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| Early Childhood Studies 2024 v1.0[#]2: Project [— topic]Workshop sample assessment templateThis sample has been compiled by the QCAA to assist 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 syllabus.To use this template, teachers should:* customise the school information section and subject details, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers
* complete the unit and module section using information from the syllabus
* consider the conditions prescribed in the syllabus when completing the conditions section
* construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered
* include stimulus items within the template or attached separately, as appropriate
* refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications for a Project, e.g. whether all objectives need to be assessed
* remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.

|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Teacher** |  |
| **Issued** |  |
| **Due date** |  |

**Overall result**

| Result | Comment |
| --- | --- |
| **A** | **B** | **C** | **D** | **E** |  |

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## Conditions

Copy and paste the technique, unit, duration and response requirements directly from your syllabus. Identify if it will be a group or individual task. Add other resource information as needed or delete these fields as needed.

|  |  |
| --- | --- |
| **Technique** | [Insert collection of work, investigation, performance, practical demonstration, product, project] |
| **Unit** | [Insert the unit number and name, i.e. Unit 2: Domestic building] |
| **Response requirements**  | [Specify whether the response is written, spoken and/or multimodal and/or the number of words, minutes, pages and/or slides.] |
| **Individual/group** | [Specify whether individual or group work is required.] |
| **Other** | [Identify here if there is stimulus to be used, access to technology, use of notes, audience, genre, word length etc. Add a row for each instruction.] |
| **Resources** | [Specify access to resources.] |

## Context

Suggested items to include are:

* + purpose of the task
	+ information about the audience
	+ relevance of the instrument to the unit of work
	+ description of the problem or scenario that students will address when completing the task
	+ delete if the context is not needed in your subject.

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise it to align to your school and student needs.

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires students to:

## Stimulus

Add further stimulus information here as required. Use appropriate titles and sub-titles as necessary.

If it is impractical to include the actual stimulus material, describe what stimulus or type of stimulus is required to complete this task.

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[ ]  [Term [X] Week [x]/Date]: Identify checkpoint action.]

[ ]  [Term [X] Week [x]/Date]: Identify checkpoint action.]

[ ]  [Term [X] Week [x]/Date]: Identify checkpoint action.]

## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

* + Delete this heading and section if no scaffolding will be used.

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards (A2): Project — Play-based activity (play/creativity)

|  |  |  |  |
| --- | --- | --- | --- |
| Investigate and plan | Implement | Evaluate | Grade |
| The student work has the following characteristics: |
| * thorough planning of play-based activities, informed by investigation, aimed at encouraging play or creativity
 | * strategic implementation of play-based activities aimed at encouraging children’s play or creativity
 | * insightful and justified evaluation of play-based activities aimed at encouraging play or creativity
 | **A** |
| * detailed planning of play-based activities, informed by investigation, aimed at encouraging play or creativity
 | * planned implementation of play-based activities aimed at encouraging children’s play or creativity
 | * detailed and supported evaluation of play-based activities aimed at encouraging play or creativity
 | **B** |
| * planning of play-based activities aimed at encouraging play or creativity
 | * implementation of play-based activities aimed at encouraging children’s play or creativity
 | * evaluation of play-based activities aimed at encouraging play or creativity
 | **C** |
| * basic planning of play-based activities aimed at encouraging play or creativity
 | * inconsistent implementation of play-based activities aimed at encouraging children’s play or creativity
 | * narrow and unsupported evaluation of play-based activities aimed at encouraging play or creativity
 | **D** |
| * partial planning of play-based activities.
 | * partial implementation of play-based activities aimed at encouraging children’s play or creativity.
 | * makes statements about play-based activities aimed at encouraging play or creativity.
 | **E** |

**Instrument-specific standards (B2): Project — Play-based activity (literacy/numeracy)**

|  |  |  |  |
| --- | --- | --- | --- |
| Investigate and plan | Implement | Evaluate | Grade |
| The student work has the following characteristics: |
| * thorough planning of play-based activities, informed by investigation, aimed at developing literacy or numeracy
 | * strategic implementation of play-based activities aimed at encouraging children’s literacy or numeracy
 | * insightful and justified evaluation of play-based activities aimed at encouraging children’s literacy or numeracy
 | **A** |
| * detailed planning of play-based activities, informed by investigation, aimed at developing literacy or numeracy
 | * planned implementation of play-based activities aimed at encouraging children’s literacy or numeracy
 | * detailed and supported evaluation of play-based activities aimed at encouraging children’s literacy or numeracy
 | **B** |
| * planning of play-based activities aimed at developing literacy or numeracy
 | * implementation of play-based activities aimed at encouraging children’s literacy or numeracy
 | * evaluation of play-based activities aimed at encouraging children’s literacy or numeracy
 | **C** |
| * basic planning of play-based activities aimed at developing literacy or numeracy
 | * inconsistent implementation of play-based activities aimed at encouraging children’s literacy or numeracy
 | * narrow and unsupported evaluation of play-based activities aimed at encouraging children’s literacy or numeracy
 | **D** |
| * partial planning of play-based activities.
 | * partial implementation of play-based activities aimed at encouraging children’s literacy or numeracy.
 | * makes statements about play-based activities aimed at encouraging children’s literacy or numeracy.
 | **E** |

