



Sample assessment task

Year level	2
Learning area	Humanities and Social Sciences
Subject	Geography
Title of task	Scale Circles

Task details

Description of task	Students create a pictorial representation highlighting the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national (Australia)
Type of assessment	Summative (Knowledge and understanding) Formative (Humanities and Social Sciences skills)
Purpose of assessment	To assess students' understanding of scale and inform the progression of ongoing Humanities and Social Sciences skill development
Assessment strategy	<ul style="list-style-type: none"> Formative – Observations of student skill development, documented by the teacher Summative – Visual representations of learning through circles activity
Evidence to be collected	Pictorial representation of the scale of the students' home, suburb/town, state and country with some written/pictorial detail
Suggested time	90 minutes – 120 minutes, depending on prior knowledge of students.

Content description

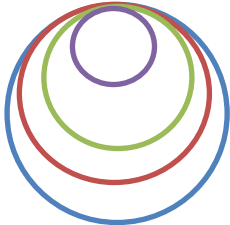
Content from the Western Australian Curriculum and Assessment Outline	<p>Knowledge and understanding</p> <p>Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</p> <p>Q&R> Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</p> <p>Q&R> Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p> <p>E> Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p>
Early Years Learning Framework (EYLF)	<p>Outcome 1: Children have a strong sense of identity Children develop knowledgeable and confident self-identities.</p> <p>Outcome 2: Children are connected with and contribute to their world Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>[Commonwealth of Australia. (2009). <i>Belonging, Being & Becoming—The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</p>
Key concepts	Place, Scale, Interconnection

Task preparation	
Prior learning	Students have had the opportunity to explore the world and maps in a variety of sources and on a variety of scales – large floor maps, atlases, globes, digital world maps. Students understand the terminology of states, suburbs, towns, national, scale. Students have prior knowledge of places they have visited and have had opportunities to share this with their peers.
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 task.
Assessment task	
Assessment conditions	The initial skill development tasks are completed within the whole class context. The summative circles task is completed individually.
Resources	<ul style="list-style-type: none"> • Paper or card in a variety of colours and sizes • Circular items to use as templates such as bottle tops, jar lids, plastic plates, cups etc. • Newspapers, magazines, computer and printer access for images (these could be pre-selected by teacher) • Permanent markers, pencils, textas, scissors, split pins or staplers.

Instructions for teacher

[Based on 'iSTAR - A model for connected practice within and across classrooms'. Western Australian Primary Principals' Association.]

Scale Circles

Strategy	
Inspire/inform	<ul style="list-style-type: none"> • Revise prior learning by displaying a range of world images/pictures, maps, atlases, globes. Compare and contrast different scales through these resources. • Revise terminology such as states, suburbs, towns, national, scale. • Explain that the task is to create a pictorial representation highlighting the scale hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national (Australia) • Relate to prior knowledge, e.g. any travel, trips or holidays students have taken.
Show	<ul style="list-style-type: none"> • Show students the variety of materials which are available to complete the task • Show students the location of the school as an example of the “personal” on Google Earth. Zoom outward to give students a sense of scale of their suburb/town, moving to the state and then the whole of Australia. Continue to move outwards if students are interested in Australia’s place in the world • If appropriate, discuss students’ street names and discuss any themes or commonalities
Try/transfer	<ul style="list-style-type: none"> • Explain key points related to each area (home, suburb, state, national) with a focus on the size of the areas and what is encompassed within. • Explain that students must find circles to use as templates to match each element (the actual sizes do not matter as much as the scale and the relationships between each element) • Students choose four objects to use as templates to represent each of the home, street/suburb/town, state and country • Students trace and cut out the circles, label and either draw some representative pictures or search for images to print and attach • Students join the circles at one point with a split pin or staple. 
Apply	<ul style="list-style-type: none"> • A comment about scale and their place in the world is recorded on the back of the circles (either by an adult scribing for the student or the student writing). Students draw conclusions based on their pictorial representation.
Reflect	<ul style="list-style-type: none"> • Students place their finished circles on their desk and participate in a class walkabout in which they observe the way their peers have represented the world and the location of the key elements. • Students compare and contrast their work in a class discussion regarding the circles. • Teachers use this opportunity to make anecdotal observations about students’ reflection on their learning.

Sample marking key	
Description	Check
Sequences information and recognise scale (Place, Space)	✓
Independently and accurately sequences and labels four major places (street/suburb/town, state and country) according to scale.	
With minimal assistance, sequences and labels four major places (street/suburb/town, state and country) according to scale.	
With frequent assistance, sequences and labels four major places (street/suburb/town, state and country) according to scale.	
With constant assistance, sequences and labels four major places (street/suburb/town, state and country) according to scale.	
Description	Check
Draws appropriate conclusions (Place, Space, Interconnection)	✓
Independently adds accurate and detailed information about the scale and their place in the world.	
With minimal assistance, adds some information about the scale and their place in the world.	
With frequent assistance, makes an appropriate conclusion or observation about scale and their place in the world. .	
With constant assistance, is prompted to make a conclusion or observation about scale and their place in the world and may not be accurate.	
Description	Check
Locates information from a variety of sources	✓
Independently selects appropriate information.	
With minimal assistance, selects information.	
Requires some support to select appropriate information.	
Requires a great deal of support to select appropriate information.	

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 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.

[Based on: Guide to the National Quality Standard (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

	Provocation/activity	Resources
Inside spaces/environments	<p>Spiral out!</p> <p>Set up a space with a range of different size pieces of paper and various types of writing implements (e.g. crayons, paint brushes, coloured pencils, charcoal). Students create spiral designs.</p>	<p>Paper of various sizes</p> <p>Variety of writing implements</p>
	<p>Order this!</p> <p>Have a range of different materials that can be ordered in multiple ways (big to little, thick to thin, light to heavy)</p>	<p>A range of different size materials, toys, rocks.</p>
	<p>Map it out!</p> <p>Supply a large world map and some toy planes for the students to explore and discover distance and scale. Supply country name cards in two boxes; departure and arrival. Student select one card from each and depart and arrive appropriately.</p>	<p>Large world map</p> <p>Toy planes x 4</p> <p>Destination cards x 12</p>
Outside spaces/environments	<p>Planet orbit.</p> <p>Chalk draw a solar system on a path to demonstrate scale. Students can use Lego and toys to explore the concept of scale.</p>	<p>Chalk</p> <p>Toys</p>
	<p>Treasure Hunt.</p> <p>Set up a Treasure hunt and supply the students with an individual scaled map to locate hidden items. Give coded directions and a key (search BBC Landscapes – map skills: Scale)</p>	<p>Maps</p> <p>Treasure hunt items</p>