



## Sample assessment task

<b>Year level</b>	Pre-primary
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Geography
<b>Title of task</b>	Where in the World?

## Task details

<b>Description of task</b>	Students pose questions to their parents about the places they and their parents were born. Information will be collected and displayed on a globe or a map of the world and represented in a class table. Students will then provide an oral response to questions developed from the information collected in the table.
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To inform progression of learning
<b>Assessment strategy</b>	Observation and discussions, oral responses to questions
<b>Evidence to be collected</b>	Oral and anecdotal notes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p>The globe as a representation of the Earth on which Australia and other familiar countries can be located</p> <p><b>Humanities and Social Sciences skills</b></p> <p>Pose and respond to questions about the familiar</p> <p>Draw conclusions based on discussion of observations (e.g. answer questions, contribute to guided discussions)</p>
<b>Key concepts</b>	Place, Space, Interconnection
<b>Early Years Learning Framework (EYLF)</b>	<p>Outcome 1: Children have a strong sense of identity</p> <p>Children develop knowledgeable and confident self-identities</p> <p>Outcome 4: Children are confident and involved learners</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being &amp; becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>
<b>National Quality Standard</b>	<p><b>National Quality Standard: Quality Area 1 – Educational program and practice</b></p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>Element 1.1.5 Every child is supported to participate in the program.</p> <p>Element 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p><small>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>

## Task preparation

<b>Prior learning</b>	<p>Students have participated in activities focusing on Australia as the country in which they live and can identify it on a globe or a map of the world.</p> <p>Students have posed questions at home to discover where the people in their family were born.</p>
<b>Assessment differentiation</b>	<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

<b>Assessment conditions</b>	<ul style="list-style-type: none"><li>• Whole class activity and discussion</li><li>• Individual components (oral answers to questions, scribed by the teacher)</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• Information about the birthplaces of the students and their parents</li><li>• Music or YouTube song 'We Are Australian'</li><li>• Globe of the world or large world map poster</li><li>• Photographs of students' faces (head shots)</li><li>• Facility to make a table either on card or digitally</li><li>• String, pins/reusable adhesive</li></ul>

## Instructions for Teacher

### Where in the World?

[Based on *ISTAR – A model for connected practice with classrooms*. Western Australian Primary Principals' Association.]

<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>• Play the song 'We Are Australian' and any others of your choice about children/families in the world.</li> <li>• Students ask each other about their families (e.g. where was your mum born?).</li> <li>• Source some family photographs from different countries (digital, books, original photos) to highlight diversity.</li> <li>• 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.</li> <li>• Identify the seven continents.</li> <li>• Ask students, 'In which continent do you think most people in our class were born?'</li> </ul>														
<b>Show</b>	<ul style="list-style-type: none"> <li>• Show the world map to the students. Ask a student to locate Australia. Ask students if they were born in Australia and show the answer with thumbs up or thumbs down.</li> <li>• Ask them to share the countries where their parents were born.</li> </ul>														
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Students sit in a circle with a large globe or map of the world in the centre.</li> <li>• Students identify where they were born and place their photograph on that location on the map.</li> </ul>														
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Students identify where their parents' were born and place a coloured, sticky dot on the map or globe.</li> <li>• Continue until all students' data is represented.</li> <li>• Make a table of the continents of the world and transfer the data as a tally.</li> </ul> <table border="1" data-bbox="421 1099 1505 1234"> <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>	Australia	Asia	Africa	Europe	North America	South America	Antarctica							
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<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Have a brief discussion about what the data shows.</li> <li>• Ask questions such as:             <ol style="list-style-type: none"> <li>1. In which continent were most people born?</li> <li>2. Was that continent the same as predicted at the start of the lesson?</li> </ol> </li> <li>• Ask students to respond individually to the following questions:             <ul style="list-style-type: none"> <li>• What can you tell me about the data on the map?</li> <li>• What can you tell me about this table?</li> </ul> </li> <li>• What did you learn about the children and the parents in our class?</li> </ul>														

## Sample assessment key

Description	Check
Poses a question	✓
Independently poses a question to gather necessary information	
Requires assistance to pose a question to gather necessary information	
With much assistance, poses an unrelated question	
Description	Check
Shares ideas	✓
Independently and confidently shares ideas and actively contributes to class discussions	
When prompted, shares ideas and contributes to class discussions	
Requires much prompting to share ideas and is reluctant to contribute to class discussions	
Description	Check
Reflection	✓
Effectively responds to questions, without prompting	
Answers questions, with some prompting	
Responds to questions, with much prompting	

## 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.]*

### Assess students on their ability to draw conclusions and reflect on learning.

	Provocation	Resources
<b>Inside and outside spaces/ environments</b>	<b>Large mandalas</b> Create a large circular mandala in the open space using the items from the environment both natural and manufactured. 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.	Space Items to use
	<b>Café alfresco</b> 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?	Open area Tables, chair, picnic rugs, mats, toy kitchenettes, mud kitchen, utensils
	<b>Global chasey!</b> 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.	Open space Seven identity sashes
<b>Ambience/aesthetics</b>	World music inside and outside	World music CD/player