Sample assessment task

Year level	2
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Get with it!

Task details

Description of task	Students research and collect information regarding a chosen technological item (e.g. phone, computer, watch, TV, games, transport and so on). Students construct a timeline that demonstrates changes over time (30 years) and write a reflection about what they observe are the changes and how they have impacted on people's lives. Students share their understandings with their peers and reflect on technological changes as a class group.
Type of assessment	Formative (research notes) Summative (timeline and reflection)
Purpose of assessment	The formative assessment (research notes) will allow students to activate prior knowledge and further develop their research skills. The summative assessment (timeline and reflection) will allow students to demonstrate their comprehension of the key History concepts, and how these apply to this learning content.
Assessment strategy	Ongoing, first hand observations by the teacher Graphic organiser – timeline Written work – reflection sentences.
Evidence to be collected	Research notes – technology hunt / any additional notes by students Timeline demonstrating technological changes over time Reflection on how technology has impacted people's lives.
Suggested time	1 x 90 minute lesson (task introduction and initial research) 1 x 60 minute lesson (timeline and reflection)

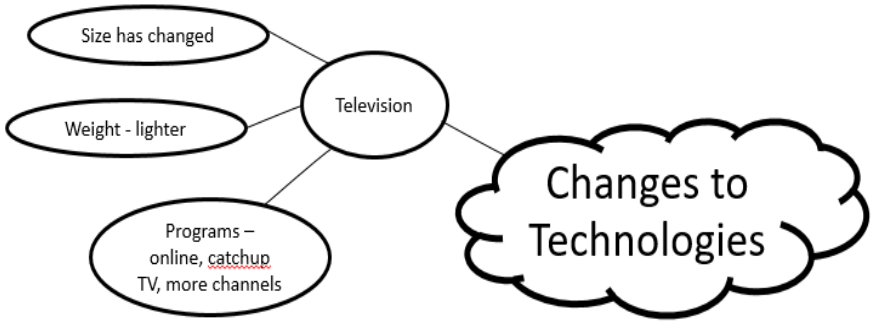
Content description

Content from the Western Australian Curriculum	**Knowledge and understanding** The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today **Humanities and Social Sciences skills** **Q&R>** Reflect on current understanding of a topic (e.g. Think-pair-share, brainstorm) **Q&R>** Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) **A>** Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) **A>** Represent collected information and/or data in to different formats (e.g. tables, maps, plans) **E>** Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)

	Q&R> Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
Key Concepts	Continuity and change, significance, source
Early Years Learning Framework (EYLF)	Outcome 4: Children are confident and involved learners Children resource their own learning through connecting with people, place, technologies and natural and processed materials. [Commonwealth of Australia. (2009). *Belonging, Being & Becoming—The Early Years Learning Framework for Australia*. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]
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 1.1.5 Every child is supported to participate in the program. Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world. [Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]
Task preparation	
Prior learning	Students understand how to construct a timeline and have experience in drawing their own.
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 task.
Assessment task	
Assessment conditions	• Whole class activity and discussion • Individual components (research notes, relevant data, timeline and reflection)
Resources	• A3 paper for brainstorm on technological changes • Timeline and reflection (see template) • Pencils, highlighters / textas as required

Instructions for teachers

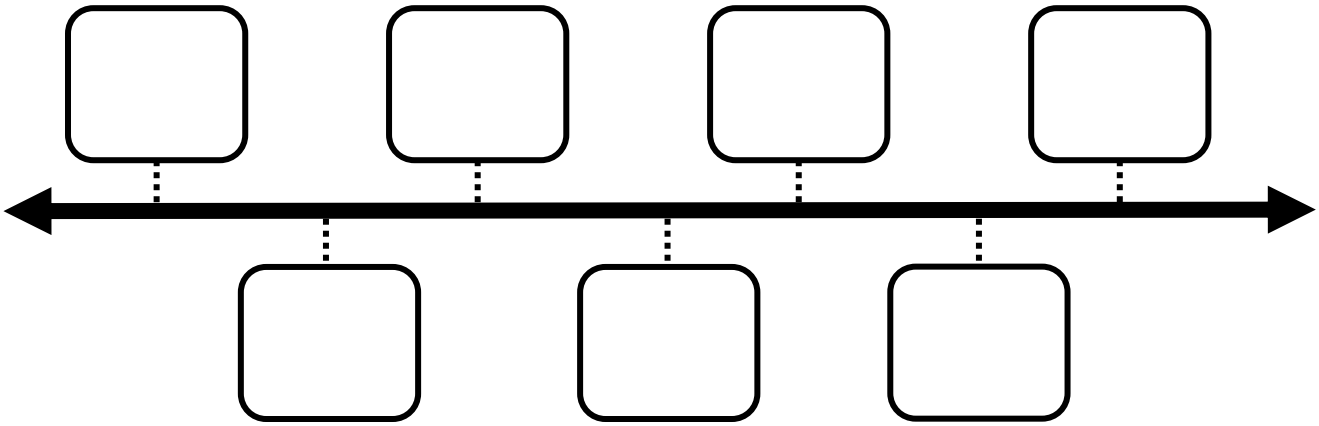
[Based on *iSTAR - A model for connected practice within and across classrooms*. Western Australian Primary Principals' Association.]

