



Sample assessment task	
Year level	1
Learning area	English
Subject	Writing
Title of task	Picture this!
Task details	
Description of task	Students will engage in creating a short, imaginative text, showing emerging use of appropriate text structure by writing a sentence using nouns, verbs and adjectives. The students consider the use of punctuation and spelling. Use picture prompts to encourage thinking and engage in discussion before writing.
Type of assessment	Summative
Purpose of assessment	To assess students' level of understanding of the concepts covered.
Assessment strategy	Written narrative work, observation and peer assessment
Evidence to be collected	Work samples and checklist of student understanding
Suggested time	90 minutes
Content description	
Content from the Western Australian Curriculum	<p><u>Literacy</u></p> <p><i>Creating texts</i></p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>Write using unjoined lower case and upper case letters</p> <p><i>Phonics and word knowledge</i></p> <p>Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words</p> <p>Understand how to spell one and two syllable words with common letter patterns</p> <p>Use visual memory to read and write high-frequency words</p> <p><u>Language</u></p> <p><i>Expressing and developing ideas</i></p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)</p>
Early Years Learning Framework (EYLF)	<p>Outcome 5 – Children are effective communicators - Children engage with a range of texts and gain meaning from these texts</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> <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.]</p>

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 1.1.5 Every child is supported to participate in the program.</p> <p><i>Refer to the last page for ‘Making connections across learning environments’.</i></p>
Task preparation	
Prior learning	<p>Students are familiar with written texts that have an imaginative structure. Students have had the opportunity to think creatively to use written, spoken and multimodal forms of communication to create a range of texts. Students have knowledge of, and experience in, using verbs, nouns, adverbs and adjectives and have been exposed to punctuation in previous writing lessons.</p>
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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	<p>Individual work</p>
Resources	<ul style="list-style-type: none"> • An imaginative image that includes at least one character • 5cm x 5cm pieces of paper • A3 paper (folded lines at the bottom of the page) • Pencils and coloured 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">• Engage the students with the chosen image and instruct them to imagine being in the picture: What is happening? Why are you there? Who are you with? What does it smell and sound like? Provide students with thinking time.• Students tell a partner about the story that is in their mind.• Students should consider the words they use to describe the characters, background, setting, emotion and feeling in the picture (include nouns, verbs, adverbs and adjectives).• When everyone has had a turn to speak, share your own story with the class.• Ask students what they noticed about the stories they heard. Were they the same? Why were they different?
Show	<ul style="list-style-type: none">• Show students the topic cards and distribute.• Show the A3 paper with folded section at the bottom and space at the top.
Tell	<ul style="list-style-type: none">• Students will draw a picture about the topic on their card.• Students will then write a story, considering the questions from the imagination activity (display/revisit questions) and as many verbs, adjectives and nouns as is appropriate to develop a creative story.
Apply	<ul style="list-style-type: none">• Students draw the picture.• After 20 minutes, students participate in a 'walk about' and look at the other students' drawings.• Students find a partner and tell each other their plan for the story (use this time to ask questions or offer suggestions).• Students begin writing.
Reflect	<ul style="list-style-type: none">• Students read their stories to each other in small groups of four.• Peer reflection – the students feed back positive comments to each other.

Sample marking key	
Description	Marks or Observations
Creating texts	
Creates a simple text with clear communication and organisation of ideas. Text demonstrates a purposeful connection to the image drawn and spoken plan. Created text may work to enhance ideas represented in the image.	
Creates a simple text to communicate ideas, demonstrating a connection to image drawn and spoken plan.	
Creates a simple text to communicate ideas and demonstrates a broad connection to image drawn and spoken plan. May require assistance.	
Description	Marks or Observations
Text structure	
Independently uses elements of imaginative text structure (e.g. may include a title, orientation, complication and resolution).	
Demonstrates an emerging use of some appropriate elements of imaginative text structure (e.g. may include a title, orientation, complication and/or resolution).	
With assistance, uses appropriate text structure for an imaginative text (e.g. may use a scaffold).	
Description	Marks or Observations
Nouns, verbs, adjectives	
Independently uses nouns, verbs and adjectives to construct sentences and develop ideas.	
Uses some nouns, verbs and/or adjectives to construct sentences and provide detail.	
With assistance, uses some nouns, verbs and/or adjectives to construct sentences and provide detail.	
Description	Marks or Observations
Punctuation	
Confidently uses capital letters and full stops with increasing accuracy and consistency. Experiments with use of additional punctuation appropriately, such as question marks and exclamation marks.	
Uses capital letters and full stops more confidently, with increasing accuracy and consistency.	
Some use of capital letters and full stops. May be inconsistently used or inaccurate.	
Description	Marks or Observations
Spelling	
Evidence of growing knowledge and application of regular spelling patterns. Spells a wide range of high-frequency words accurately and successfully attempts to spell some words with more difficult spelling patterns.	

Emerging knowledge of regular spelling patterns and correct spelling of familiar high-frequency words. May attempt to spell words with more difficult spelling patterns.	
Limited knowledge of regular spelling patterns and a small number of simple and familiar high-frequency words spelt correctly.	

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 1.1.5 Every child is supported to participate in the program.

Observations of individual learning behaviours

	<i>Provocations</i>	<i>Resources</i>
<i>Inside and outside spaces/environments</i>	<p>A picture tells a million stories! Set up a classroom space that has a daily stimulus picture for discussion. Students explore the stimulus by engaging in discussions with each other about the possibilities they see in the stimulus. Supply clipboards and writing material to encourage independent writing on the stimulus. Create a wall of 'valued ideas' and recognise how everyone thinks differently and that everyone's ideas are valued</p>	<p>Stimulus pictures x 10 (1 per day for 10 days) Clipboards Writing materials Optional: recording device</p>
	<p>Think outside the ...! (Oral Language focus) Locate different spaces around the school that will provide diverse environments that explore thinking in different ways; for example, a nature area in the bush with filtered light and shadows, table cubbies covered with sheets, tents or tee pees. In the outdoor space, create talking circles out of nature and, for indoor spaces, supply torches and cushions to encourage a safe oral language experience. Ask students to negotiate and determine thinking and speaking topics prior to engaging in the spaces. Allow students ownership of spaces.</p>	<p>Outdoor space in a natural bush area Tents Tee pees Cushions, torches Topics</p>
	<p>Riddle me this! Source some riddle books for students to explore. Allow a time in the week for students to be part of a 'stand-up comedy' show. Students can remember the riddle or joke to tell or they can read them directly from a book. (You could also adapt this to become a 'Poets Corner'.)</p>	<p>Riddle and joke books Time allocation for a short show each week</p>
Ambience/aesthetics	Engage students in a week (or longer) of talk and walk for learning.	Songs with actions and repeated language patterns