



## Sample assessment task

<b>Year level</b>	3
<b>Learning area</b>	Science
<b>Subject</b>	Biological Sciences
<b>Title of task</b>	Living or not?

## Task details

<b>Description of task</b>	Students will classify grouping of living and non-living things according to their observable features. Students will add data to a table, describe patterns and relationships they observe.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' understanding of living things and non-living things based on observable features.
<b>Assessment strategy</b>	Completed table and short-answer questions
<b>Evidence to be collected</b>	Completed task
<b>Suggested time</b>	30 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Science understanding</b> Living things can be grouped on the basis of observable features and can be distinguished from non-living things</p> <p><b>Science as a human endeavor</b> Science knowledge helps people to understand the effect of their actions</p> <p><b>Science inquiry skills</b> Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends</p>
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## Task preparation

<b>Prior learning</b>	Students have an understanding of living and non-living things around them. They have created groups, identified features of these groups and discussed patterns and relationships.
<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>	Independently completed tables and short-answer questions.
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**Living or not?**

Name \_\_\_\_\_

1. One sheet per student with 10 spaces

Use examples below as teaching points to demonstrate the task in a whole-class discussion.

Remove before giving students the sheets.

Object/thing	Features – what can it/can't it do?		Living or non-living?
	Can do	Can't do	
E.g. classroom chair	<ul style="list-style-type: none"><li>• Stay in one place</li><li>• Be colourful</li></ul>	<ul style="list-style-type: none"><li>• Move</li><li>• Eat</li><li>• Grow</li><li>• Breathe</li><li>• Have babies</li><li>• Can't die</li></ul>	Non-living
E.g. rabbit	<ul style="list-style-type: none"><li>• Move</li><li>• Eat</li><li>• Grow</li><li>• Breathe</li><li>• Have babies</li><li>• Dies</li></ul>		Living

2. Explain what makes it living and non-living?

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3. Explain what you notice about non-living things (think about where they come from).

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## Sample marking key

Description	Marks
<b>Question 1</b>	
Correctly sequences data and information using template. Identifies patterns and gives plausible reasons for findings.	4
Sequences data to identify patterns using template. Suggests possible reasons for findings.	2
With support, organises data and information. Identifies some simple patterns.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
<b>Question 2</b>	
Explains how living things differ from non-living. Compares similarities and differences and provides reasons.	4
Describes and groups living and non-living things. Describes some similarities and differences and some reasons.	2
Groups living and non-living things. Identifies some similarities and differences.	1
Explains how living things differ from non-living. Compares similarities and differences and providing reasons.	4
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>