Sample assessment task

Year level	6
Learning area	Technologies
Subject	Digital Technologies
Title of task	A picture paints a thousand words

Task details

Description of task	Students will create a video for a piece of poetry, using still images and sounds.
Type of assessment	Summative
Purpose of assessment	For students to embed audio and visual imagery to appropriately support chosen literature
Assessment strategy	Practical evidence, evaluation
Evidence to be collected	• Planning sheets • Electronic copy of video created • Self-evaluation sheet
Suggested time	3 x 1 hour lessons

Content description

Content from the Western Australian Curriculum	*Processes and production skills* **Collecting managing and analysing data** Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes **Digital implementation** Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols **Producing and implementing** Select, and apply, safe procedures when using a variety of components and equipment to make solutions **Evaluating** Develop collaborative criteria to evaluate and justify design processes and solutions **Collaborating and managing** Work independently, or collaboratively when required, considering resources, to plan, develop and communicate ideas and information for solutions

Task preparation

Prior learning	Students are familiar with software that will allow them to create a video using still images and should be able to add text and music.
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	Students may work individually or in pairs to complete the task.
Resources	- Access to suitable software (e.g. Photostory) - Access to the Internet to obtain suitable materials to complete the task (e.g. find poem, images and/or sounds)

Instructions for teacher

1. Students should first select a poem they can use to complete the task. This may be from a selection already prepared by the teacher to save time, a poem that they have written prior to this for another task or a suitable poem they have select specifically for the task.
2. Discuss with students the effect that adding pictures and sounds/music can have on the poem. Stress the importance of images matching the topic of the poem and the effect that sounds/music can have on evoking a desired emotion from the viewer.
3. Once students have selected their poems, have them make a list of the type of images they would like to use. The images should then be located and saved in a folder.
4. The background music may be from a selection provided by the teacher to save time, or ask students to find and download suitable music for the task.
5. Once students have the majority of the images and sounds they require, they can begin to produce the video:
   a. importing the images in order to match the poem
   b. adding text (i.e. the poem) over the images
   c. adding the background music.
6. Just prior to completion, have students provide peer feedback to each other to suggest edits that can be made to improve the task and allow time for these edits to be made.
7. At the end of the task, have students complete a self-evaluation of their work on the task.

NB Students could complete a similar task to create a video for:
- their graduation from primary school, using photos they have taken during the year and adding appropriate text and music
- a book review for their favourite book or a book they have recently read.

Worksheet/booklet for students

**Task description: A picture paints a thousand words**

Name: _____

Images and sounds are very powerful tools to try to evoke emotions from people. If you join these tools with written words, then they become even more powerful. Using words, pictures and sounds together, you can try to sway the audience to feel a certain way.

In this task, you are to use the software suggested by the teacher to create a video to retell a poem by adding suitable pictures and background music to try to evoke greater emotions from the people who will view your video.

Planning for the task:

Complete the following by adding some different types of emotions that we can get the viewer to feel with the video?

