



Sample assessment task	
Year level	3
Learning area	Technologies
Subject	Design and Technologies: Food and Fibre production
Title of task	What I know!
Task details	
Description of task	Students will complete a pre-test to determine what they know about food and fibre production.
Type of assessment	Formative
Purpose of assessment	Diagnostic: To make a judgement prior to the learning cycle that will inform teacher planning
Assessment strategy	Pre-test
Evidence to be collected	Completed test
Suggested time	45 minutes
Content description	
Content from the Western Australian Curriculum	Knowledge and understanding Technologies and society Role of people in design and technologies occupations Technologies and society Ways products, services and environments are designed to meet community needs Food and fibre production Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them
Task preparation	
Prior learning	No prior learning required as the test is to determine what the students know at this point.
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	Individual test conditions
Resources	Test paper for each student

Instructions for teacher

Briefly discuss specific terms with the class as a whole, such as:

- food production
- food preparation
- environments (for food production)
- modern and old farming techniques

Make these notes on the board for student to refer to subsequently

Actual task instructions

Students are to complete the test individually after a brief discussion about different terms.

The purpose of the assessment is to understand students' prior knowledge for planning further food and fibre production activities and assessments.

Any worksheets or scaffolding specific to the task

- test paper



<https://pixabay.com/en/adult-aplary-bee-bee-farm-beehive-1866740/>



<https://pixabay.com/en/harvest-grain-combine-1523793/>

1. What do you think is being farmed/harvested?

Who is it being farmed for and why?

Where do you think the photo is taken?

When do you think it was taken (past or present?).
Explain.

What equipment or technology is being used?

2. What do you think is being farmed/harvested?

Who is it being farmed for and why?

Where do you think the photo is taken?

When do you think it was taken (past or present?).
Explain.

What equipment or technology is being used?



<https://pixabay.com/en/wind-farm-farm-rural-sky-clouds-1747331/>



<https://www.flickr.com/photos/jungle-jane-pics/5088545070/in/photolist-8KE8aG-nWeJvX-83Zj1A-u32wzT-d33iK9-dlZDm5-Ay4iw-8jQR8r-2ZBwLT-4BpNsa-4Bu8pq-8jQAV8-7wydcc-8yhkVU-4BpNXM-4BpR6H-4BpPmX-83WhqT-4vG3c4-ECokqW-8jQAYD-4BpQmX-8jTMds-awJ8j-9wcyvm-7vAN96-7vXaPZ-83Wkvn-6a1ngB-4Bu89N-7wydgR-8dGwVd-92WUX9-7w1ZUw-atTzR1-92WV4u-7zaE6b-8uk1AZ-9zTsC-8jTMBw-7w1ZHC-4wNaR-fGWj1v-a7M87Y-uMhxs-dhWNf5-EqTjpN-8uo7js-7wC2Lj-4Bu6P3/>

3. What do you think is being farmed/harvested?

Who is it being farmed for and why?

Where do you think the photo is taken?

When do you think it was taken (past or present?).
Explain.

What equipment or technology is being used?

4. What do you think is being farmed/harvested?

Who is it being farmed for and why?

Where do you think the photo is taken?

When do you think it was taken (past or present?).
Explain.

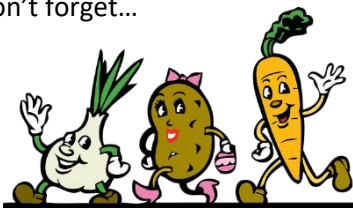
What equipment or technology is being used?

Overflow of writing

Working in pairs, choose one image to further research and create a three minute PowerPoint to present to the class.

In your presentation, include interesting finds on your subject, these may include what countries farm the particular animal or plant, health benefits of the animal or plant, interesting facts, who farms the animal or plant and why...

Don't forget...



Keep it interesting

<https://pixabay.com/en/vegetables-cartoon-root-vegetables-29063/>

Talk to the audience; look at the class



<https://pixabay.com/en/fish-funny-cartoon-odd-surprised-33712/>

Sample marking key

Food and fibre production: Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them

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

Student names	What is being farmed?	Where is the photo taken?	When is it taken?	<p>Comments</p> <p><i>If a student can only explain some but not all aspects, qualify and clarify this in the comments.</i></p>

ACKNOWLEDGEMENTS

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Image top left

Palmer, N. (2010). *A farmer at work in Kenya's Mount Kenya region* [Image]. Retrieved August, 2017, from [https://en.wikipedia.org/wiki/File:2DU_Kenya_86_\(5367322642\).jpg#globalusage](https://en.wikipedia.org/wiki/File:2DU_Kenya_86_(5367322642).jpg#globalusage)

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Image on left side

Clker-Free-Vector-Images. (2012). *Vegetables cartoon root vegetables* [Image]. Retrieved August, 2017, from <https://pixabay.com/en/vegetables-cartoon-root-vegetables-29063/>

Image on right side

Clker-Free-Vector-Images. (2012). *Fish funny cartoon odd surprised* [Image]. Retrieved August, 2017, from <https://pixabay.com/en/fish-funny-cartoon-odd-surprised-33712/>