**PLANNING ASSESSMENT**

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| **DESIGN –** design a **creative, comprehensive, synthesising** task that requires **deep knowledge** and **multiple skills** to complete | *For example: Imagine you were one of the townspeople standing near the sycamore tree in Jericho on the day Jesus stopped to speak to Zacchaeus. At the end of this day you are reflecting on all that has happened. Such a long and eventful day! Before you blow out your lamp to sleep you wish to write a few thoughts in your diary about today’s events.* | | | | | | | | | |
| **PURPOSE** | Formative | | | | | Summative | | | | |
| **AUDIENCE SUITABILITY** | At year level | | Extension | | | Students with disability | | | EAL/D | |
| **EYLF PRINCIPLES (PP-Yr 2)** | Relationships | Partnerships | | | High expectations & equity | | Respect for Diversity | | | Ongoing learning & reflective practice |
| **EYLF PRACTICES (PP-Yr 2)** | Holistic | | Responsiveness | | | Play | | | Intentional teaching | |
| Learning environments | | Cultural competence | | | Continuity | | | Assessment for learning | |
| **GENERAL CAPABILITIES** | Literacy | | Numeracy | | | ICT capability | | | Critical and creative thinking | |
| Ethical behaviour | | | Personal and cultural capability | | | | Intercultural understanding | | |
| **CROSS CURRICULUM PRIORITIES** | |  | | --- | | Aboriginal and Torres Strait Islander histories and cultures | | | | Asia and Australia’s engagement with Asia | | | | |  | | --- | | Sustainability | | | |
| **STUDENTS LEARN** – what do students need to learn to complete the task? |  | | | | | | | | | |
| **TEACHERS TEACH** – what do you need to teach? How? |  | | | | | | | | | |
| **ASSESS –** what do students need to do to demonstrate their learning? |  | | | | | | | | | |
| **REFLECT -** |  | | | | | | | | | |