LEICHHARDT CAMPUS

# TASFACULTY

ASSESSMENT TASK COVERSHEET:

Stage 5 – Year 10

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| UNIT |

Motion – Metro Minds STEAM Challenge

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| WEIGHTING: |

25%

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| DUE DATE: |

Term 3, Week 1.

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| TIME ALLOWED: |

6 weeks (in class assessment)

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| OUTCOMES: |

5.1.2, 5.2.2, 5.3.2, 5.6.1, 5.6.2

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| TASK |

In this task you are to create a project that responds to a Driving Question that you develop in your team. The Driving Question will be in response to the stimulus material from the Metro Minds STEAM Challenge. The project will be tracked in a folio.

In your folio you will be assessed on:

* Goal setting and reflection by using SMART goals and other techniques.
* The analysis of ideas generated as a part of the challenge.
* Application of a range of different technologies.
* Identifying the decision making that occurred within the project and provide examples of problem solving.
* Analysis of the work done by yourself, and your team, in the project.

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| SPECIAL PROVISIONS |

A modified version of this task is available to students seeking special provisions. See your teacher or the course head teacher to organise the alternate resources.

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| ASSESSMENT CRITERIA |

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Students are required to submit an illness/misadventure form if they are not able to hand in this assessment task on the due date. Failure to submit on the due date will result in a zero result and a non-completion of ROSA award letter.

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| MARKING CRITERIA and FEEDBACK |

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| **Goal Setting and Reflection:** 5.1.2:demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities. | | | | |
| **A (Greatly exceeds expectations)** | **B (Exceeds expectations)** | **C** | **D (Slightly misses expectations)** | **E (Clearly misses expectation)** |
| **Applies and Reviews** SMART Goals, every lesson, to manage their role in the *Metro Minds STEAM Challenge* team.  **Independently applies** other project management techniques. | **Applies and Reviews** SMART Goals, every lesson, to manage their role in the *Metro Minds STEAM Challenge* team. | **Applies** SMART Goals, every lesson, to manage their role in the *Metro Minds STEAM Challenge* team. | **Applies** SMART Goals, most lessons, to manage their role in the *Metro Minds STEAM Challenge* team. | Does not **clearly apply** SMART Goals to manage their role in the *Metro Minds STEAM Challenge* team. |

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| **Idea Generation:** 5.2.2: applies cognitive processes to address real world STEM based problems in a variety of contexts. | | | | |
| **A (Greatly exceeds expectations)** | **B (Exceeds expectations)** | **C (Expectation)** | **D (Slightly misses expectations)** | **E (Clearly misses expectation)** |
| **Critically evaluates** the creative ideas their team has generated for the *Metro Minds STEAM Challenge* | **Critically analyses** the creative ideas their team has generated for the *Metro Minds STEAM Challenge* | **Analyses** the creative ideas their team has generated for the *Metro Minds STEAM Challenge* | **Explains** the creative ideas their team has generated for the *Metro Minds STEAM Challenge* | Folio does not identify idea generation. |

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| **Application of a Range of Technology:** 5.3.2: identifies and uses a range of technologies in the development of solutions to STEM based problems. | | | | |
| **A (Greatly exceeds expectations)** | **B (Exceeds expectations)** | **C (Expectation)** | **D (Slightly misses expectations)** | **E (Clearly misses expectation)** |
| **Explains 5+** different technologies that they **applied** in the *Metro Minds STEAM Challenge* | **Describes 4+** different technologies that they **applied** in the *Metro Minds STEAM Challenge* | **Identifies 3+** different technologies that they **applied** in the *Metro Minds STEAM Challenge* | **Identifies less than 3** different technologies their team **applied** in the *Metro Minds STEAM Challenge* | Does not clearly identify any of the technology they used in the *Metro Minds STEAM Challenge* |

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| **Problem Solving:** 5.6.1: selects and uses appropriate problem solving and decision-making techniques in a range of STEM contexts. | | | | |
| **A (Greatly exceeds expectations)** | **B (Exceeds expectations)** | **C (Expectation)** | **D (Slightly misses expectations)** | **E (Clearly misses expectation)** |
| **Critically Analyses** 5+ decision made in the group during the design process. | **Analyses** 4+ decision made in the group during the design process. | **Describes** 3+ decision made in the group during the design process. | **Identifies** 2+ decision made in the group during the design process. | No clear evidence of problem solving decisions are ***identified***. |

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| **Teamwork:** 5.6.2: will work individually or in teams to solve problems in STEM contexts. | | | | |
| **A (Greatly exceeds expectations)** | **B (Exceeds expectations)** | **C (Expectation)** | **D (Slightly misses expectations)** | **E (Clearly misses expectation)** |
| Comment | Comment | Expectation | Comment | Comment |
| Student ***evaluates*** the roles and tasks undertaken by their team mates and themselves. | Student clearly ***analyses*** the roles and tasks undertaken by their team mates and themselves. | Student ***analyses*** the roles and tasks undertaken by their team mates. | Student ***explains*** some of the roles and tasks undertaken by their team mates. | Student does not clearly ***explain*** the roles of their team mates. |

*This is the first time this task has been run and no worked samples can be offered. Previous (similar) tasks will be unpacked in class and the assessment rubrics was designed in consultation with the class.*