



## Sample assessment task

Year level	7
Learning area	Technologies
Subject	Design and Technologies: Food specialisations
Title of task	Healthy wrap

## Task details

Description of task	Students will investigate the <i>Australian Guide to Healthy Eating</i> to individually design, produce and evaluate a healthy wrap.
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge on food preparation techniques and to inform reporting at the end of the teaching cycle
Assessment strategy	Design Brief
Evidence to be collected	<ul style="list-style-type: none"> <li>• <i>Australian Guide to Healthy Eating</i> investigation</li> <li>• Healthy Wrap Food Order</li> <li>• Healthy Wrap Work Plan</li> <li>• Healthy Wrap Practical</li> <li>• Healthy Wrap Evaluation</li> </ul>
Suggested time	3 x 1 hour lessons

## Content description

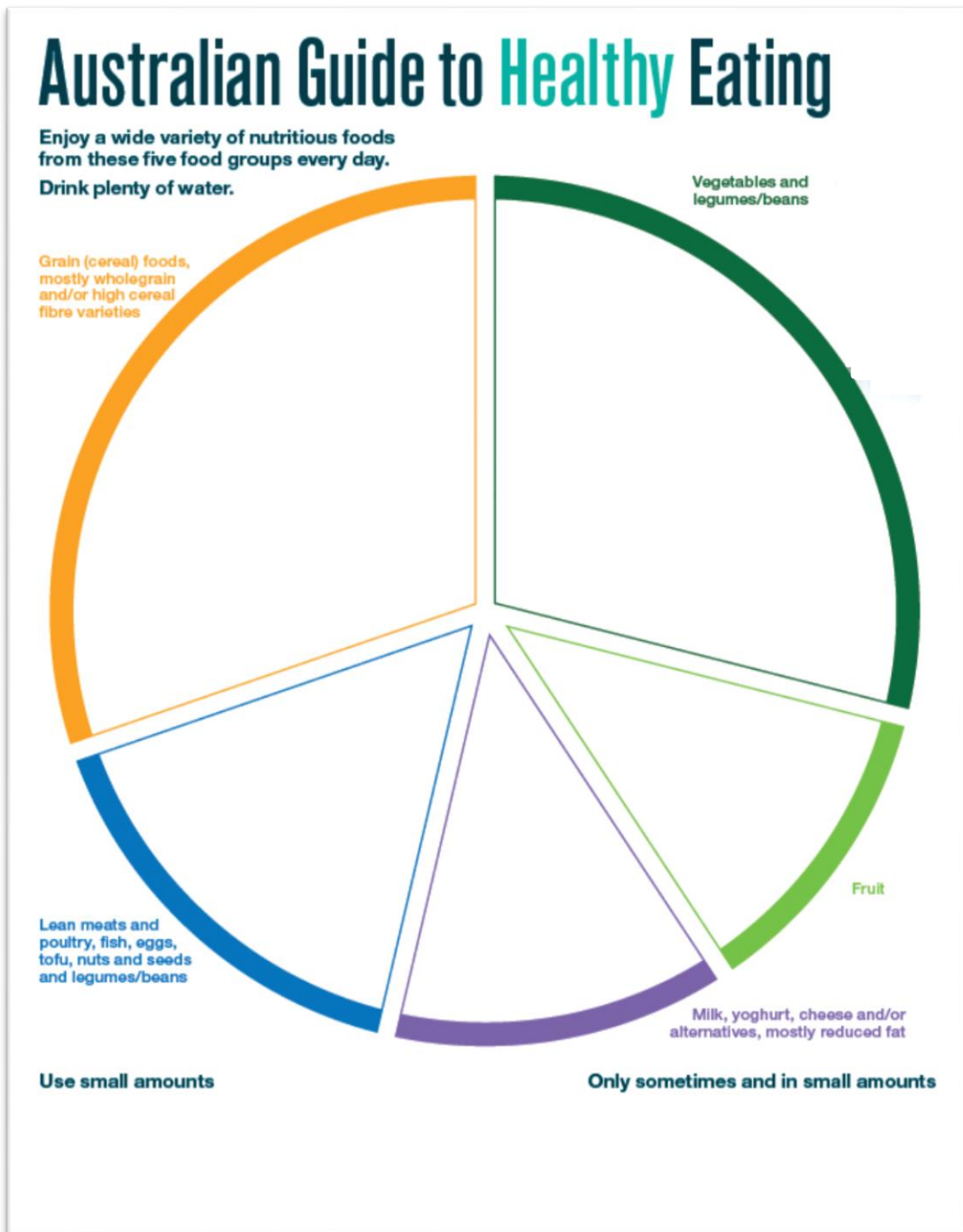
Content from the Western Australian Curriculum	<p><b>Knowledge and understanding</b></p> <p><b>Food specialisations</b> Nutritional value and physical properties of food determine preparation techniques and presentation</p> <p><b>Processes and production skills</b></p> <p><b>Investigating and defining</b> Define and break down a given task, identifying the purpose Consider components/resources to develop solutions, identifying constraints</p> <p><b>Designing</b> Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology Follow a plan designed to solve a problem, using a sequence of steps</p> <p><b>Producing and implementing</b> Safely make solutions, using a range of components, equipment and techniques</p> <p><b>Evaluating</b> Independently apply given contextual criteria to evaluate design processes and solutions</p> <p><b>Collaborating and managing</b> Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes</p>
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Task preparation	
<b>Prior learning</b>	Students are familiar with the safety, hygiene and procedures of the Foods Room, as well as the structure of a recipe.
<b>Assessment differentiation</b>	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	
<b>Assessment conditions</b>	Individual task
<b>Resources</b>	<i>Australian Guide to Healthy Eating</i> – Poster. Available from: <a href="https://www.nhmrc.gov.au/_files_nhmrc/file/publications/N55_A4_DG_AGTHE_HiRes.pdf">https://www.nhmrc.gov.au/_files_nhmrc/file/publications/N55_A4_DG_AGTHE_HiRes.pdf</a>

