



Sample assessment task	
Year level	5
Learning area	English
Subject	Viewing
Title of task	Salience in Picture Books
Task details	
Description of task	Students work in pairs to choose a page from a picture book of choice which provides a good example of salience. The students describe the image and techniques used by the illustrator, and summarise the illustrator's purpose. They consider the themes and ideas explored in the story and use this information in their analysis of the chosen image. In their pair, the students plan and present an oral speech discussing their analysis of the image.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of the techniques used by illustrators when creating visual literacy and their understanding of how images can portray themes and ideas.
Assessment strategy	Oral presentation
Evidence to be collected	Written response, oral presentation
Suggested time	2 hours
Content description	
Content from the Western Australian Curriculum	<p><u>Literature</u> <i>Literature and context</i> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p><i>Responding to literature</i> Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p><i>Examining literature</i> Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <p><u>Literacy</u> <i>Interpreting, analysing, evaluating</i> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</p>
Task preparation	
Prior learning	Students have engaged in a range of viewing tasks and have analysed varied examples of visual literacy. They are familiar with a range of codes and elements of visual language used in still images, such as colour, line, scale, salience, vectors and viewpoint, and have engaged in discussions about the effect on audience, particularly salience. Students have had the opportunity to analyse how images contribute to meaning, ideas, themes and purpose in picture books.

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	Student selected picture books.

Instructions for teacher

Teacher places students in pairs and instructs them to research and select a picture book that has an image which provides a good example of salience.

Teacher provides students with an oral presentation planning sheet for them to complete as a pair. Students use the planning sheet to rehearse and present an oral speech on their chosen image.

Students will consider the main idea and theme within the picture book and discuss:

- what the salient part of the image is
- what they think the illustrator has used to create salience (at least two examples)
- how each of the elements works to create salience.

When planning their presentation, students will need to organise, and demonstrate on their planning sheet, who will be responsible for presenting each section of information.

Instructions to students

In pairs, research and select a picture book that has an image which provides a good example of salience.

Use the oral presentation planning sheet to plan and rehearse a speech with your partner which you will present to the class.

Think about the main idea and theme within the picture book and discuss:

- what the salient part of the image is
- what you think the illustrator has used to create salience (at least two examples)
- how each of the elements works to create salience.

When planning your presentation, you will need to organise, and demonstrate on your planning sheet, who will be responsible for presenting each section of information.

Saliency in Picture Books – Planning for your Oral Presentation

Title of book: _____

Author: _____

Illustrator: _____

We have chosen page ____ (show page) from this picture book which we believe has a good example of saliency.

The salient part of this image is _____.

We think the illustrator has used _____, _____ and _____ to create saliency. *Select at least two examples.*

Provide an explanation how each of these examples work to create saliency.

Sample marking key	
Description	Marks
Image analysis	
Identifies and describes, in detail, the salient part of the image.	5-6
Identifies and describes salient part of the image.	3-4
Identifies salient part of the image.	1-2
Subtotal	6
Description	Marks
Visual language	
Describes two or more techniques used by the illustrator to create salience. Analyses how the elements create salience and their effect on the viewer.	3
Describes two or more techniques used by the illustrator to create salience. Discusses how the elements create salience and their effect on the viewer.	2
Provides one to two techniques used by the illustrator to create salience. Discusses some effects of the image on the viewer.	1
Subtotal	3
Description	Marks
Themes and ideas	
Explanation discusses how the techniques used by the illustrator support the themes and ideas.	3
Explanation discusses the ideas and themes within the text.	2
Explanation relates broadly to some of the themes or ideas in the text.	1
Subtotal	3
Total	12