

## Text guide to the learning material: Evaluation tasks

### How to use Evaluation tasks in teaching?

Evaluation tasks can be used to practice identifying and evaluating author's expertise and intentions or the quality of evidence provided in texts. The tasks have been prepared for sixth graders, but they can also be used at the teacher's discretion in the lower secondary school.

In the first task, students are asked to consider which author has the most expertise on the causes of pollution in the Baltic Sea. Students are asked to rank authors based on expertise. They are encouraged to pay particular attention to issues related to expertise, such as the person's education, profession and work experience.

For the first task, students complete the task by themselves and then they meet in pairs to discuss their choices. For this task, it's useful to discuss how journalists work. They are professionals at gathering information and they should ensure the accuracy of information from multiple sources. To some students, this responsibility of journalist may come as a surprise.

In the second assignment, the students practice identifying author's intentions. Students read short texts and consider whether the author's intentions behind the text are sincere, persuasive, or commercial.

Before doing the task, it is worth explaining what is meant by intentions. The intentions are sincere if the text tries to provide information as accurately as possible. They are persuasive if the text tries to convince the reader to act in a certain way. And intentions are commercial if the author of the text seeks financial gain for themselves. Commercial intentions are also often persuasive.

In each case, students can be encouraged to justify their choices, as it deepens their learning. Discussing their choices with others is very important for learning as well!

The third assignment is practicing the identification and evaluation of evidence. In this example, students are asked to investigate a controversial claim about a change in the number of pollinators. Some sources claim that the number of pollinators has decreased significantly. Others claim the opposite. Is the text based on the author's experience or observation, expert knowledge, or research knowledge? Which text contains the best evidence to support the claim? And which side of the argument should you lean towards?

It is important that the students explain their thinking by justifying their choices. They can further develop their ideas in conversation with their peers and teacher-led discussions.