**Instrument-specific standards (C2): Project — Play-based activity (children’s development)**

|  |  |  |  |
| --- | --- | --- | --- |
| Investigate and plan | Implement | Evaluate | Grade |
| The student work has the following characteristics: |
| * thorough planning of play-based activities, informed by investigation, aimed at promoting children’s development
 | * strategic implementation of play-based activities aimed at promoting children’s development
 | * insightful and justified evaluation of play-based activities aimed at promoting children’s development
 | **A** |
| * detailed planning of play-based activities, informed by investigation, aimed at promoting children’s development
 | * planned implementation of play-based activities aimed at promoting children’s development
 | * detailed and supported evaluation of play-based activities aimed at promoting children’s development
 | **B** |
| * planning of play-based activities aimed at promoting children’s development
 | * implementation of play-based activities aimed at promoting children’s development
 | * evaluation of play-based activities aimed at promoting children’s development
 | **C** |
| * basic planning of play-based activities aimed at promoting children’s development
 | * inconsistent implementation of play-based activities aimed at promoting children’s development
 | * narrow and unsupported evaluation of play-based activities aimed at promoting children’s development
 | **D** |
| * partial planning of play-based activities.
 | * partial implementation of play-based activities aimed at promoting children’s development.
 | * makes statements about play-based activities aimed at promoting children’s development.
 | **E** |

**Instrument-specific standards (D2): Project — Play-based activity (children’s wellbeing)**

|  |  |  |  |
| --- | --- | --- | --- |
| Investigate and plan | Implement | Evaluate | Grade |
| The student work has the following characteristics: |
| * thorough planning of play-based activities, informed by investigation, aimed at supporting children’s wellbeing
 | * strategic implementation of play-based activities aimed at supporting children’s wellbeing
 | * insightful and justified evaluation of play-based activities aimed at supporting children’s wellbeing
 | **A** |
| * detailed planning of play-based activities, informed by investigation, aimed at supporting children’s wellbeing
 | * planned implementation of play-based activities aimed at supporting children’s wellbeing
 | * detailed and supported evaluation of play-based activities aimed at supporting children’s wellbeing
 | **B** |
| * planning of play-based activities aimed at supporting children’s wellbeing
 | * implementation of play-based activities aimed at supporting children’s wellbeing
 | * evaluation of play-based activities aimed at supporting children’s wellbeing
 | **C** |
| * basic planning of play-based activities aimed at supporting children’s wellbeing
 | * inconsistent implementation of play-based activities aimed at supporting children’s wellbeing
 | * narrow and unsupported evaluation of play-based activities aimed at supporting children’s wellbeing
 | **D** |
| * partial planning of play-based activities.
 | * partial implementation of play-based activities aimed at supporting children’s wellbeing.
 | * makes statements about play-based activities aimed at supporting children’s wellbeing.
 | **E** |

**Instrument-specific standards (E2): Project — Play-based activity (indoor/outdoor environments)**

|  |  |  |  |
| --- | --- | --- | --- |
| Investigate and plan | Implement | Evaluate | Grade |
| The student work has the following characteristics: |
| * thorough planning of play-based activities, informed by investigation, aimed at encouraging children’s outdoor or indoor play
 | * strategic implementation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | * insightful and justified evaluation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | **A** |
| * detailed planning of play-based activities, informed by investigation, aimed at encouraging children’s outdoor or indoor play
 | * planned implementation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | * detailed and supported evaluation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | **B** |
| * planning of play-based activities aimed at encouraging children’s outdoor or indoor play
 | * implementation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | * evaluation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | **C** |
| * basic planning of play-based activities aimed at encouraging children’s outdoor or indoor play
 | * inconsistent implementation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | * narrow and unsupported evaluation of play-based activities aimed at encouraging children’s outdoor or indoor play
 | **D** |
| * partial planning of play-based activities.
 | * partial implementation of play-based activities aimed at encouraging children’s outdoor or indoor play.
 | * makes statements about play-based activities aimed at encouraging children’s outdoor or indoor play.
 | **E** |

**Instrument-specific standards (F2): Project — Play-based activity (children’s individual needs)**

|  |  |  |  |
| --- | --- | --- | --- |
| Investigate and plan | Implement | Evaluate | Grade |
| The student work has the following characteristics: |
| * thorough planning of play-based activities, informed by investigation, aimed at supporting children’s individual needs
 | * strategic implementation of play-based activities aimed at supporting children’s individual needs
 | * insightful and justified evaluation of play-based activities aimed at supporting children’s individual needs
 | **A** |
| * detailed planning of play-based activities, informed by investigation, aimed at supporting children’s individual needs
 | * planned implementation of play-based activities aimed at supporting children’s individual needs
 | * detailed and supported evaluation of play-based activities aimed at supporting children’s individual needs
 | **B** |
| * planning of play-based activities aimed at supporting children’s individual needs
 | * implementation of play-based activities aimed at supporting children’s individual needs
 | * evaluation of play-based activities aimed at supporting children’s individual needs
 | **C** |
| * basic planning of play-based activities aimed at supporting children’s individual needs
 | * inconsistent implementation of play-based activities aimed at supporting children’s individual needs
 | * narrow and unsupported evaluation of play-based activities aimed at supporting children’s individual needs
 | **D** |
| * partial planning of play-based activities.
 | * partial implementation of play-based activities aimed at supporting children’s individual needs.
 | * makes statements about play-based activities aimed at supporting children’s individual needs.
 | **E** |

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