Strategy	
Inspire/inform	• *This section forms the research component of the task* • Activate prior knowledge on what items are 'technological'. As a class, go on a 'technology' hunt around the classroom and/or school (see suggested template). • Explore technological changes over the past 30 years – model some changes using a brainstorm template to class (see below).  • Students create own brainstorm in small groups of technological changes. • Using books and internet sources (if technology available) students research in pairs to add information (drawn or written) to ONE technological item of their brainstorm. This forms part of their research for the timeline.
Show	• Model to the students what is expected of them for the timeline – show the timeline template and explain how notes from prior sessions can be used to create the individual timeline. (Ensure each student has a copy of notes from their group activity) • Students will be required to use their research project to complete a timeline on their chosen technological item - the timeline needs to demonstrate the year and a drawing that represents the item at that time (for example, a mobile phone in 1980s looked like a brick and was large in comparison to the iPhone today). Their drawing needs to reflect the difference in design. Labels / descriptions may be added.
Try / transfer	• Students construct a timeline that reflects the changes over time of their selected item (phone, TV, games, transport and so on)
Apply	• Students write a reflection (draw a conclusion) on how the changes in their selected item has impacted on people's lives
Reflect	• Students go back into their research group to share and discuss their timelines. • Reflect by playing corners, with one of each corner of the room representing 'Strongly agree', 'Agree', 'Disagree' and 'Strongly disagree'. Pose questions to the class, such as 'Does modern technology always make life better'? Ask the students to justify why they chose to stand in their corner.

Sample template: Technology hunt

Technology item	What it looks like now	What I think it first looked like

Sample template: Timeline and reflection



Reflection: What changes to technology does your timeline show?

Do you think the changes have impacted those who use it? How?

Sample marking key

History:

Knowledge and understanding

- The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today

Humanities and Social Sciences skills

- Reflect on current understanding of a topic (e.g. Think-pair-share, brainstorm)
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)
- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)

Description	Check
Research (Source)	✓
Student researched selected item, organised and analysed information independently and in a small group *without teacher assistance*.	
Student *required some assistance* to research selected item, organise and analyse information independently and in their small group.	
Student *required constant assistance* to research selected item, organise and analyse information independently and in their small group.	
Timeline (Continuity and Change)	✓
Student *independently* and correctly order a timeline which included a date and illustration.	
Student *required some assistance* to order a timeline, include a date and an illustration.	
Student *required constant assistance* to order a timeline, include a date and an illustration. May have represented a date or illustration only.	
Reflection (Significance)	✓
Student *independently and effectively* communicated their understandings and clearly identified the impact of technology on people's life.	
Student *required some assistance* to communicate their understandings and accurately explain the impact of technology on people's lives.	
Student *required constant assistance* to communicate their understandings and make connections regarding the impact of technology on people's lives.	

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 1.1.5 Every child is supported to participate in the program.

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

	Provocation	Resources
Inside and outside spaces/environments	**What comes where?** Supply multiple sequence cards for fiction and non-fiction learning opportunities (e.g. narratives, life cycles and so on). Give the students opportunities to explore timelines through different text genres.	A variety of sequence cards for different genres
	iPad station Set up an iPad station and supply research topics that the students can explore by listening to and gathering answers to generic questions. Supply each iPad with a clipboard and a generic question sheet for note taking. Ask the students to share what they learn with another student.	iPad clipboard generic question sheet pencils
	So yesterday! Set up a space in the class and display old technology such as, telephones, computers, calculators, games and toys. The students engage in using them and compare them with modern appliances.	Old games, telephones, computers and so on
Ambience/aesthetics	Videos and music from the yester-year!	