



Sample assessment task

Year level	7
Learning area	Technologies
Subject	Design and Technologies: Materials and technologies specialisations
Title of task	Pencil case

Task details

Description of task	Students are to construct a pencil case based on their design.
Type of assessment	Summative
Purpose of assessment	To assess student's knowledge and understanding of Materials and technologies specialisations and the Process and production skills in Materials and technologies specialisations
Assessment strategy	Visual representations, practical and written work
Evidence to be collected	Design brief
Suggested time	2 lessons per week for approximately 7 weeks

Content description

<p>Content from the Western Australian Curriculum</p>	<p><i>Knowledge and understanding</i></p> <p>Technologies and society Ways in which products, services and environments evolve locally, regionally and globally</p> <p>Materials and technologies specialisations Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment</p> <p><i>Processes and production skills</i></p> <p>Investigating and defining Define and break down a given task, identifying the purpose</p> <p>Investigating and defining Consider components/resources to develop solutions, identifying constraints</p> <p>Designing Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology</p> <p>Designing Follow a plan designed to solve a problem, using a sequence of steps</p> <p>Producing and implementing Safely make solutions using a range of components, equipment and techniques</p> <p>Evaluating Independently apply given contextual criteria to evaluate design processes and solutions</p> <p>Collaborating and managing Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes</p>
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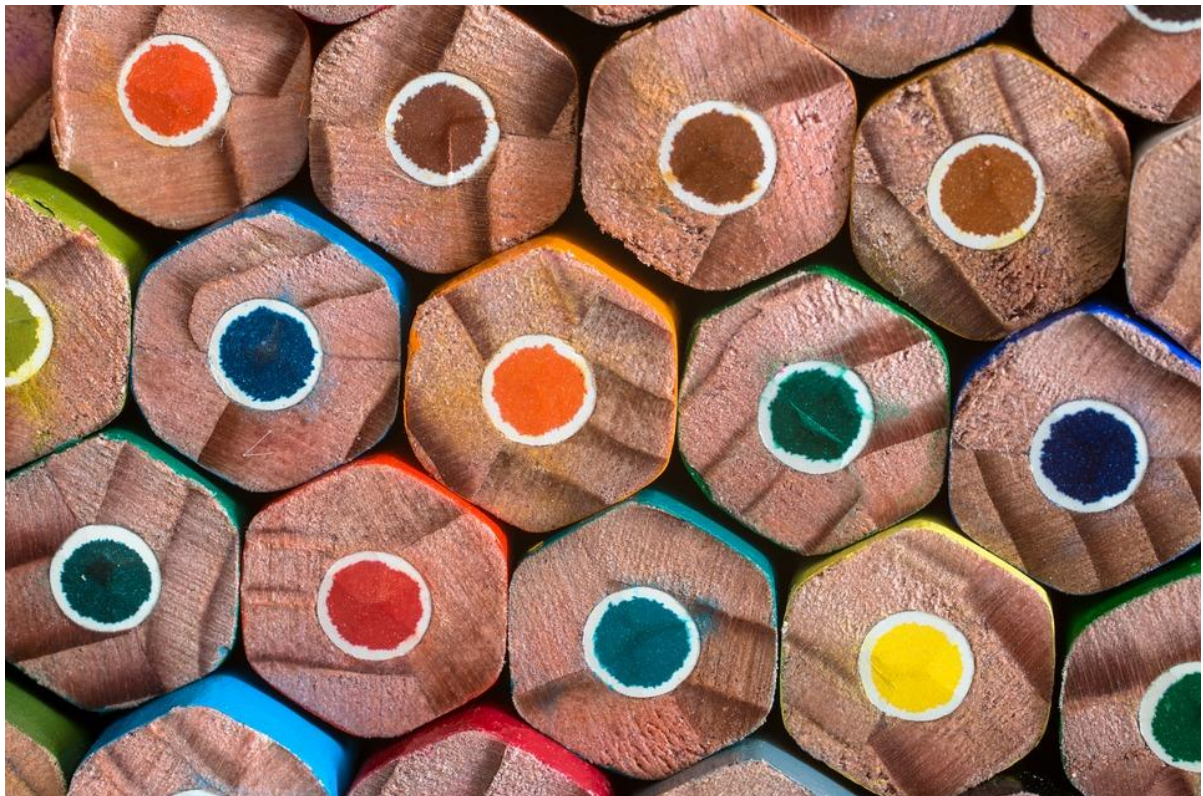
Task preparation	
Prior learning	Students have used the sewing machines in a previous task and understand classroom safety.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to 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	Individually complete a design folio and the construction of the product and evaluation sheet.
Resources	<ul style="list-style-type: none"> • Fabric • Design brief

