mark.

Watch for errors with superscripts (T^1) or subscripts (T_1). Deduct half a mark for **each** error.

ROUNDING AND SIGNIFICANT FIGURES

In secondary science, answers must be presented to the correct number of significant figures.

Example: Score key answer = 32.5

Incorrect answers: 33, 32.47

Example: Score key answer = 350

Incorrect answers: 352, 346

A student may argue that their answer is more precise, and that the score key has simply rounded the answer differently; however, one of the skills taught at secondary level is how precise the answer should be, and when to round off.

Answers derived from calculators could have many decimal places, but copying down the whole calculator display is never desirable. The precision and degree of rounding depends on how the information is presented in the question. This is taught in **Physical Science** and is applied also in **Chemistry** and **Physics**. The principle is also applied in the higher **Maths** courses.

The answers in the score keys are correct. Any variation is an error, and half a point should be deducted in **every** question where this applies.

The simple rule is to apply the principles of significant figures according to how they are applied in the score keys in all PACE activities before the PACE Test.

For a more thorough explanation that reiterates how it is taught in **Physical Science**, plus notes on apparent inconsistencies in other courses, you can download our document, **Significant Figures – Solving problems in senior Science PACEs** from the **Downloads** page, accessible from the **Member**

Area of our website (You will need to log in to see this).

Scriptures

Scripture verses should be letter-for-letter perfect, including all punctuation. This should not be difficult if this is corrected all throughout the PACE.

If you start to apply these rules after a long time of being lenient, we suggest you ease your children into it. Don't suddenly give zero when you used to give part marks or ignore the rule. Use their mistakes as learning opportunities, and have them correct their answers at first without penalty, then with warnings, and finally with the expectation of perfection.

Remind students to score their work diligently from the Score Key, and look for perfection in their own answers.

By the time they are doing tests in Year 11 and 12, they should be providing a high standard of work, and moderation of tests should be just a formality.

If using a Bible version that is not the King James Version (KJV), indicate the version in parenthesis. ie (NIV), (CEV) etc.

Spelling and grammatical errors, punctuation or missing words should be penalized to a maximum of $\frac{1}{2}$ the allotted marks.

Part 3

Scoring Tests

What's it worth?

Have you ever wondered if all PACE Tests scores add up to 100%?

Have you ever been confused when different scoring schemes apply to different questions?

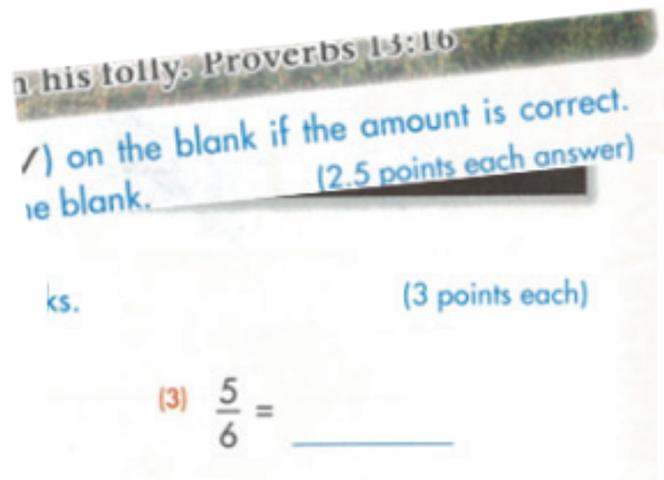
What is the difference between “2 points per question” and “2 points per answer”?

Sometimes it is confusing, and the marks just don't add up. This often happens when questions contain a lot of part answers.

Not every “tick” is worth a point. Each answer has a value, and this value is stated on the test itself.

Trace back to the point allocation. Point allocations are shown in blue in coloured tests.

Some tests have one point allocation statement at the beginning because that allocation applies to the whole test.



Example:

(2.5 points each)	These questions are likely to be straightforward, with one simple, objective answer for each question. Double-check that the score multiplied by the number of questions equals or is close to 100%.
(2.5 points each answer)	

Some PACE tests have changing point allocations. The stated allocation will apply for all following questions *until a new allocation is given*.

Each question or each answer?

Each question means for each **numbered** question.

Each answer means for every answer given, even within a numbered question.

Example: (1 point each question) or (each question, 1 point)

(33) The Jordan Valley is an extension of the _____ Valley of _____.

There are **two** spaces, and so **two** answers. The whole question is worth one point, so *each answer is worth half a point*.

On some occasions, there may be **three** answers for a full point or perhaps two points. If there are some wrong answers, don't give thirds of points. For each wrong answer, deduct a half point with a minimum score of zero for the question.

Example: If there are three answers in the one numbered question, and the point allocation is 2 marks **per question**, take off 1 point for one wrong answer, and 2 off for two wrong answers.

