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|  **ALARM Scaffold for Evaluation** |
| **Evaluate: Questions students might consider to facilitate this level of higher order of thinking.*** To what extent is each component successful, useful, and achieve its purpose?
* To what extent is the impact/effect valuable?
* To what extent has it carried out its function or purpose?
* To what extent does each component or feature carry out its aim or goal?
* Is it successful, in relation to set criteria?
* By how much do the positives outweigh the negatives or visa versa?
* To find or express the value or extent of quality of something.

**Critically Evaluate*** Come to a final judgment. To what extent overall?
* After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered.
* To what extent is one more effective that another? Were all the features/effects/impacts, the whole process, successful or effective?
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| **BOS verbs used in evaluation response can include:*** **Construct:** make build; put together items or arguments.
* **Deduce:** draw conclusions.
* **Evaluate:** make a judgement based on criteria; determine the value of.
* **Critically Evaluate:** add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to evaluate.
* **Extrapolate:** infer from what is known.
* **Investigate:** plan, inquire into and draw conclusions about.
* **Propose:** put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
* **Assess:** make a judgement of value, quality, outcomes, results or size.
* **Justify:** support an argument or conclusion.
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| **Some ways to Express Value Judgements****The Component Can be positive Can be negative** The element Determining UnimportantThe ingredient Crucial UnnecessaryThe factor Key Minor The tendency Essential MarginalThe role Primary SecondaryThe event Major LimitedThe development Decisive TransitoryThe situation Fundamental Non-critical The principal Representative Rudimentary The theme Critical PeripheralThe problem Vital SubsidiaryThe sector Prominent Indeterminate The dilemma Salient Trivial The trend Characteristic SuperficialThe direction Underlying Repetitive  Ref: Brian Miller UWSConcise Guide to FormalWriting 2002 |
| **ALARM: Evaluation Responses****Paragraph Structure** |
| **Evaluate: Language you might use to write a higher order response.*** The component was successful because…
* The component was useful because…
* The component achieved its purpose because…
* The impact/effect was valuable because…
* Its function or purpose was carried out because…
* Its aim or goal was achieved because…
* In relation to set criteria, the component was successful because…
* The positives outweigh the negatives because…
* The values or quality of something is…

**Critically Evaluate:*** Come to a final judgement. The overall extent …
* One component is more effective than another because…
* By comparing all the areas covered, it can be understood…
* The effects/impacts/effects/results/outcomes are effective because…
* Hence, therefore, consequently, as a result of, in conclusion…
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| **PARAGRAPH STRUCTURE**ALARM tells us to frame our argument/ideas using concept first. This helps to evaluate students responses.**S** tatement at conceptual level (Topic sentence)**E** xplain the significance of the components/features and use evidence to support**E** valuation by making a judgement**R** eorientate towards the question, thesis and/or next paragraph |

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| **Connective Words** |
| Connective words (conjunctions) are used to link parts of sentences and to link different sentences within evaluations. They develop and connect lines of argument. |
| **WORDS THAT I CAN USE TO SHOW SEQUENCE AND TIME** |
| FirstlySecondlyFinally/Lastly | PreviouslyOn occasionIn the end | At this pointMeanwhileNext |
| **WORDS THAT I CAN USE TO SHOW ADDITION** |
| In additionFurthermoreWhereas | MoreoverBesidesNot only | AndAs wellAdditionally |

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| **Evaluation Scaffold****Words to connect text references for evidence** |
| StatesRevealsDescribesImpliesArguesPut forward | OutlinesMentionsInfersPredictsBelievesExpresses the view | SuggestRefers toDistinguishesConcludesAdvocates  |
| **WORDS THAT I CAN USE TO SHOW COMPARISION** |
| HoweverWhereasOn the other hand | NeverthelessAlternativelyRather  | InsteadOn the contraryIn other respects  |
| **WORDS WHICH INDICATE EXAMPLES, RESULTS OR THE SIGNIFICANCE OF SOMETHING** |

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| For exampleIncludingAccordinglyThereforeIndicatesExemplifiesShows evidence ofManifests  | For instanceThese includeAs a result ofThroughShows thatSymbolisesIn an extension of mirrorsAs shown by  | As exemplified bySuch asConsequentlyDisclosesRepresentsReflectsMeansExpresses  |

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| **HSC Key Words** | **ALARM Scaffold** |
|  | **Topic Concept:*** Essential idea of topic or summation
* Judgment on the development process and/or its change of procedures in the process over time.
* How are the various features/impacts/effects interrelated?
 |
| **Clarify****Define****Identify****List****Recall****Recount****Summarise** | **Name and Define:*** Components/elements/ steps/stages of the topic process.
* Give a name and definition of EACH of these areas.
* Identify.
 |
| **Describe****Demonstrate****Distinguish Extract****Outline****Classify** | **Describe:*** What are the features/characteristics/properties?
* Use examples.
 |
| **Apply****Explain****Account****What/Why** | **Explain the Significance:*** What is the ... purpose/function? … Cause and effect?
* Use examples
 |
| **Analyse****Examine****Interpret****Synthesise****Predict****How/Why** | **Analyse:*** Explain how and/or why the intentions are carried out, impact
* How did it achieve its purpose or intent and / or impact/effect?
* What is the relationship between the various components?
 |
| **Critically Analyse****Compare****Contrast****Discuss****Recommend** | **Critically Analyse:*** Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect.
* How and why is it beneficial and /or harmful?
 |
| **Construct****Deduce****Evaluate****Extrapolate****Investigate****Propose** | **Evaluate:*** To what extent is each component part successful, useful, and achieve its purpose?
* To what extent is the impact/effect effective or valuable?
* To what extent has it carried out its function or purpose?
* Is it successful, in relation to set criteria?
 |
| **Critically** **Evaluate****Assess****Justify** | **Critically Evaluate:*** Come to a final judgement on each component & overall extent
* After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered.
* To what extent is one more effective than another.
* Were all the features/effects/impacts, the whole process, successful or effective?
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| **Appreciate** | **Appreciate:*** Why is this understanding of the topic important for life?
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