Technologies; Materials and technologies specialisations

Name: _____

Lessons: _____

Pencil Case Design Challenge



Technologies – Textiles

Textiles

Through this course, it is hoped students will gain an understanding of textiles and things made in the textile industry. Having an idea of the skills and time involved in making things by hand will allow the students to think about some of the issues associated with our 'throwaway society', such as environmental and sustainability issues.

Develop Knowledge and understanding

- Safety
- The properties of textiles and materials
- Terminology related to tasks. This includes textiles terms related to measurement, equipment, materials and techniques.
- A range of constraints and opportunities considered when developing a product or solution to meet a need.
- The selection and combining of materials, systems, components, tools and equipment.

Develop Process and Production Skills

- Work independently and collaboratively, as required.
- Design and produce your own decorated pencil case.
- Set up equipment needed for practical lessons (organisational skills).
- Safely use and work with equipment appropriate for the task e.g. sewing machine.
- Use basic techniques with increasing accuracy and manipulative skills.
- Develop criteria to evaluate your products (pencil case) and the processes you used to make them.
- Use and care for resources and equipment.
- Access and select appropriate information from a range of sources.

Value

- The opportunities provided
- Working cooperatively and safely with others
- Respect individual differences and the design choices of class members



Working safely, and successfully, in the textiles room



Never run in the textiles room - scissors

Turn your machine off when you are not using it

Keep your fingers away from the needle

Only one person can use the sewing machine at a time

Always check the machine settings before you start sewing

Always test the machine on a scrap at the start of every lesson

Sit up straight and in line with the needle

Always turn the hand wheel so the top moves towards you

Always treat the equipment with respect - report all faults and breakages

Work co-operatively with others, and treat others how you would like to be treated

Use the fabric and other materials thoughtfully to minimise waste

Anything else ...?

Design Brief

Your task is to investigate, design and produce a decorative pencil case.

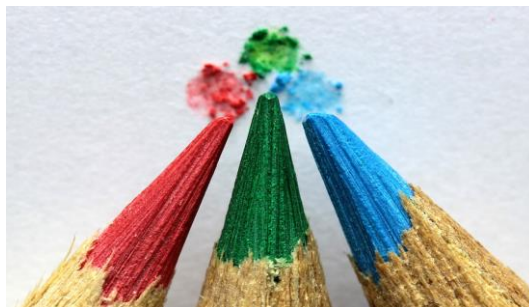
Constraints:

Your pencil case must:

- include a zip
- incorporate at least one decorative technique
- be made using the fabric, materials and equipment provided
- be made in class time
- be completed by the end of Week 7.

Brainstorm the desirable characteristics of a pencil case

Use this page to record information about the important features of a pencil case.



Production Instructions

This section would set out the steps of production for students for the construction stage of the pencil case.

- Zip
- Seams
- Finishing



Equipment and Materials List/success

Each time you use a new piece of equipment or a new material or product, add it to this sheet and explain how you have used it.

Equipment/Product	Explain how you use it

On the following pages, design two different pencil cases. Annotate your design so that your techniques, materials and colours are clear.

Pencil Case Design 1

Pencil Case Design 2

Pencil Case Evaluation

Complete the following questions about your pencil case. Remember to always **give reasons** for your answers.

