



Sample assessment task

Year level	Pre-primary
Learning area	Humanities and Social Sciences
Subject	History and Geography
Title of task	We are family

Task details

Description of task	Students pose questions to their parents about their family history including where they and their parents were born. They collect and display data as a group on a map of the world. They transfer data onto a table as a class.
Type of assessment	Formative – Research skills Summative – Drawing conclusions about family history and data
Purpose of assessment	To assess student’s understanding of the world as made up of many different places and the places their family and other people’s families originated from.
Assessment strategy	Observation – Ongoing and first-hand observations of student learning, documented by the teacher.
Evidence to be collected	Oral and anecdotal notes and responses to questions (posed individually to students)
Suggested time	Family tree – 30 mins Class data collection and table display – 60 mins Individual questions with teacher – approx. 5 mins / child during learning rotations Whole class reflection – 30 mins

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees</p> <p>The globe as a representation of the Earth on which Australia and other familiar countries can be located</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Pose and respond to questions about the familiar</p> <p>A> Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)</p> <p>E> Draw conclusions based on discussion of observations (e.g. answer questions, contribute to guided discussions)</p> <p>C&R> Reflect on learning (e.g. drawings, discussions)</p>
Key concepts	<p>Geography: Place, Space, Interconnection</p> <p>History: Continuity and change</p>

Early Years Learning Framework (EYLF)	<p>Outcome 1: Children have a strong sense of identity Children develop knowledgeable and confident self-identities</p> <p>Outcome 4: Children are confident and involved learners Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, Being & Becoming — The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
National Quality Standard	<p>National Quality Standard, Quality Area 1 – Educational program and practice</p> <p>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.</p> <p>[Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</p>
Task preparation	
Prior learning	<p>Students have participated in activities focusing on Australia as the country in which they live and can identify it on a map of the world.</p> <p>Students have researched/ discussed where they were born and explored their family history both with their family and at school.</p>
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • Whole class activity and discussion • Individual components (oral answers to questions, scribed by the teacher)
Resources	<p>Prior to commencement of task: Teacher collects information about the birthplaces of the students and their parents (send home a note and/or survey to gather information).</p> <ul style="list-style-type: none"> • A5 piece of paper for family tree to be drawn on • Music or YouTube clip such as ‘<i>We are Australian</i>’ • Large world map (poster) • Photographs of students’ faces (head shot circles) • Facility to make a table (either on card/paper or digitally) • String, pins/reusable adhesive • Textas / markers

Instructions for teacher

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

Strategy															
Inspire/inform	<ul style="list-style-type: none"> • Discuss who the people in their family are. Model simple family tree. Students draw a picture of each family member to show their own family tree (Labelling encouraged – instead of drawing, family photos could be used). • Put family trees on display. Students walk around and look at each other's family trees. Class discussion about families (gathering data) and the different family trees in the class. • Source and show some family photographs from different countries (digital, books, original photos) to highlight diversity in families. • Play the song '<i>We Are Australian</i>' and any others of your choice about children/families in the world. • Students ask each other about their families (e.g. where was a parent born?). • Inform the students that they are going to explore where the students and their parents were born and locate these places on the world map. • Identify the seven continents. • Ask students, 'In which continent do you think most people in our class were born?' 														
Show	<ul style="list-style-type: none"> • Show the world map to the students. Ask a student to locate Australia. • Tell students we are going to answer survey question to collect information. Ask the students to put their hands on their head if they were born in Australia, or their hands on their hips if they were born outside of Australia. Count and reflect on the survey. 														
Try / transfer	<ul style="list-style-type: none"> • Discuss students' birthplaces and draw any conclusions. • Students identify where they were born and place their photograph on that location on the map. 														
Apply	<ul style="list-style-type: none"> • Make a table (paper or digitally) of the continents of the world and transfer the data (places students were born) as a tally. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Australia</th> <th>Asia</th> <th>Africa</th> <th>Europe</th> <th>North America</th> <th>South America</th> <th>Antarctica</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Each student scores a tally on the appropriate continent (with support if necessary). • Continue until all students' data is represented. • Give the students stickers (different colour to represent each parent/guardian). • Students place the stickers on the birthplaces of their parents on the map. • Students add their tally to the table. 	Australia	Asia	Africa	Europe	North America	South America	Antarctica							
Australia	Asia	Africa	Europe	North America	South America	Antarctica									
Reflect	<ul style="list-style-type: none"> • Class discussion about the data collected and what it shows. • If possible, display individual family trees and connect with coloured string to Australia (and, optionally, birthplace photos) • Ask questions such as: In which continent were most people born? Was our prediction at the start of the lesson correct? • Ask students to respond individually to the following questions: <ol style="list-style-type: none"> 1. What can you tell me about the data on the map? 2. What can you tell me about this table? 3. What did you learn about the children and the parents in our class? 														

