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| Survival in the environment | Year 5 | Unit 1 |
| Assessment task — Creating a creature: Teacher note |

**Purpose of assessment**: To analyse how the form of living things enables them to function in their environments. To use environmental data when suggesting explanations for difference in structural features of creatures. To communicate ideas using multimodal texts.

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| Assessment summary |

**Assessment type:** Multimodal presentation

**Assessment resources:**

* Assessment task — *Creating a creature*
* Assessment task — *Creating a creature: Student resource 3 (slideshow)*
* Assessment task — *Creating a creature: Model response*
* Access to computers with slideshow software

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| Conditions |

* Undertaken individually
* Undertaken in class time
* Best completed in four supervised sessions

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| Detailed advice |

**Multimodal task — Create a creature**

Teacher:

* Provide students with copies of the assessment tasks
* Direct students to complete question 1.
* Arrange access for students to computers with slideshow software.
* Access and become familiar with the assessment resources, including assessment task *Creating a creature: Student resource 1 (slideshow)*.
* Ensure students know how to:
1. open a new slideshow and cut and remove titles and subtitles text boxes or select ‘blank slides’
2. work between the two slideshows
3. copy and paste body parts from the assessment task *Creating a creature: Student resource 3 (slideshow)* to their own slideshow
4. move, resize and group pasted body parts around each slide to join them together
5. add notes to their slideshow.

The video *Create a creature slideshow tutorial* provides detailed instructions about how to use the slideshows. https://learningplace.eq.edu.au/cx/resources/file/c15a3a9e-3438-42d4-a9c1-c93fde48c0a4/1/Sci\_Y5\_U1\_ILM16\_Dig\_create\_a\_creature\_tutorial.mp4

* Direct students to complete questions 2–4.
* Direct students to complete questions 5 and 6.

Student(s):

* read and understand the assessment task and GTMJ
* use the assessment tasks *Creating a creature:* *Student resource 1* (Desert environment) and *Creating a creature: Student resource 2* (Newly discovered environment) to examine the two sets of environmental data
* use the provided slideshow and add their own elements to design their creatures and explain the adaptations
* complete questions 5 and 6
* present their creature and information.