## INVESTIGATING AND DEFINING

Investigate the *Australian Guide to Healthy Eating*.

1. Place five foods that you would eat into the correct section of the chart.



2. Describe this Food Model and how it works.

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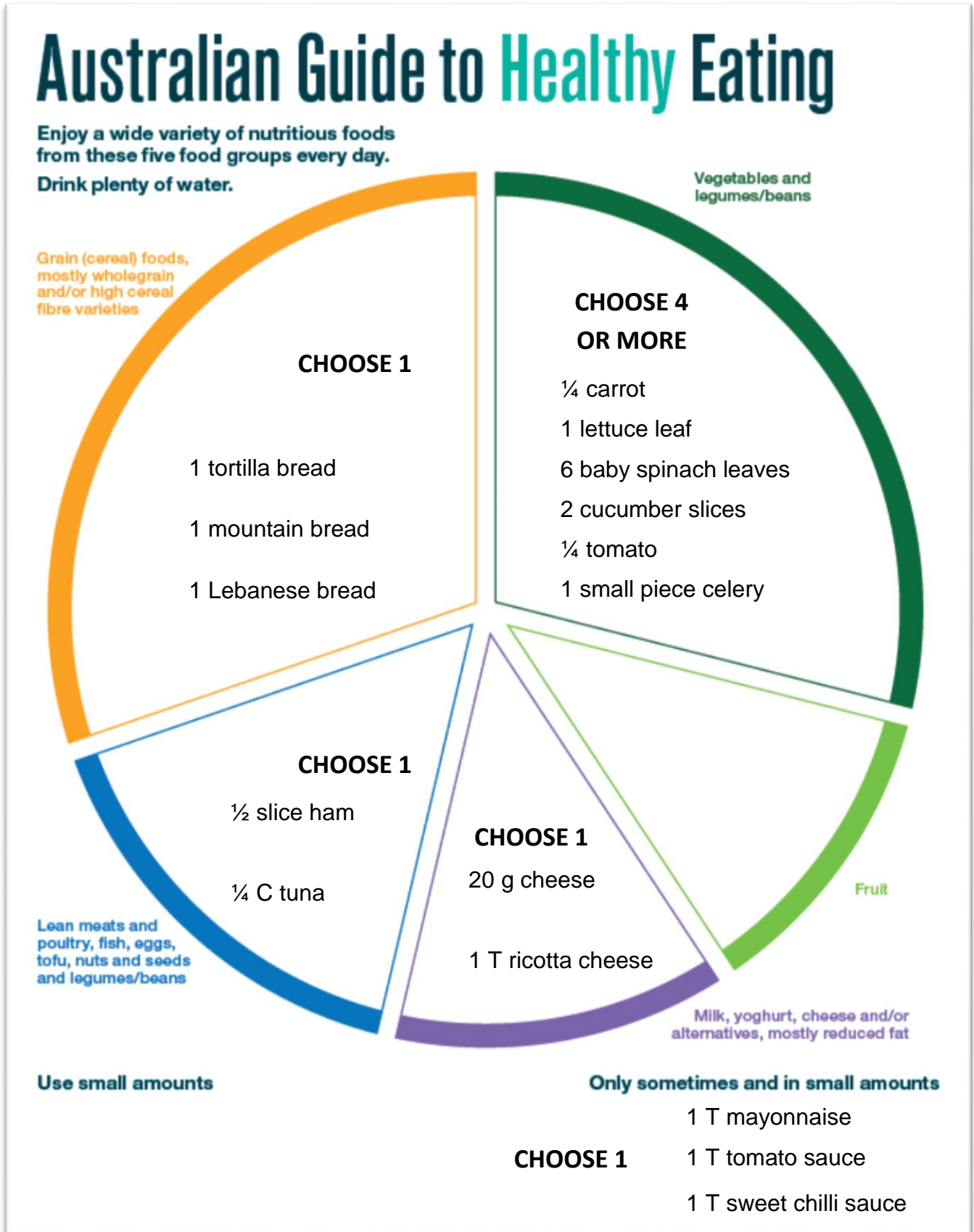
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## DESIGNING

