



Sample assessment task	
<b>Year level</b>	3
<b>Learning area</b>	Health and Physical Education
<b>Subject</b>	Health Education
<b>Title of task</b>	Design a snack
Task details	
<b>Description of task</b>	In small groups, students will choose a recipe and design a healthy snack for the class to share
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To gauge students' understanding of healthy foods
<b>Assessment strategy</b>	Group activities
<b>Evidence to be collected</b>	Video/photographs Peer assessment form
<b>Suggested time</b>	2 x 40 minute sessions
Content description	
<b>Content from the Western Australian Curriculum</b>	Actions in daily routines that promote health, safety and wellbeing: <ul style="list-style-type: none"><li>• healthy eating</li><li>• appropriate levels of physical activity</li></ul>
Task preparation	
<b>Prior learning</b>	<p>Students have categorised foods into the food groups from magazines, food cartons and play food using the <i>Australian Guide to Healthy Eating</i>.</p> <p>Students have explored number of servings of each food group for 8–10 year olds and measured foods using scales, capacity and measuring cups. They compared portion sizes to servings.</p> <p>Students have made decisions regarding healthy and less healthy snacks. They have explored foods that are filling and nutritious to eat at recess, lunchtime or after school. They have discussed hygiene and safety when handling food.</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>	Students will work in small groups in an area that allows for simple food preparation
<b>Resources</b>	<i>Session 1</i> <ul style="list-style-type: none"><li>• Devices with internet, recipe books</li></ul> <i>Session 2</i> <ul style="list-style-type: none"><li>• Foods from shopping list, cutting boards, peelers, knives, containers, other cooking utensils</li></ul>

## **Instructions for teacher**

### **Design a snack**

Once the students have decided on a recipe, create a shopping list of items required for Session 2. Parents can be asked to donate items from the list or the class budget can be used to purchase foods. Local greengrocers may be approached for donations of fruit and vegetables. Cooking utensils, such as cutting boards, knives etc. should be collected before Session 2, and it is advised to have a parent helper or adult to work with each group. Revise hygiene and safety requirements before commencing Session 2. As students finish creating their snacks, listen to the student feedback and record anecdotal notes.

## **Instructions to students**

### ***Session 1***

You will work in groups of four to research a healthy, nutritious snack suitable for 8–10 year olds to eat at school. Follow these steps:

- (a) In your group, find or create a recipe for a nutritious snack food.
- (b) Write the name of the snack, the ingredients used and the procedure for making the snack on a large piece of card. This will be displayed in front of the food, which you will prepare in the next session.

### ***Session 2***

You will work in the same group of four as the previous session.

- (a) Make your snack using the ingredients provided, and display it with your recipe on a central table.
- (b) Clean up.
- (c) Taste your own snack and fill out the self and peer assessment form.
- (d) Taste the snacks of other groups and complete the remainder of the self and peer assessment form.
- (e) Provide feedback to the class about your groups snack and one other snack you tasted.

### Self and peer assessment form

Use the following form to assess your own snack, and to assess the other snacks prepared by the class.

Name: \_\_\_\_\_

Name of snack	What foods were contained in the snack?	Was the snack nutritious? Why or why not?	Was the snack healthy? Why or why not?	Was the snack tasty?	Would you like to eat this snack again?	What would you rate this snack out of 10?	What other comments would you like to make?
<b>My group's snack</b>							

## Sample marking key

This task is partly assessed as a group (criterion 1) and partly individually assessed (criteria 2 and 3). As the students are preparing their snacks and assessing their own and each other's snacks, the teacher should move among the groups and complete the first assessment criterion of the marking rubric below. Teachers then collect the self and peer assessment forms to assess criteria 2 and 3. Feedback on the nutritional value of each snack should be given to students at the time these assessment criteria are being measured.

Assessment criteria	4	3	2	1
1. Nutrition value (of group snack)	Makes a snack which is made in the main of nutrient rich foods, with good variety	Snack is made up of mostly nutrient rich foods, with some variety	Snack is made up of some nutrient rich foods	Snack does not contain nutrient rich foods
2. Self-assessment of snack	Detailed/accurate justifications provided	Accurate justifications	Vague and mostly accurate justifications	Limited justifications
3. Group assessment of snack	Detailed/accurate justifications provided	Accurate justifications	Vague and mostly accurate justifications	Limited justifications
<b>Total</b>				<b>/12</b>