Sample marking key

Description	Check
Task – Immediate family tree (Place, Continuity and Change)	✓
Independently and accurately creates a family tree which shows members of their immediate family.	
With assistance, creates a family tree which accurately shows members of their immediate family.	
Creates a family tree which accurately shows members of their immediate family with the assistance of an adult.	
Description	Check
Task – Draws conclusions to answer individual questions (Place, Space, Interconnection)	✓
Independently and confidently shares observations, offers own conclusions in the form of an opinion and uses collected data to answer specific questions.	
When prompted, shares observations, offers general thoughts to class discussions and uses the collected data to answer some specific questions.	
Requires much prompting to share observations, is reluctant to contribute to class discussions and answers specific questions without using the collected data.	
Description	Check
Task – Shares ideas during class discussions (Interconnection)	✓
Independently and confidently shares ideas and actively contributes to class discussions.	
When prompted, shares ideas and contributes to class discussions.	
Requires constant prompting and assistance to share ideas and is reluctant to contribute to class discussions.	

Making connections across learning environments

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.]

	Provocation	Resources
Inside spaces/ environments	<p>Take a tally!</p> <p>Set up a tally chart for the students to explore creating a tally by asking questions to their peers. Example: Have you ever been on a train? Have you ever ridden a horse? Have you ever been on a plane? Students ask each other the questions and tally the results for the class. Students can take a photo of their results for evidence of learning.</p>	<p>A number of tally charts</p> <p>Whiteboard markers</p> <p>Device for photographing</p>
	<p>Picture puzzle</p> <p>Cut up an Australian and a world map. Laminate the pieces to create a puzzle. Students explore the maps through discussion whilst putting it together.</p>	<p>Australian and world map</p>
	<p>A wee, little world</p> <p>Put a large map of Australia or the world on the floor. Students use toy people to indicate life in Australia or on different continents of the world. They can add buildings or other infrastructure by using loose parts (role-play opportunities).</p>	<p>Australian and world map</p> <p>Toy people</p> <p>Loose parts</p>
Ambience/aesthetics	World music inside and outside	World music CD/player
Outside spaces/ environments	<p>Large mandalas</p> <p>Create a large circular mandala in the open space using the items from the environment both natural and man-made. Ask the students to take ‘bird’s-eye view’ photos of the process and end product. View them later to compare designs and appreciate each other’s work.</p>	<p>Space</p> <p>Items to use</p>
	<p>Café alfresco</p> <p>Create a ‘pavement café’ with the students. Explore and role-play being a chef, waiter or customer. What type of ‘world food’ could the café serve?</p>	<p>Open area</p> <p>Tables, chair, picnic rugs, mats, toy kitchenettes, mud kitchen, utensils</p>

	<p>Global chasey!</p> <p>Whole class chasey game: Give seven students an identifying sash and name them a continent. These students are the chasers who are trying to catch as many people to live on their continent. Give the students one minute to play the game. Students count up how many people they have caught before handing the sash to another player to repeat the game.</p>	<p>Open space</p> <p>Seven identity sashes</p>
Ambience/aesthetics	World music inside and outside	World music CD/player