



Sample assessment task

Year level	2
Learning area	English
Subject	Reading
Title of task	Hear me now

Task details

Description of task	Students will show their comprehension and understanding of the literal and implied meanings in a text through a re-tell, character analysis and text comparison. They will use reflective questions to structure their re-tell and state their preference for the text, recording their response in audio or audiovisual format. They will consider reflective questions to create a character analysis, using literal and implied information. Students will compare the text to a non-fiction text, completing a Venn diagram to demonstrate the similarities and differences.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to demonstrate their understanding of different text types.
Assessment strategy	Responses to teacher-generated questions.
Evidence to be collected	Audio or video recordings, written response, visual representations
Suggested time	Three x 1 hour lessons

Content description

Content from the Western Australian Curriculum	<p><u>Literacy</u> <i>Texts in context</i> Discuss different texts on a similar topic, identifying similarities and differences between the texts <i>Interpreting, Analysing, Evaluating</i> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures</p> <p><u>Literature</u> <i>Examining literature</i> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways <i>Responding to literature</i> Compare opinions about characters, events and settings in and between texts Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p>
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners Outcome 5: Children are effective communicators Children engage with a range of texts and gain meaning from these texts.</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>

Task preparation

Prior learning	Students are familiar with different text types. They are familiar with retells, answering questions to show their understanding of texts, and locating and interpreting information about characters, settings and events. They know how to complete character profiles and Venn diagrams.
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

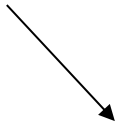
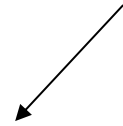
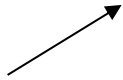
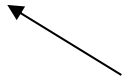
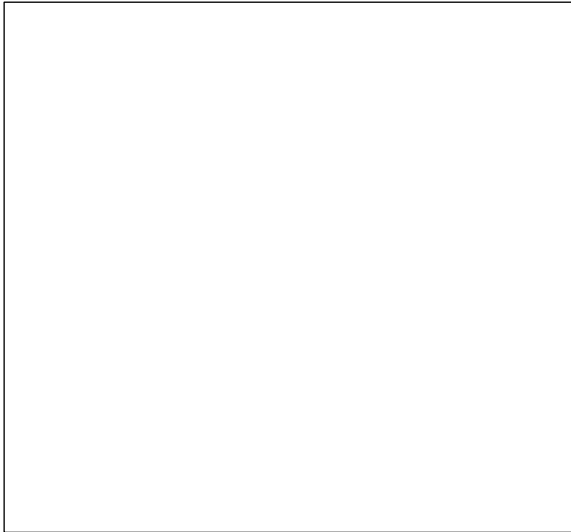
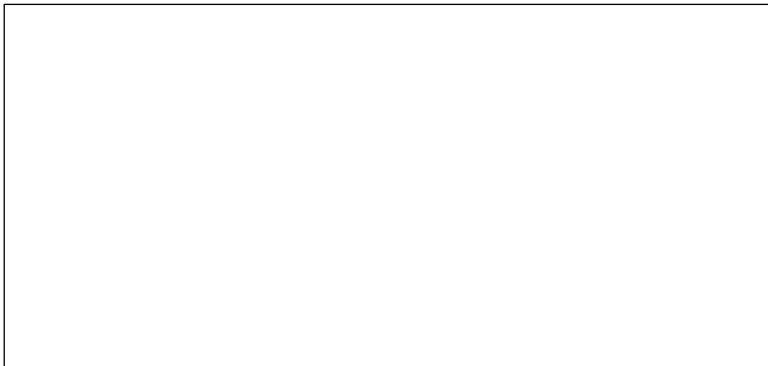
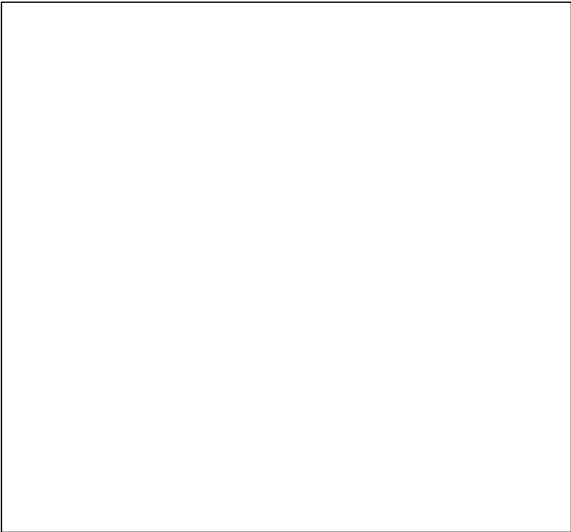
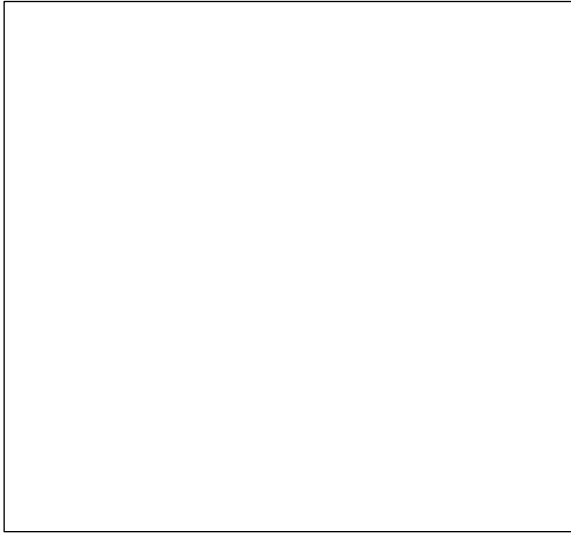
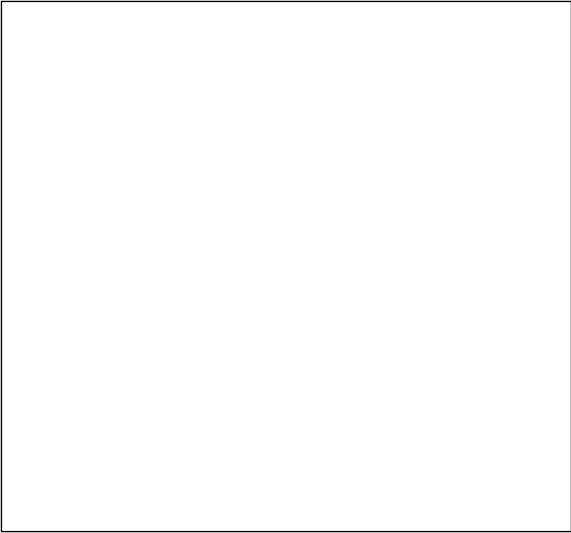
Assessment conditions	This is an individual, in-class assessment. Students may require a partner to assist in recording of responses.
Resources	<ul style="list-style-type: none">• One fiction and one non-fiction book about pirates• Teacher-generated focus questions• Video camera <p><i>Note: Assessment task can be adapted to suit a range of texts. Part 1 can be presented as a written response, if necessary.</i></p>

