



Sample assessment task

Year level	2
Learning area	Science
Subject	Earth and Space Sciences
Title of task	Responsible water users

Task details

Description of task	Students will develop a multi-modal presentation, informing an audience of how they can be responsible water users.
Type of assessment	Formative and summative
Purpose of assessment	The presentation allows students to demonstrate a response to a question/s about caring for and conserving resources, and make suggestions for responsible water use.
Assessment strategy	Graphic organisers may be provided to assist with sorting of information during learning. Students may draw pictures or prepare sentences about being responsible water users to support the presentations.
Evidence to be collected	Graphic organisers – formative assessment Presentation – summative assessment
Suggested time	Where and how water is used (formative assessment) – 1 hour How to become a responsible water user – 1 hour Oral presentation – time as required

Content description

Content from the Western Australian Curriculum	<p>Science understanding Earth's resources are used in a variety of ways</p> <p>Science as a human endeavour People use science in their daily lives, including when caring for their environment and living things</p> <p>Science inquiry skills Pose and respond to questions, and make predictions about familiar objects and events Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions</p>
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Task preparation

Prior learning	Students identify that water is a resource that is used in different locations for a variety of purposes. Students develop a basic understanding of the water cycle and how water is collected for people to use.
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	Varied
Resources	<p>Water Conservation (Water Corporation) https://www.watercorporation.com.au/home/education/students/water-conservation</p> <p>The water cycle (Water Corporation) https://www.watercorporation.com.au/home/education/students/the-water-cycle</p> <p>Science Kids Fun science & technology for kids Water facts http://www.sciencekids.co.nz/sciencefacts/water.html</p> <p>Water facts Blue Planet education about our world http://blueplanet.nsw.edu.au/water-facts/.aspx</p> <p>Project Wet Discover Water The Role of Water in Our Lives http://www.discoverwater.org/</p>

Name		Date
How do we use water?		

Instructions for teachers

Lesson 1

Formative assessment

Where do you use water?

1. Identify water use in the home, school and the wider community.
2. Students to view stimulus material and engage in discussion.
3. Collate information, using graphic organiser provided.

Lesson 2

How can we be responsible water users?

Select appropriate resources and activities to teach students about responsible water use and water conservation.

Lesson 3

Summative assessment

Developing presentation

1. Explain task to students.
Plan a presentation for the people in your class, teaching them about using water responsibly. Follow format:
 - Tell me about this resource, where it comes from and how we use it in our daily lives.
 - Why do we need to use it wisely?
 - What could happen if we don't use water wisely?
 - How can we use it wisely?
2. Use of multimedia or mode of presentation to be selected by teacher.

Sample marking key

Description	Marks
Science understanding	
Describes water as a resource and identifies how water has many different uses in everyday life, how it is reused and how it affects living things.	3
Identifies water as a resources and lists some personal and general uses.	2
With guidance, identifies water as a resource and lists some of its uses.	1
Subtotal	3
Description	Marks
Science as a human endeavour	
Applies knowledge from science understanding to everyday life, how resources are utilised and how they must be used responsibly.	3
Identifies water as a resource that must be used responsibly.	2
With assistance, identifies water as a resource that is used daily.	1
Subtotal	3
Description	Marks
Science inquiry skills	
Responds to questions about responsible water use and provides relevant background information and ideas to promote responsible use.	3
Identifies how people may use water responsibly and provides examples.	2
With guidance, responds to questions about responsible water use.	1
Subtotal	3
Total	9