



<b>Sample assessment task</b>	
<b>Year level</b>	1
<b>Learning area</b>	Technologies
<b>Subject</b>	Design and Technologies: Materials and technologies specialisations
<b>Title of task</b>	Off the beaten track!
<b>Task details</b>	
<b>Description of task</b>	Students review what they know about vehicles and design and create one of their own as an individual project, using materials. Students identify characteristics and behaviours of the materials they selected and the reason why they chose them.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To inform progression of learning
<b>Assessment strategy</b>	Observational and written work
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Photographs of students with their design and completed vehicle</li> <li>• Statement by student about whether their design has met the criteria</li> <li>• Discussion with student</li> </ul>
<b>Suggested time</b>	2 x 1 hour lessons
<b>Content description</b>	
<b>Content from the Western Australian Curriculum</b>	<p><b><i>Knowledge and understanding</i></b></p> <p><b>Technologies and Society</b> People produce familiar products and services to meet personal and community needs</p> <p><b>Materials and technologies specialisations</b> Characteristics and behaviours of individual materials used in products</p> <p><b><i>Processes and productions processes</i></b></p> <p><b>Producing and implementing</b> Use given components and equipment to safely make solutions</p> <p><b>Evaluating</b> Use personal preferences to evaluate the success of design processes</p>
<b>Early Years Learning Framework (EYLF)</b>	<p>Outcome 5: Children are effective communicators</p> <p>Children express ideas and make meaning using a range of media.</p>
<b>Connected Curriculum</b>	<p><b><i>Mathematics</i></b></p> <p>Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features</p> <p>Cross-curricular priorities: Sustainability</p>

<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have had opportunity to view images of vehicles and observe basic 3D shapes which are used in construction.</p> <p>Students have discussed the concepts of reusing and recycling materials and are familiar with the idea of sustainability.</p> <p>Students have sourced appropriate materials such as boxes and cylinders from home and brought them to class.</p> <p>Students have experience in using equipment safely.</p>
<b>Assessment differentiation</b>	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Individual assessment
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Materials such as boxes, card, paper, tissue paper, cylinders, straws, bamboo skewers, dowel, bottle tops, paper plates, paint, brushes, (extra materials sourced from students' homes)</li> <li>• Equipment such as glue, sticky tape, masking tape, scissors, staplers, split pins, elastic bands</li> </ul>

## Instructions for teacher

<b>Strategy</b>	
<b>Inspire/inform</b>	Students will design and produce a familiar product as part of a challenge to create a toy vehicle (open-ended ideas such as cars, trucks, trains, rockets, ships, ferries...) which can transport "people".
<b>Show</b>	Review images of vehicles to refresh ideas.
<b>Tell</b>	Tell the students the criteria for the design (the product is a vehicle and that it holds together unsupported).
<b>Apply</b>	Students draw their design and add labels to indicate the materials they will use. Students also list the equipment they will require. Students produce their design.
<b>Reflect</b>	Using the Art Gallery strategy, students walk around the class and observe the products. Photograph each student with their own design and product. Ask several students to show their design and explain any special features, and why they chose the material they did to make it. Students reflect on whether they have met the criteria and write a statement to that effect on their design.

## Sample marking key

### Design and Technologies – Materials and Specialisation - Off the Beaten Track! (Yr. 1)

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

Grading Key: vvv (Consolidated) vv (Working towards) v (Developing)

Student names	I	Can describe the characteristics of the chosen materials positive and negative effects of using those materials	Producing and implementing – completes the vehicle safely	Evaluating product against criteria (holds together unsupported)	Comments
	SS				
	LS				

## Making connections across learning environments

### National Quality Standards: 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.

	<b>Provocation/activity</b>	<b>Resources</b>
<b>Inside spaces/environments</b>	<b>A flotilla of books!</b> Have a range of books (fiction and non-fiction) for reading for pleasure.	A variety of boat books.
	<b>Track that!</b> Set up a learning station that has different types of tracks (train, off-road, path, walking, driving). Supply a variety of different toys for students to explore with. Supply strips of paper for students to label what they create.	Mats, cars, trains, wooden people, plastic blocks Paper and pencils
<b>Outside spaces/environments</b>	<b>Sink the boat! (Water play)</b> Set up a water tray with boats. Have loose parts to explore weight of cargo by putting stones on the boat. How many stones sink the boat?	A water tub, several sizes of boats and loose parts for cargo
	<b>Not just a box!</b> Gather a variety of different size boxes and tubes. Have construction tape, scissors and paints available for the students to make and decorate their designs.	Boxes of various sizes, tubes of various sizes, tape of different types, paint, scissors
<b>Ambience/Aesthetic</b>	Search the internet for songs about different types of transport. Play the music and videos in the background throughout the day.	