



Sample assessment task	
Year level	2
Learning area	Technologies
Subject	Design and Technologies: Food and fibre production
Title of task	Growing up!
Task details	
Description of task	Students are introduced to the concept of growing plants for harvest and create their own miniature garden to grow a food crop (cress) for a sandwich.
Type of assessment	Summative
Purpose of assessment	To assess students' skills in creating a miniature garden for a food crop such as cress
Assessment strategy	Observations, self-assessments and practical evidence
Evidence to be collected	Designs and photographs of students preparing their garden, the garden completed, after three days, after seven days and the students' cress sandwich. All photographs to be printed and put into a time line with annotations by the student.
Suggested time	2 x 1–2 hour lessons
Content description	
Content from the Western Australian Curriculum and Assessment Outline	<p><i>Knowledge and understanding</i></p> <p>Food and fibre production Food and fibre choices for healthy living</p> <p><i>Processes and production skills</i></p> <p>Evaluating Use simple criteria to evaluate the success of design processes and solutions</p>
Early Years Learning Framework (EYLF)	<p>Outcome 1: Children have a strong sense of identity</p> <p>Outcome 2: Children are connected with and contribute to their world</p> <p>Outcome 4: Children are confident and involved learners</p>
Connected curriculum	<p>Health and Physical Education</p> <p><i>Personal, social and community health</i></p> <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> • personal hygiene practices • healthy eating • sufficient sleep • staying hydrated • regular physical activity
Task preparation	
Prior learning	<p>Students have had previous experience growing plants.</p> <p>Students have previous experience in designing and implementing their designs.</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 tasks.</p>

Assessment task

Assessment conditions	Whole-class work with individuals working largely independently
Resources	<ul style="list-style-type: none">• A variety of recycled materials available, such as boxes, egg cartons, plastic containers, paper towel, cress seeds, soil or potting mix, access to water.• A3 paper, pens, scissors, tape, staplers• Lesson 2 – plates, knives, bread, spread such as butter

Instructions for teacher

Lesson 1	
Inspire/inform	Watch the one-minute time-lapse video showing cress growing (takes about 6 days to grow in real time) https://www.youtube.com/watch?v=qtECPtJzW7A Students will be growing a food from seed and need to design and produce an appropriate container for this purpose. In a week's time, students need to harvest their cress to make a healthy sandwich.
Show	Show students the size of the cress seeds. Show the materials available for the task.
Tell	Students need to design a mini-garden in which to grow their seeds for harvest in a week's time. The garden needs to be waterproof and sustain plants until harvest. Students need to draw and label their design idea and write out the steps required to prepare the miniature garden (including an equipment list such as scissors or tape) Revise safety rules for using equipment.
Apply	Students commence the task, using A3 paper for their design. Students commence work on creating their miniature garden.
Reflect	Conduct a walkabout in which students visit each miniature garden to view the variety of designs. Students discuss and write down three simple criteria to use to evaluate the success of their design in a week's time.
Lesson 2 (one week later)	
Inspire/inform	It is time to harvest the cress.
Show	Show the time-lapse video showing cress growing again (see link above). Reflect on the experiences of the students. Conduct a walkabout in which students visit each miniature garden to assess the growth and suitability of the container for the harvest.
Tell	Students tell each other about the positives and any negatives of their design. Advise students on the organisation and procedure for harvesting the cress and making the sandwiches.
Apply	Students harvest their cress and make their sandwiches. Discuss the process of growing your own healthy food.
Reflect	Students reflect on the design process and make an evaluation against the three criteria they selected in the first lesson. Use the series of photographs to identify any points of weakness in the design.

Sample marking key

Design and Technologies –Growing up! (Year 2)

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

Student names	Evaluating design success against simple criteria	Comments

Making connections across learning environments

National Quality Standards: Quality Area 2 – Children’s health and safety

Standard 2.2 Healthy eating and physical activity are embedded in the program for children.

Element 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

	<i>Provocation/activity</i>	<i>Resources</i>
<i>Inside spaces/environments</i>	<p>Chelsea Flower Show Allocate a space in the classroom where the students can create an inside garden for a purpose. Gather plastic flowers and plants, pots, logs, fake grass and so on to build a space that is filled with colour. Students can add birds, insects and frogs to develop the space into a rich garden environment.</p>	<p>A space in the classroom Plastic flowers and plants, pots, logs, fake grass and other items Birds, insects, frogs and other items to add to the display</p>
	<p>To eat or not to eat? Set up a display of foods products that represent healthy eating. Use posters and catalogues from shops to display healthy options. Include some paper and pencils to write shopping lists of healthy items from the catalogues. Include some recipe books to look through.</p>	<p>Shop catalogues Posters of healthy food Food packaging (could recycle products from lunch boxes) Ask your local store to support you by supplying some products Recipe books</p>
<i>Outside spaces/environments</i>	<p>Blooming Gardening! Locate a small area of the garden outside the classroom that can be nurtured and turned into a blooming flower garden to entice bees to visit. Ask families to donate some plants from their gardens to minimise the cost to the school. Students tend the garden by watering and weeding.</p>	<p>A small garden area A note requesting plant donations from parents (students can write) Access to water</p>
	<p>Gnome where you live! Create a small gnome environment outside the classroom – Gnome Town.</p>	<p>Gnomes donated from families or collected from charity stores</p>
<i>Ambience/Aesthetic</i>	<p>YouTube videos: Source healthy cooking shows to run on computers.</p>	<p>Computer/YouTube</p>