Sample assessment task

Year level	1
Learning area	Technologies
Subject	Design and Technologies: Food and fibre production
Title of task	Animal crackers

Task details

Description of task	Students will work in pairs to create a web of information depicting the required basic needs, such as food-nutrients, water, space and protection of animals (chickens, cow, camel and crocodile). Students consider which information is relevant to a particular animal and create a web of information together, using words and symbols.
Type of assessment	Summative
Purpose of assessment	To identify if students know the basic needs of selected animals and can sort that information appropriately
Assessment strategy	Observation, discussion and work samples
Evidence to be collected	Annotated notes, photographic and/or video evidence of each pair of students, student activity

Content description

Content from the Western Australian Curriculum and Assessment Outline	*Knowledge and understanding* **Food and fibre production** Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection *Processes and production skills* **Investigating and defining** Explore opportunities for design **Designing** Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps **Producing and implementing** Use given components and equipment to safely make solutions **Evaluating** Use personal preferences to evaluate the success of design processes **Collaborating and managing** Work independently, or with others when required, to safely create and share sequenced steps for solutions
Connected curriculum	**English** *Language variation and change* Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others **Mathematics** *Data representation and interpretation* Collect, check and classify data

Task preparation

Prior learning	Students have explored ideas about what animals and plants, used for production, need in order to survive and be healthy. They are familiar with life-cycles and have vocabulary that is used to support this concept.
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	Whole-class discussion
	Students will work in pairs to complete activity
Resources	• 10–15 sets of the activity kit
	• Cardboard, pop sticks, pipe cleaners or any other material that could be used to make arrows
	• Poster-size coloured paper/card for student individual web, pencils/felt tip pens
	• Device for photographic and/or video evidence

Instructions for teacher

Strategy	
Inspire/inform	• Pre-prepare internet videos on; chickens hatching, cows being milked, camel and crocodile farm footage (use Australian footage as much as possible). • Discuss why we need to look after animals that are bred for human consumption or other products. • Explore ideas of what foods might be eaten in the future to create a more sustainable world e.g. spiders, cockroaches, crickets.
Show	• Brainstorm and model a web on another chosen farm animal.
Tell	• Students will work through their animal kits to determine which facts belong to what animal (chicken, cow, camel and crocodile) to create a web of information.
Apply	• Complete the activity.
Reflect	• Select a group of students to report on their web. Discuss with the whole class what they have in their webs and is it the same as others'? • Discuss differences and similarities. • Photograph the groups and their final webs. • Students choose one web element to draw up on a piece of coloured paper/card to be displayed around the classroom.

Sample marking key

Design and Technologies – Food and Fibre – Animal Crackers! (Year 1)
Food and fibre production
Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection

Marking Key I = Independent   SS = Some Support   LS = Lots of Support

Student names	Can identify the basic needs of selected animals	Can create an information web	Can sort and categorise information	Collaborate and manage task effectively	Comments

Making connections across learning environments

National Quality Standards: 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 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

	Provocation/activity	*Resources*
Inside spaces/environments	**Funny farm:** environments – create a small-world farm using synthetic turf; pig pen "mud" (corn starch, water, brown paint); dirt (mix baking soda, black food colouring and slowly add water until the baking soda is slightly moist - when damp, it is malleable but too much water and it will dissolve!); small stones; small plants; straw; un-popped popcorn for the feed bins; mini tractors and trucks; toy animals.	Tray or large, flat container Small animals and vehicles Synthetic turf, un-popped popcorn, baking soda, corn starch, water, black food colouring, paint…
	Farm Feast: make a snack or some lunch using produce from the farm e.g. egg sandwiches, grated cheese and baby rocket leaf sandwiches and develop cutting, spreading and slicing fine motor skills as well!	Bread, butter, eggs, baby rocket leaves, cheese
Outside spaces/environments	**Animal Tag:** students are lined up in animal teams: chickens, cows, crocodiles, camels. Two or three people are the taggers in the middle of the space. They call out the name of an animal. All of that animal team must run to the enclosure at the opposite end of the room without being caught. When "animal crackers" is called, everyone must run to the opposite end. If caught, players must run a lap of the playing space before returning to the game. Every few minutes - change the taggers.	
Ambience/Aesthetic	Animal songs, Old MacDonald…	

Animal	Product	Food/nutrients	Space	Protection/predator	Water
CHICKEN	Eggs	Worms	Coop	Wild cats	Water
	Feathers	Vegetables			
	Meat	Fruit	Factory	Fox	
	Pets	Flowers			
	Fertiliser	Grass	Barn	Dogs	
	Insect control	Seeds	Yard		
CAMEL	Milk	Grass hay	Paddocks	No natural predators	Water
	Meat				
	Tourism	Grain	Deserts		
	Fashion				
	Hats	Desert plants	Farms		
	Leather				
COW	Milk	Grass	Sheds	Wild dogs	Water
	Meat	Corn	Paddocks	Dingoes	
	Leather	Hay	Farms		

CROCODILE	Furniture	Alfalfa hay			
	Shoes	Grains			
	Meat	Fish	Farms	Humans	Water
	Shoes	Other animals	Rivers		
	Bags	Chickens	Billabongs		
	Souvenirs	Birds	Swamps	Protected species	
	Fashion				
	Tourism				

Animals used for production

Instructions: These words are to be cut up and used as individual words in order to sort and categorise each animal (chicken, cow, camel and crocodile). Above should be enlarged onto A3 paper/card. See following for example.

Note: This activity can be differentiated to suit your student needs. Students requiring support can communicate three or four steps while others can communicate more or all.

Chicken → FOOD/NUTRIENTS → Grain → Worms → Vegetables

Chicken → Space

Chicken → PRODUCT → Eggs → Feathers →