



Sample assessment task

Year level	1
Learning area	English
Subject	Viewing
Title of task	A-ma-zing

Task details

Description of task	Students will use a T-chart strategy to orally interpret an image and compare 'What I see' (literal meaning) with 'What I imagine' (inferred meaning).
Type of assessment	Formative
Purpose of assessment	To assess students' comprehension and analysis of an image and ability to interpret and imagine meaning.
Assessment strategy	T-chart and individual discussion with students
Evidence to be collected	Notes on T-chart and notes taken during discussions
Suggested time	2 hours

Content description

Content from the Western Australian Curriculum	<u>Literacy</u> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
Early Years Learning Framework (EYLF)	Outcome 4: Children are confident and involved learners. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts. <small>[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.]</small>

Task preparation

Prior learning	Students are familiar with various text types and structures and have experience in using their imagination to think creatively, make meaning and problem solve. Students have experienced mazes by exploring books and images. Students have experience in cooperative learning strategies.
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	Whole-class introduction and preparation Individual consultation with students
Resources	<ul style="list-style-type: none">• Maze images (including two interesting garden mazes)• T-Chart per student• Electronic link or printed colour copy of the image• Whiteboards and markers• Papers and pencils

Instructions for teacher

Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]	
Inspire/inform	<p>Inspire students with images of mazes and discuss the possibilities. How would you feel playing in it, who built it and why was it built? Prompt students to use their imagination to create a story (such as, <i>Alice in Wonderland</i>). How do people think of ideas? What wonders could be in your maze?</p> <p>Students design a maze on a small whiteboard (or paper) while considering a story about the maze.</p> <p>Students participate in a 'walk-about' and look at all the student mazes. Ask for volunteers to share the story of their maze with the whole class. Prompt students to use their imaginations when thinking of ideas. Consider who, what, where, when and why of their stories.</p>
Show	<p>Show the image of the maze to be used for the assessment (printed image or on computer).</p> <p>Students consider the image independently.</p>
Tell	<p>Tell students you will be having a discussion about two questions (<i>What do you see?</i> and <i>What do you imagine?</i>)</p> <p>Inform students they will use their imaginations to make up a story about the maze.</p> <p>Remove the image. Students will view it again when it is their turn to complete the task.</p>
Apply	<p>Consult/interview students one at a time to complete a T-chart.</p> <p>Scribe the student's response to 'What I see' and 'What I imagine'.</p> <p>The comparison of the image will be used to develop both literal meaning and inferred/imaginative meaning.</p> <p>Other students continue to design their own mazes while interviews are proceeding (continue on whiteboards or change to paper, if desired).</p>
Reflect	<p>Which part of the task was more difficult: the literal interpretation of the image or the imagined?</p> <p>Why do you think this?</p> <p>What extension to this activity can we do? What more would we like to know?</p>

Sample marking key

A-ma-zing	
Description	Check
Identifies and communicates key ideas literally	✓
Independently identifies and communicates key ideas.	
Identifies key ideas but requires a small amount of assistance to communicate them.	
With assistance and guidance, communicates key ideas.	
Description	Check
Communicates imaginative/inferred ideas	✓
Independently describes and communicates imaginative ideas.	
Describes imaginative ideas but requires a small amount of assistance to communicate it.	
With assistance and guidance, describes and communicates ideas.	
Record observations about the level of support students require to complete the task and learning behaviours that were demonstrated.	

Making connections across learning environments

National Quality Standard, 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 1.1.5 - Every child is supported to participate in the program.

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

Observations of individual learning behaviours

	<i>Provocations</i>	<i>Resources</i>
<i>Inside and outside spaces/environments</i>	<p>Block it-build it! Supply blocks of various types for the students to build structures that explore the space available.</p>	Blocks of various sizes
	<p>Down the rabbit hole! Set up tables and tunnels with sheets and material coverings. Students explore the tunnels, making up stories about what is happening as they journey through. Add soft toys to provoke characters; change the flooring by adding synthetic grass or play music in the tunnels.</p>	Tables, material, sheets, music, CD player, soft toys, different floor coverings
	<p>Dress it up! Supply a tub of unusual dress-up items, such as; alien antennae, animal masks, a variety of hats, gloves and bags.</p>	Tub, unusual dress-up items
<i>Ambience/aesthetics</i>		