



Sample assessment task

Year level	Pre-primary
Learning area	Health and Physical Education
Subject	Health Education
Title of task	Hippy, hippy shake

Task details

Description of task	Students will label twelve body parts using an outline of a class member
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge of the names and location of body parts
Assessment strategy	Visual representations
Evidence to be collected	Photographic evidence
Suggested time	Three lessons

Content description

Content from the Western Australian Curriculum	The different parts of the body and where they are located
Early Years Learning Framework (EYLF)	Outcome 3: Children have a strong sense of wellbeing Children take increasing responsibility for their own health and physical wellbeing <i>[Commonwealth of Australia. (2009). <i>Belonging, Being & Becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</i>
National Quality Standard	National Quality Standard: Quality Area 1 – Educational program and practice Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development. Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world. <i>[Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</i>

Task preparation

Prior learning	Students have experience in exploring body parts through songs, movement activities and whole class discussions.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	The teacher assesses individual student's learning.
Resources	<ul style="list-style-type: none">• Chalk• Labels• IWB/TV• digital device for taking photographs

Instructions for teacher

Hippy, hippy shake

[Based on 'iSTAR-A model for connected practice within and across classrooms'. Western Australian Primary Principals' Association.]

Strategy	
Inspire/inform	<ul style="list-style-type: none"> • Sing songs that focus on naming body parts, such as heads, shoulders, knees and toes. • View YouTube clips about the location of different body parts. • Play 'Simon Says' with whole class.
Show	<ul style="list-style-type: none"> • Teacher works with a student to model 'Body Parts' game. • Students form pairs to begin the game. • Teacher calls out a body part and students touch that body part on themselves, e.g. head, leg, elbow. • Work with students to write labels for key body parts (head, neck, shoulders, elbows, wrists, hands, fingers, legs, knees, ankles, feet and toes). • Trace around a student's body on the mat with chalk. Use the same labels to place on the body outline (2D).
Tell	<ul style="list-style-type: none"> • Explain to students that each student will participate in the task individually.
Apply	<ul style="list-style-type: none"> • In pairs, students trace each other's body outline. • Students place the body parts labels onto the correct location on the chalk outline. • Teacher collects photographic evidence.
Reflect	<ul style="list-style-type: none"> • Teacher to display some photographs on IWB or TV. • Dance and move to the 'Hokey Pokey'.

Sample assessment key

I = Independent SS = Some Support LS = Lots of Support

Student names	Names body parts	Identifies body parts	Comments

Making connections across learning environments

National Quality Standard: Quality Area 1 – Educational program and practice

Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.6 – Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.

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	<i>Provocation/activities</i>	<i>Resources</i>
Inside spaces/ environments	<p>Doctor, doctor I need you! Set up a doctor’s surgery exploration space. Have a computer for making appointments, a waiting area with magazines/books, dress-ups and medical equipment to role-play an authentic surgery.</p>	Dress-ups, medical equipment, computer, magazines/books etc.
	<p>Create a body! Supply magazines for the students to cut out the images of different body parts to create their own unique picture of a person. (It is not necessary for these people to be proportionate, e.g. big head, little body, long legs, short arms.)</p>	Magazines, scissors, glue, paper
	<p>Falling apart Read the story and discuss the use of idioms in describing body parts.</p>	<i>Part and Even More Parts</i> by Ted Arnold
Outside spaces/ environments	<p>Wash the baby, dry the baby! Create a baby doll bath spot. Students paint the various body parts of the doll and then bath the baby. Have a baby bath with water and bubbles prepared for bath time. Students participate in bathing the babies and recognising the different parts of the body as they paint the part and then wash off the paint.</p>	Dolls, bath tub, water and bubbles, paint, sponges and towels
	<p>Stick person Take a bush walk and collect sticks to make a stick person. Once the students have created a stick person, they can then dress them with any materials that are available, such as, leaves, crepe paper, wool etc.</p>	Sticks, materials for dressing