Sample assessment task	
Year level	Pre-primary
Learning area	Technologies
Subject	Digital Technologies
Title of task	I like to move it!
Task details	
Description of task	Students create a moving machine using body movements by following a series of sequenced steps.
Type of assessment	Formative
Purpose of assessment	For students to understand that data is represented using pictures and symbols and how data is used in a series of steps to complete a task. Students design and work collaboratively for their "machine" to work cohesively.
Assessment strategy	Group activities and video recording
Evidence to be collected	Video recording of students applying their understanding of the instructions in sequence as part of the team.
Suggested time	4 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	***Knowledge and understanding:*** **Representation of data** Data can have patterns and can be represented as pictures and symbols ***Processes and production skills*** **Digital implementation** Use data to complete a task **Designing** Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps **Collaborating and managing** Work independently, or with others when required, for solutions
Early Years Learning Framework (EYLF)	Outcome 5: Children are effective communicators Children begin to understand how symbols and pattern systems work Children use information and communication technologies to access information, investigate ideas and represent their thinking
Connected Curriculum	**Mathematics** *Patterns and algebra* Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings **Drama** *Sharing the arts through performance, presentation or display for an audience* Performance skills (facing the audience) when sharing drama with peers

Task preparation	
Prior learning	Whole-class investigation about machines in our homes and school. Discussion centred around which machines have controls to tell them what to do and which machines don't. A class T-chart created to classify DIGITAL and NOT DIGITAL machines. Use a coding program such as ScratchJR (or other you are familiar with) to demonstrate a sequence of movements put together. *Students have designed actions that have been printed and laminated to use as Command Cards for this activity (minimum 16 moves) - (option: download action verb poster from internet).*
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	Small groups; in class
Resources	Previously brainstormed and created cards (similar to block coding cards) with a series of instructional movements. These will be pinned to the wall for the students to follow their sequence.

Instructions for teacher

Strategy	
Inspire/inform	Search the internet for a video of a simple movement sequence (Just Dance Kids 2014 – I like to move it). Students watch and move along with the action and sequences. Discuss what the movement might mean in terms of 'Digital technology', e.g. movement is a series of steps either in unison or separate. Explain that coding a movement sequence is the same as coding a computer. Discuss lines of code (e.g. ScratchJR).
Show	Show the students the COMMAND CARDS and discuss what each action is. Demonstrate how you connect commands together to make a sequence of movement. Select a number of students to model a movement sequence – each student must use 4 movement cards.
Tell	The students will be working in a group of four. Tell the students that they will be creating their own DIGITAL MACHINE by creating their own movement sequence by using the COMMAND CARDS. Give each student four COMMAND CARDS to sequence in the order they choose. When all the students have connected their individual movement sequence, the students will join their sequences together (one at a time) to form a 'people computer'.
Apply	Students work individually on their own COMMAND CARDS. Students join together to combine their individual sequences into a long sequence (people computer) with each student following his/her own set of command cards. Repeat pattern a few times for peers to watch.
Reflect	*Did you follow the instructions on the card?* *Were you able to combine your movements?* *How well did your team work together to make the 'people computer'?* Ask students to reflect on the process and demonstrate their understandings verbally. (Optional) Ask the students if they were able to put a computer sound to their movement what would it be?

Making connections across learning environments – I like to move it!		
NQS Quality Area 3 – Physical environment Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.		
	Provocation	***Resources***
Inside spaces/environments	**Send me a code** Students explore drawing/writing their own codes for others. Have strips of paper and pencils available for students to draw their own code, using familiar symbols.	Strips of paper Pencils
	Jiggle n jig Dance as a pattern Include dances such as: The Birdie Dance, Hokey Pokey, Rig-a-de-jig, Wheels on the Bus, The Hat Dance ….for transition times during the day.	A range of songs Dance space
	Leaf it to patterns! Students use a variety of different shaped and sized leaves to create a painted pattern. These patterns can be simple AB or ABCD repeated. Students paint the leaves and print them onto a strip of paper. Alternative paint stampers can be used also.	A variety of different leaves (Optional) Alternative paint stampers Strips of paper
Outside spaces/environments	**Chalk it up!** Students use chalk to explore the art of coding and using symbols on the pathways around the outside of the classroom. Students create symbols that represent their own or known ideas, e.g. they might draw a heart to represent 'love', a foot to represent 'one step' or a triangle might represent 'standing only'.	A bucket of chalk in various colours A sample of symbols to inspire thinking
	Walk about! Take the students for a walk around the grounds or the school to identify symbols within such as the girls and boys bathroom, keep out! Walk only….	
	A-maze-me! Create a maze with 2 or 3 exits by using ropes, cones, carpet squares and blocks. Students give directions to others, such as 'hop 5 times, turn left, jump 3 times, turn left, skip 6 times…' Students follow instructions – physical representation of a simple pattern (code) for the purpose of getting to an exit.	Long ropes, cones, carpet squares, sticks, blocks and so on
Ambience/Aesthetic	Create a PowerPoint® or other presentation of digital systems, software, hardware and coding patterns from images that will inspire the students. Have it loop during the day.	Presentation Computer, whiteboard

Sample marking key

Digital technologies - Representation of data
Data can have patterns and can be represented as pictures and symbols
Digital implementation
Use data to complete a task

Student Name	***Representation of data*** Students use code cards to create a 'people computer'	***Digital implementation*** Students follow instructions to complete the task	***Designing*** Students follow the instructions in the correct order/sequence	***Collaborating and managing*** Students work in a team to create a 'people computer'	Comment