Happy

Scared

Suprised
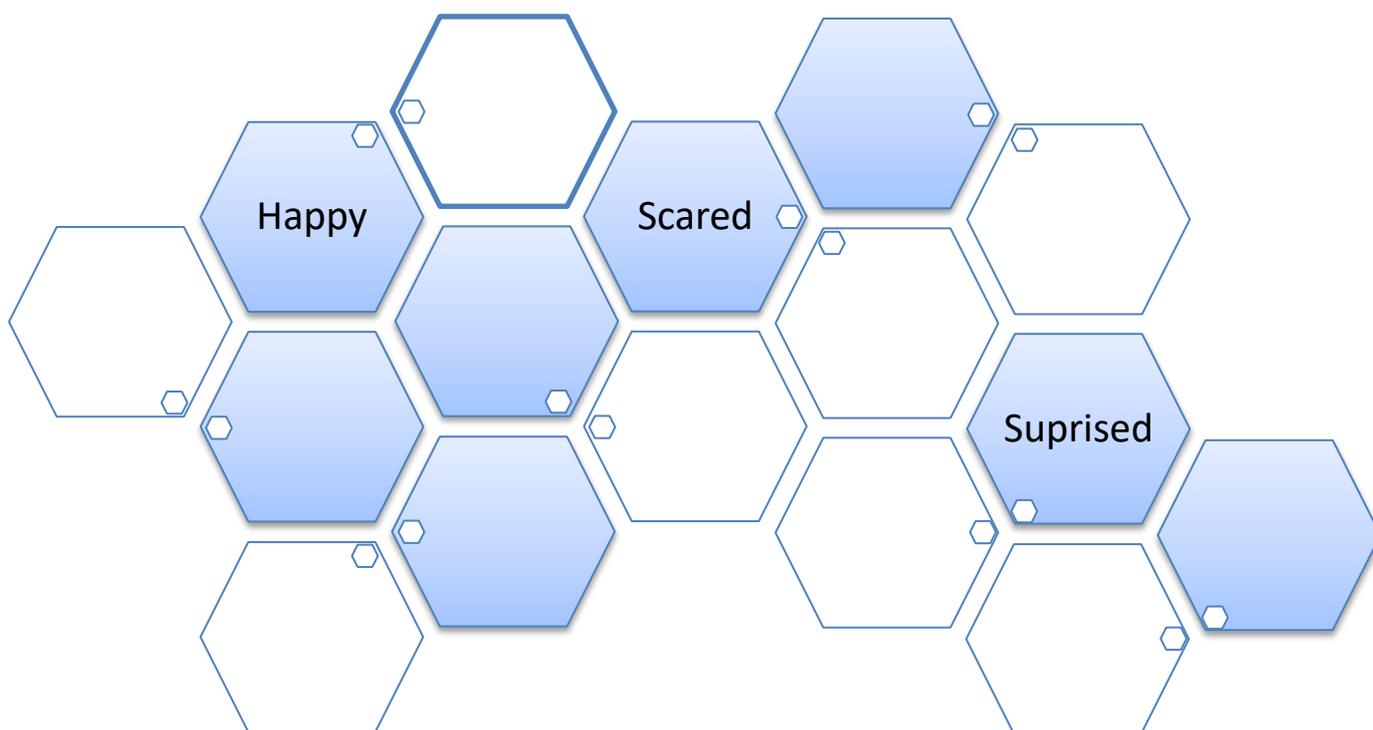
Compare your results with others in the class – add more to your list if you did not already have it.

To create my video

Name of the poem I will use: _____

Written by: _____

What types of emotions would I like my audience to feel?

_____

_____

Identify key phrases or words in the poem and the types of images that would match those phrases/words.

Key phrases/words from my poem	Type of image I could use

Suggestions for music I could use in the background:

_____

_____

Self-evaluation

Complete the following questions honestly about your work in completing this task.

What do you like best about the video you created, and why?

_____

_____

_____

_____

_____

_____

After other members of the class gave you feedback on your video, what changes did you make, and why?

_____

_____

_____

_____

_____

_____

Did you have any problems during the task? Explain what they were and how you solved the problems, if any.

_____

_____

_____

_____

_____

_____

What changes would you make to your final video if you could, and why?

_____

_____

_____

_____

_____

_____

Sample marking key	
Description	**Marks**
Investigating and defining	
Selects suitable poem and completes detailed planning.	4–5
Selects suitable poem and completes planning.	2–3
Selects poem and completes some planning.	1
Subtotal	**5**
Description	**Marks**
Producing and implementing	
Video is created using suitable images and background music to match the poem and intended aim. Correctly embeds audio to sync with the design intent.	9–10
Video is created using mostly suitable images and background music to match the poem and intended aim. Correctly embeds audio.	7–8
Video is created using mostly suitable images and background music.	5–6
Video is created using some suitable images and background music.	3–4
Video is created.	1–2
Subtotal	**10**
Description	**Marks**
Evaluating	
Completes detailed self-evaluation, with reflective and problem-solving language.	4–5
Completes self-evaluation, with some reflective language.	2–3
Completes some of the self-evaluation.	1
Subtotal	**5**
Total	**20**