

Early Childhood Studies 2019 v1.0

Sample assessment instrument

July 2018

Project — Play-based learning activity

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Early Childhood Studies syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating

In Early Childhood Studies, not every objective in each dimension needs to be assessed in a single Project.

Subject	Early Childhood Studies
Technique	Project — Play-based learning activity
Unit number and module number and name	Unit: 3 Module: 4. In love with nature...

Conditions	Units 3–4
Written component	500–900 words
Performance component	Length determined by play-based learning activity
Further information	
Duration (including class time)	8 weeks
Individual/group	Individual
Context	
<p>In this unit, you have explored challenging and inviting outdoor learning environments for children that foster positive connections with, and respect for, the natural environment. The focus has been on creating safe, active learning spaces that cater for developmental milestones and facilitate connections between children and their environment, so they can explore, discover and problem-solve to make sense of their world. You are to take on the role of an early childhood educator at a childcare centre during World Environment Week.</p>	
Task	
<p>Plan, justify and evaluate an outdoor play-based learning activity with a gardening focus that encourages five-year-old children to respect an aspect of the natural environment.</p> <p>The task includes two components.</p> <ul style="list-style-type: none"> • Component 1: Written Write a newsletter to parents titled 'The week that has passed', informing parents about the play-based learning activity's importance and implementation. You will also evaluate its effectiveness in fostering respect for the natural environment and its responsiveness to the children's needs. • Component 2: Product Implement your outdoor play-based learning activity with five-year-old children. 	
To complete this task, you must:	
<p>Component 1: Newsletter to parents</p> <ul style="list-style-type: none"> • describe the fundamentals (growth and development and children's connectedness to their world) in your outdoor play-based learning activity that foster respect for the natural environment • explain the practices (active learning spaces and learning about the world) in your outdoor play-based learning activity that foster respect for the natural environment • in the planning and justification of your outdoor play-based learning activity, consider the developmental milestones of five-year-old children and apply this knowledge in order to be responsive to children's needs <ul style="list-style-type: none"> – devise an age-appropriate outdoor play-based learning activity using age-appropriate tools that teach children about respecting the natural environment – select strategies for teaching children about respecting the natural environment – select strategies for implementing your outdoor play-based learning activity and select an appropriate area to perform it in • evaluate the effectiveness of your outdoor play-based learning activity in responding to children's needs 	

- communicate your ideas using appropriate language conventions and features, e.g. salutation, paragraphs, formal language, direct quotes from early childhood experts

Component 2: Outdoor play-based learning activity

- implement your outdoor play-based learning activity with five-year-old children
 - apply the relevant fundamentals and practices
 - ensure that your language is appropriate for the age group.

Checkpoints

- Term [X] Week [X]/[Date]: Consult with the teacher about the appropriateness of your play-based learning activity
- Term [X] Week [X]/[X]: Complete draft newsletter
- [Due date]: Submit newsletter
- [Due date]: Perform outdoor play-based activity with five-year-old children

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.
- Check you have not plagiarised any material, e.g by using plagiarism-detection software or other school processes.
- Acknowledge all sources used.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> thorough and clear description of concepts and ideas related to fundamentals of early childhood thorough and apt explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> clear description of concepts and ideas related to fundamentals of early childhood logical explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> description of concepts and ideas related to fundamentals of early childhood explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> simple description of concepts and ideas related to fundamentals of early childhood simple explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> superficial description of aspects of concepts and ideas related to fundamentals of early childhood superficial explanation of aspects of concepts and ideas of practices in early childhood learning.
	Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> considered and effective application of concepts and ideas of the fundamentals and practices of early childhood learning considered and effective use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> effective application of concepts and ideas of the fundamentals and practices of early childhood learning effective use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> application of concepts and ideas of the fundamentals and practices of early childhood learning use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> variable application of aspects of concepts and ideas of the fundamentals and practices of early childhood learning variable use of conventions and features to communicate ideas and information.

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> considered and purposeful planning and thorough and detailed justification of play-based learning activities responsive to children's needs thorough and informed evaluation of play-based learning activities in response to children's needs. 	<ul style="list-style-type: none"> purposeful planning and detailed justification of play-based learning activities responsive to children's needs informed evaluation of play-based learning activities in response to children's needs. 	<ul style="list-style-type: none"> planning and justification of play-based learning activities responsive to children's needs evaluation of play-based learning activities in response to children's needs. 	<ul style="list-style-type: none"> simple planning and justification of play-based learning activities partially responsive to children's needs simple evaluation of play-based learning activities in response to children's needs. 	<ul style="list-style-type: none"> fragmented planning of play-based learning activities statements of opinion about play-based learning activities.