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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? |
| **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. |
| **Some ways to Express Value Judgements**  **The Component Can be positive Can be negative**  The element Determining Unimportant  The ingredient Crucial Unnecessary  The factor Key Minor  The tendency Essential Marginal  The role Primary Secondary  The event Major Limited  The development Decisive Transitory  The situation Fundamental Non-critical  The principal Representative Rudimentary  The theme Critical Peripheral  The problem Vital Subsidiary  The sector Prominent Indeterminate  The dilemma Salient Trivial  The trend Characteristic Superficial  The direction Underlying Repetitive    Ref: Brian Miller UWS  Concise Guide to Formal  Writing 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… |
| **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** | | |
| Firstly  Secondly  Finally/Lastly | Previously  On occasion  In the end | At this point  Meanwhile  Next |
| **WORDS THAT I CAN USE TO SHOW ADDITION** | | |
| In addition  Furthermore  Whereas | Moreover  Besides  Not only | And  As well  Additionally |

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| **Evaluation Scaffold**  **Words to connect text references for evidence** | | |
| States  Reveals  Describes  Implies  Argues  Put forward | Outlines  Mentions  Infers  Predicts  Believes  Expresses the view | Suggest  Refers to  Distinguishes  Concludes  Advocates |
| **WORDS THAT I CAN USE TO SHOW COMPARISION** | | |
| However  Whereas  On the other hand | Nevertheless  Alternatively  Rather | Instead  On the contrary  In other respects |
| **WORDS WHICH INDICATE EXAMPLES, RESULTS OR THE SIGNIFICANCE OF SOMETHING** | | |

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| For example  Including  Accordingly  Therefore  Indicates  Exemplifies  Shows evidence of  Manifests | For instance  These include  As a result of  Through  Shows that  Symbolises  In an extension of mirrors  As shown by | As exemplified by  Such as  Consequently  Discloses  Represents  Reflects  Means  Expresses |

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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? |
| **Appreciate** | **Appreciate:**   * Why is this understanding of the topic important for life? |