Example: (each answer, 2 points) or (2 points each answer)

(11) _____ are biting teeth, _____ are tearing teeth, and premolars and _____ are grinding and crushing teeth.

There are three spaces, and so three answers. This question is worth a total of 6 points.

Don't add: Just deduct

Don't tick the correct answers. This will only make the test visually noisy and harder to see the incorrect answers. It is expected that most answers will be correct; the few incorrect answers should stand out.

Rather than add up how many points are awarded for a question or for the test, it is much easier to only mark the wrong answers and deduct marks.

Mark incorrect answers with a cross to the left of the question number, and if the answers or questions are worth varying points, write the number of points to be deducted.

Examples:

-1 × (33)

-2½ × (15)

At the end, add up the deducted marks and subtract from 100%.

What if the total points don't add up to 100%? PACE tests are designed to add up to 100% or close to it. Occasionally, you will find one whose points add to 99 (33 questions, each worth 3 points). Usually, the Scripture verse is worth a different number of points, but not always.

There is no need to add up the total possible points: Just subtract the total errors from 100 and write as a percentage.

This does not invalidate the score as a measure of the student's mastery. Remember, if the student scores around 80% (whether above or below), the supervisor should be taking steps to working out where the student has not fully grasped the concepts and review these with the student. A "slim pass", like a "slim fail", should alert both the student and supervisor that there are areas that may need working on.

Pass Marks and Failed Tests



Students are used to a system in which "pass" means 50%, because it means a slight majority of success, and a slight minority of failure. However, although greater than 50% might win elections, it does not mean mastery.

Real mastery is 100%, but there has to be some flexibility and room for error, even for a "master". A.C.E. has carefully considered their assessment and determined that:

- Students require a score of at least 90% in Self Tests to be considered ready to take

the PACE Test. If they score below this, the supervising parent must carefully review the PACE with their child, starting with the Checkups.

- PACE Tests also have a minimum pass mark: 80%

If your child does not achieve the pass mark, refer to the Parent Training Manual and to our Parent Training Video “Assessment #3 – Tests” (You need to log in to see this) for strategies to ensure mastery.

Accelerate Christian Home Schooling will not accept scores below 80%.

Do not include non-passing scores with your test result submissions.

If there are particular considerations for your child, let us know beforehand.

So, what about 79% for Science PACE 1087? Surely that’s close enough?

Well, just like missing a train by only a few seconds, there has to come a point when the doors close and you have to wait for the next train. The fact is, the student has supposedly scored 90% in the Self Test the day before, and has supposedly mastered three Checkups along the way, each at 90%, not to mention correcting any errors in the many scoring strips. If, after they do all that, they cannot manage the passing score for the test, the student and the supervisor should listen to the warning alarms that are by now clanging loudly. ***Something has gone wrong.***

The important thing is to not just “let it go.” It really should be impossible to fail a test if procedures are followed correctly by the student and supervisor, and even one percent short is

an indication that the student has fallen short of mastery. Even a score just over 80% is no cause for complacency, and you should sit with your child and work out where they still need to review.

Should the student do the whole PACE again?

This would be the best solution, but it can also demoralize your child if they worked hard to achieve what they did. Find out what concepts they have trouble with, and if you find that there were specific areas that were simply not understood properly, consider reviewing and re-sitting the test, or at least the part of the test that covered those concepts. Stress to your child, however, that it would have been better to deal with it **before** the test, not hoping they could get away with it at the test.

If, on the other hand, there is a clear lack of understanding throughout the PACE, they should get a new PACE and do the whole thing again. Offer to help this time, and consider giving each Checkup in test conditions. The student needs to take responsibility for their learning, however, and see that it is better for him or her to do the PACE properly the first time rather than the second time.

Most importantly, if they failed the test because of laziness or lack of diligence, they must see the consequence of this attitude: there must be a price to pay.

Note: If a student passes a test on the second or higher attempt, they cannot receive a score higher than the minimum passing score (80%).

Homeschooling is our passion! Most of our team have taken their children (now graduated and busy in their careers) through the process, or are still homeschooling, and we have assisted hundreds of other students to graduation.

As well as being experienced homeschoolers and educators, we are familiar with the homeschooling laws in each State of Australia, as well as New Zealand.

Accelerate Christian Home Schooling is owned and operated by Southern Cross Educational Enterprises Limited (SCEE), the authorised distributor for A.C.E. in this region.

Accelerate is the main Service Provider for homeschooling families using A.C.E. and SCEE's nationalised educational resources for Australia & New Zealand. You can enrol at any time during the year.

FOR MORE INFORMATION

Please check our website
www.accelerate.edu.au

You can contact us online from the website,
or phone (07) 3881 5789
between 9 am and 4:30 pm weekdays (EAST time).



ACCEAM

Product Code: ACCEAM