*Design a Healthy Wrap.*

Using the ingredients listed and the work plan on the next page, design a Healthy Wrap. Circle the ingredients you will be using to make your wrap, in the *Australian Guide to Health Eating* below. Remember to ensure your wrap is nutritious and well balanced!



# DESIGNING

*Design a Healthy Wrap.*




<b>Work Plan</b>		
1. Name of recipe: Healthy Wrap		
<b>Ingredients</b>	<b>Equipment</b>	
	<b>Cooking</b>	<b>Serving</b>
<b>Method</b>		
<b>Safety and Hygiene</b>		
<b>Before</b>	<b>During</b>	<b>After</b>

## EVALUATING

*Evaluate your Healthy Wrap using the table below.*

MY RATING	poor 1	2	3	4	excellent 5
Was I <b>organised</b> ?					
Did I <b>wash</b> my hands thoroughly?					
Did I <b>collect</b> all my ingredients first?					
Did I <b>set up</b> my equipment?					
Did I <b>follow</b> the recipe?					
Did my product <b>turn out</b> as expected?					
Did I <b>use</b> the equipment safely?					

*Use the following P.M.I. Chart to write **specific comments** to highlight the **pluses (P)**, **minuses (M)** and **improvements (I)** aspects of your work.*

P.M.I. CHART	MY COMMENTS
Plus 	
Minus 	What food group was missing from you Healthy Wrap?
Improvements 	How would you make it a complete balanced meal?  Any other improvements?

## ACKNOWLEDGEMENTS

Healthy eating chart adapted from: National Health and Medical Research Council. (2013). *Eat for health: Educator guide: Information for nutrition educators*. Canberra: Author, p. 39. Retrieved May, 2017, from <https://www.eatforhealth.gov.au/guidelines>

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Plus and minus sign graphics: Clker-Free-Vector-Images. (2012). [Plus and minus symbols]. Retrieved May, 2017, from <https://pixabay.com/en/plus-minus-icons-symbols-red-24572/>

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Light globe graphic: OpenClipart-Vectors. (2013). [Electric light bulb]. Retrieved May, 2017, from <https://pixabay.com/en/bulb-light-lamp-electric-160207/>

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## Sample marking key

Healthy Wrap	
Description	Marks
Place five foods that you would eat into the correct section of the plate.	
All foods are placed into the correct section of the plate.	2
Most foods are placed into the correct section of the plate.	1
<b>Subtotal</b>	<b>2</b>
Description	Marks
Describe this Food Model and how it works.	
Detailed description of the food model and how it works.	3
Describes the food model and how it works.	2
Identifies some features of the food model.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
Select the ingredients you will be using to make your wrap, ensuring it is healthy	
Correctly complete the food order.	2
Attempts to complete the food order.	1
<b>Subtotal</b>	<b>2</b>
Description	Marks
Complete a Work Plan	
Completes a detailed and sequential work plan, using correct terminology.	4–5
Completes a work plan, using appropriate terminology.	2–3
Attempts to complete a work plan.	1
<b>Subtotal</b>	<b>5</b>
Description	Marks
Produce a Healthy Wrap	
Works independently, using advanced practical skills to produce and present a healthy wrap.	8–10
Works efficiently, using sound practical skills to produce a good quality wrap.	7–8
Shows safe use of appropriate equipment to produce a final satisfactory wrap.	5–6
Produces a basic wrap.	1–4
<b>Subtotal</b>	<b>10</b>
Description	Marks
Evaluate your Healthy Wrap	
Critically evaluates wrap and makes recommendations in line with the <i>Australian Guide to Healthy Eating</i> , and reflects accurately on own performance.	3
Evaluates wrap in line with the <i>Australian Guide to Healthy Eating</i> and reflects on own performance.	2
Attempts evaluation of wrap and completes Self-evaluation.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>