1. Did the decoration on your pencil case front turn out like you planned? Explain why or why not.

2. The best things about my pencil case are ... Why?

3. When making my pencil case, the new skills I learnt were ...

4. If I could make my pencil case again, I would make the following changes ...

Explain why would you make these changes?

5. Write down the positives and negatives for **making things yourself** rather than buying them (think about other textile items, not just a pencil case).

Positives	Negatives

PMI (Technology in society and Investigating)

Examine the pencil cases available (include the one you made) and complete a PMI for each one.

In your answers, include aesthetic (how it looks), functional (does it work), social (is it on trend), environmental and sustainability considerations (what is it made out of? where is it made? how long will it last?).

Pencil Case and materials	Plus	Minus

Your Pencil Case

Plus	Minus	Improvements

Sample marking key

Pencil case	
Description	Marks
Materials and technologies specialisations: Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment	
Develops skills and uses a variety of materials and appropriate processes to design and make a product and justifies materials selected to match their use.	4–5
Combines skills and materials that are appropriate to make a product to complete the design task. Matches technical process with the choice of materials.	2–3
Requires assistance to select appropriate materials and processes to make a product.	0–1
Subtotal	5
Description	Marks
Investigating and defining: Define and break down a given task, identifying the purpose Consider components/resources to develop solutions, identifying constraints	
Applies investigating techniques and collects a variety of design ideas relevant to the design problem. Demonstrates thought and insight into the requirements for the given design task by annotating in detail relevant information about design fundamentals, as well as likes and dislikes.	4–5
Investigates, collects and presents appropriate design ideas.	2–3
Requires assistance to arrange a collection of images.	0–1
Subtotal	5
Description	Marks
Designing: 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	
Applies design skills and demonstrates a range of techniques through detailed annotations, well-drawn concepts of intended product.	5–6
Applies design skills and demonstrates a sequence of steps by drawing developing, annotated diagrams of intended product.	3–4
Demonstrates limited accuracy in the task at any stage. Design may be incomplete and lack any detail e.g. may just be a drawn object.	1–2
Subtotal	6
Description	Marks
Collaborating and managing: Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes	
Demonstrates consistent abilities to work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes.	5–6
Demonstrates developing abilities for working independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes.	3–4
Requires guidance to work collaboratively to produce work.	1–2
Subtotal	6
Description	Marks

Producing and implementing: Safely make solutions using a range of components, equipment and techniques	
Selects and correctly uses a variety of equipment and appropriate techniques to make a product and justifies each process selected. Justifies safety considerations in detail.	7–8
Selects materials and matches appropriate techniques for construction of a product and may explain choice of process. Describes the safety aspects and gives simple explanations.	5–6
Demonstrates limited understanding when selecting appropriate processes for a specific purpose and requires guidance with production techniques.	3–4
Requires assistance to complete each process in producing the product. Does not express any consideration for safety when making the product.	1–2
Subtotal	8
Description	Marks
Evaluating: Independently apply given contextual criteria to evaluate design processes and solutions	
Detailed, insightful responses to questions, and clear explanations given for likes and dislikes. PMI complete with detailed statements.	5–6
Appropriate responses to questions, mostly error free. All boxes in the PMI filled.	3–4
Limited responses to questions or explanations given for like and dislikes. PMI not complete.	1–2
Subtotal	6
Total	36

ACKNOWLEDGEMENTS

Coloured pencil ends

The3cats. (2016). [Image of coloured pencil ends]. Retrieved November, 2017, from <https://pixabay.com/en/colored-pencils-creative-antistress-1396841/>

Red, green and blue pencil tips

Robert_c. (2013). [Image of red, green and blue pencil tips]. Retrieved December, 2017, from <https://pixabay.com/en/color-crayons-colored-to-color-787251/>

Sewing tools clipart

Openclipart-vectors. (2013). [Sewing tools clipart]. Retrieved December, 2017, from <https://pixabay.com/en/darn-household-sewing-needle-145024/>