Sample assessment task

Year level	1
Learning area	English
Subject	Reading
Title of task	Hear me out

Task details

Description of task	Students will read a text aloud and show their comprehension through responses to teacher questions.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to express preferences, develop a response and comprehend literal and implied information in a text.
Assessment strategy	Responses to teacher-generated questions
Evidence to be collected	Student responses
Suggested time	1 hour

Content description

Content from the Western Australian Curriculum	<u>Literacy</u> *Interpreting, analysing, evaluating* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features *Responding to literature* Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Express preferences for specific texts and authors and listen to the opinions of others
Early Years Learning Framework (EYLF)	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 Outcome 5: Children are effective communicators Children engage with a range of texts and gain meaning from these texts [Commonwealth of Australia. (2009). *Belonging, being & becoming – The Early Years Learning Framework for Australia*. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]
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. ***Refer to the last page for 'Making connections across learning environments'.***

Task preparation

Prior learning	Students are familiar with different text types and answering questions to show their understanding of texts. They have had explicit teaching around developing a response to characters and events in a range of literature, as well as explicit teaching on a range of comprehension strategies to build literal and inferred meaning.
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	This is an individual, in-class assessment.
Resources	• Cox, T., & McLean, A. (Illustrator). (1999). *Little Bat*. Kent Town, SA: Working Title Press. • Teacher-generated sample questions • *Note: Assessment task may be adapted to suit a range of texts.*

Instructions for teacher

[Based on '*iSTAR - A model for connected practice with classrooms*'. Western Australian Primary Principals' Association.]	
Inspire/inform	• Stimulus pictures showing bats • Whole-class discussion about bats
Show	• Show students the front cover of the text, *Little Bat* - Cox, T., & McLean, A. (Illustrator) (1999).
Tell	• Explain to students that they will be working one-on-one with the teacher to read the text aloud and answer some questions about the text.
Apply	• Work with individual students to read parts of the text aloud and answer questions or teacher-generated questions to suit an alternative text. Questions: 1. Can you retell the story? 2. What was Little Bat learning to do? Show me in the book how you know that. 3. Name some of the animals that spoke to Little Bat. How can you tell how they spoke to Little Bat and what does this tell you about those animals? 4. How did Little Bat feel at the beginning of the story? How do you know? 5. How do you think Little Bat feels at the end of the story? 6. Did you enjoy the story? Why or why not? 7. Have you ever felt nervous about doing something? What was it? (Allow thinking time.) Did someone help you? Were you successful? 8. Do you know of another book that is like this book? Why or how are they similar? 9. Why might someone choose to read this book? 10. Why do you think this story has been written? Has it taught you anything?
Reflect	• Whole-class discussion of text, using the questions to guide reflection. Teacher may like to re-read the text aloud.

Assessment checklist	
Student Name	Anecdotal comments on each of the students' learning behaviours and understandings in relation to relevant curriculum content descriptions and EYLF outcomes

Sample marking key	
Description	**Marks**
Retell (Question 1)	
Provides a retell of the text, summarising the key events and main ideas, using directly stated information and inferred meanings.	3
Provides a retell of the text, identifying key events. Re-tell includes information directly stated in the text and some inferred meanings, e.g. may infer the characters' feelings.	2
Provides a retell of the text, identifying some events, using information directly stated in the text.	1
Subtotal	**3**
Description	**Marks**
Interpreting the text (Questions 1-5)	
Constructs meaning using literal and implied information to provide detailed and accurate responses to questions.	3
Uses literal information and constructs meaning, using implied information to respond to questions.	2
Uses literal, and some simple, implied information when responding to questions.	1
Subtotal	**3**
Description	**Marks**
Personal preference (Question 6)	
States an opinion about the text and describes reasons, using examples from the text.	3
States an opinion about the text and describes reasons.	2
States an opinion about the text and provides a simple reason.	1
Subtotal	**3**
Description	**Marks**
Connections (Questions 7-8)	
Describes relevant and purposeful connections to their own experiences and to other text/s, using specific examples to explain.	4
Describes connections to their own experiences and to other text/s.	3
Makes connections to their own experiences and to other text/s.	2
Makes simple connections to their own experiences and to another text.	1
Subtotal	**4**
Description	**Marks**
Text purpose (Questions 9-10)	
Identifies the different purposes of the text and suggests an appropriate audience.	3
Identifies the purpose of the text (to entertain) and suggests an audience.	2
With some assistance, student identifies the purpose of the text (to entertain).	1
Subtotal	**3**
Total	**16**

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

	Provocations	*Resources*
Inside and outside spaces/environments	**Dance divine** Animal movements. Explore the ways animals move by observing video footage of a chosen animal. Ask students to interpret the movement style and represent it in a performance to a small group or the whole class.	Video footage of animals A space for movement
	A picture tells a thousand words! Supply a number of stimulus cards representing various landscapes (e.g. bushland, oceans, mountains). Ask students to consider the picture and what might happen in this place. Encourage them to use their imaginations and explore the possibilities. Anything is possible when you don't know the answer.	Minimum of 10 stimulus picture cards
	Who's who in fairy tales? Create a class game similar to Guess Who but replace the faces with fairy tale characters and settings. Students need to match the character to the setting. Alternatively, they can match a character from a different fairy tale to a different setting, therefore creating a new version of a mixed story (oral language). Supply a recording device for the students to record their stories as they tell them.	Pictures of fairy tale characters and settings (laminated) Recording device
Ambience/aesthetics	Quantum questions! Have a week that encourages students to ask questions, wonder and be curious.	