



Sample assessment task	
Year level	Pre-Primary
Learning area	English
Subject	Writing
Title of task	Write now
Task details	
Description of task	Students will work individually to draw a picture of one or more significant people in their lives (e.g. family members etc.). They will create a short spoken text to support the image and communicate their ideas. They will then create a written text that reflects the connection of their ideas.
Type of assessment	Formative and Summative
Purpose of assessment	To assess students' ability to create short texts, using spoken and written (sentences, punctuation, spelling) forms of communication.
Assessment strategy	Oral and written work, observations
Evidence to be collected	Pictures of people, with text written below (may use sentences)
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	<p><u>Literacy</u> <i>Creating texts</i> Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <p><u>Language</u> <i>Text structure and organisation</i> Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences</p> <p><i>Expressing and developing ideas</i> Recognise that texts are made up of words and groups of words that make meaning</p> <p><i>Spelling</i> Understand how to use knowledge of letters and sounds including onset and rime to spell words Know how to read and write some high-frequency words and other familiar words</p>
Early Years Learning Framework (EYLF)	<p>Outcome 5 – Children are effective communicators Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work</p> <p>Outcome 4 – Children are confident and involved learners Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</p>

	[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i> . Canberra: Australian Government Department of Education, Employment and Workplace Relations.]
National Quality Standards	<p>Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>Element 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p>Quality Area 5 – Relationships with children</p> <p>Element 5.1.3 Each child is supported to feel secure, confident and included.</p> <p><i>Refer to the last page for ‘Making connections across learning environments’.</i></p>
Task preparation	
Prior learning	Students are familiar with letter formations and sound/symbol relationships. They have had experience writing words, using onset and rime, and sounding out their own words. They have been exposed to a variety of texts and are familiar with words and sentences. Students have been provided with experiences to create a range of texts, using different forms of communication.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Individual drawing and writing
Resources	<ul style="list-style-type: none"> • A3 paper of various colours • Black permanent markers • Pencils

Instructions for teacher

[Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]	
Inspire/inform	<ul style="list-style-type: none"> • Teacher to share a personal story about his/her own family to model vocabulary and inspire thinking • Ask students to form pairs and share a story about their family and identify someone who is significant to them. • Read a story about people in a family e.g. mothers, fathers, grandfather, sisters etc. • (Consider the complexities of families and the multitude of blended and family types that students live with or encounter.) • Discuss the story, pointing out the vocabulary (nouns, verbs, adjectives) and discuss how your word choice supports and enhances your story.
Show	<ul style="list-style-type: none"> • Remind students of correct pre-writing posture and conventions for writing (left to right, top to bottom). • Show the materials available for writing and model the correct pencil grip. • Show the starting point and direction for writing.
Tell	<ul style="list-style-type: none"> • Explain that students will draw a picture of their family, identifying a significant member. They will then create a short <i>oral</i> text to communicate their own ideas and experiences represented in their drawing. • Students will then reflect on what they have orally communicated in order to write a number of words or sentences to represent one or more personal statements. • They may describe the people in their family or select and describe a significant individual, perhaps showing how they are related to each other, what they like to do as a family, or any other personal reflection.
Apply	<ul style="list-style-type: none"> • Students draw a picture of their family. • They consider their family and their drawing, and think about what they would like to write. • Students verbalise their ideas to the teacher who either records (digitally) or scribes their text. Students then commence writing their text, using words and sentences to go with their drawing.
Reflect	<ul style="list-style-type: none"> • Students may share their spoken or written text with a peer. • Reflect on positive aspects of students' writing, such as ability to create a text, beginning concepts of print, demonstration of sound–letter relationships, and word knowledge and punctuation, such as full stops, capital letters, etc.

Sample marking key	
Description	Marks or Observations
Spoken text	
Creates an engaging short text, using spoken form of communication. Created text draws on own experiences and ideas to enhance drawn image.	
Creates a short text using, spoken form of communication. Created text reflects experiences and ideas relating to drawn image.	
With assistance, creates a short text, using spoken form of communication. Created text may not refer directly to image drawn.	
Description	Marks or Observations
Written text	
Confidently creates short texts, using written forms of communication. Written text demonstrates evidence of new and familiar words and phrases to effectively convey ideas.	
Creates short texts, using written forms of communication. Written text may not demonstrate all intended words but demonstrates evidence of familiar words and phrases to convey ideas.	
With assistance, attempts to create short texts, using written forms of communication.	
Description	Marks or Observations
Punctuation	
Uses some punctuation accurately, such as full stops at the end of sentences, capital letters for names and ends of sentences, etc.	
May include some, but not consistent or accurate, use of punctuation, such as full stops at the end of sentences, capital letters for names and ends of sentences, etc.	
No evidence of the use of punctuation.	
Description	Marks or Observations
Spelling	
Uses letter-sound knowledge to demonstrate phonetical spelling. Spells a number of familiar high-frequency words correctly (e.g. that, was, for, they, all, when).	
Uses letter-sound knowledge to demonstrate beginning evidence of phonetical spelling. May spell a small number of simple and familiar high-frequency words correctly (e.g. as, is, at, the, to).	
Limited evidence of letter-sound knowledge.	

Making connections across learning environments

National Quality Standard, Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.

Quality Area 5 – Relationships with children

Element 5.1.3 Each child is supported to feel secure, confident and included.

Observations of individual learning behaviours

	<i>Provocations</i>	<i>Resources</i>
<i>Inside and outside spaces/environments</i>	<p>Vocabulary – who are you? Have a number of words that represent nouns, verbs and adjectives (with supporting pictures) relevant to a selected topic. Label three small boxes as such and ask students to identify which word belongs to what category. This activity could be altered to be a physical game to sort words (e.g. word relay).</p>	<p>Words (with picture support): nouns, verbs and adjectives (minimum 10 words each) 3 x small boxes</p>
	<p>Puppet people Cut out pictures of people from a magazine and glue to sticks. The students can use these puppets to role-play relationships with others. Students can build cardboard box homes, schools, parks and so on to explore community places.</p>	<p>Magazines Scissors Glue Sticks Cardboard boxes of different sizes (small)</p>
	<p>I spy with my little eye ... the world! Supply a world map and globe for students to engage with to create discussions around the world and places with which students are familiar.</p>	<p>World maps World globe/s</p>
<i>Ambience/aesthetics</i>	<p>Music from around the world</p>	<p>Computer or CDs</p>