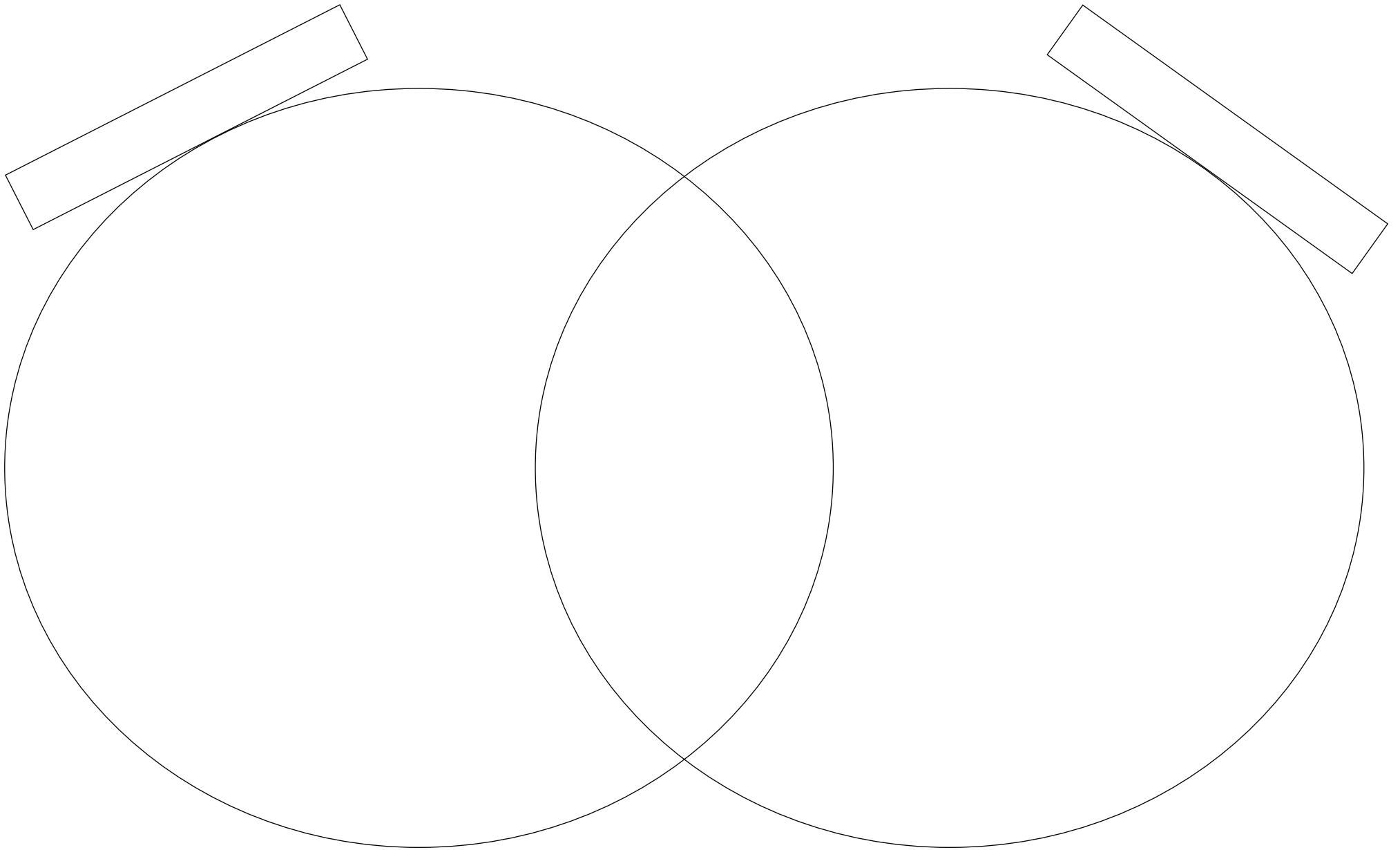
Instructions for teacher

<p>[Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]</p>	
Inspire/inform	<ul style="list-style-type: none"> • Play some pirate music and ask the students to imagine what the pirates might be doing. Dance a pirate dance and speak like a pirate for five minutes. • Have a class discussion about pirates. What do pirates do? Where do they live? Are they good or bad and how do we know?
Show	<ul style="list-style-type: none"> • Show students the front cover of the book of the imaginative text and ask them to participate in a think, pair, share to discuss their predictions based on the front cover of the text. • Teacher reads text aloud to students. This may be re-read before students complete each part of the assessment task. Teacher provides an outline of each task with students and provides opportunity for students to ask questions.
Tell	<ul style="list-style-type: none"> • Students will complete Parts 1 and 2 relating to literal and inferred meaning, main ideas and supporting detail, using the imaginative text in <i>two</i> separate lessons, each of one hour. • They are shown an informative text on a topic related to the imaginative text to complete Task 3, demonstrating their understanding of how the text types vary (one hour). • At each stage of the assessment, the text may be re-read to the students.
Apply	<p>Part 1</p> <ul style="list-style-type: none"> • Students consider the following focus questions when preparing for a recorded response. They may make written notes. Students work with a partner, taking turns to film or record one another's responses. <p><i>Focus questions:</i></p> <ul style="list-style-type: none"> ○ In your own words, what was the story about? ○ Did you enjoy the story? Which parts did you like or dislike? Why? <p>Part 2</p> <ul style="list-style-type: none"> • Students complete a character profile on a chosen pirate in the story. Teacher may provide a framework, such as the attached example, or allow students to develop their own format for their response. Their character profile should include responses to the following. <p><i>Focus questions:</i></p> <ul style="list-style-type: none"> ○ How does the pirate try to fix the problem? ○ How does the pirate feel throughout the story? Why? How do you know? ○ How can you tell the character is a pirate? What words are used in the story to show this? ○ Why did you choose this pirate? How do you feel about this pirate? ○ Are your feelings about the pirate similar or different to a chosen character in the text? Why?

	<p>Part 3</p> <ul style="list-style-type: none"> • Students are shown the informative text. As a whole class or small group, students look through the text and discuss some features. Teacher reads some of the text. • Students complete the Venn diagram to demonstrate the similarities and differences between the two texts. <p><i>They may consider:</i></p> <ul style="list-style-type: none"> ○ How are the two texts different? ○ What are some similarities? ○ What is the purpose of each text? Why would someone choose to read either one? ○ What do each of the books teach you?
Reflect	<ul style="list-style-type: none"> • Collect work samples. • Participate in an inside/outside discussion strategy to share what the students noticed. • Ask for a few volunteers to share what they hear from their peers.

Draw a picture of your chosen pirate below.





Sample marking key

Student Name	Comments on the student's learning behaviours and understandings.

Sample marking key

Description	Marks
Retell	
Provides a succinct retell of the text, summarising the main idea, using information directly stated in the text and inferred meanings. Includes relevant supporting details.	3
Provides a retell of the text, identifying the main ideas and some events. Supporting details include information directly stated in the text and some inferred meanings, e.g. may infer the character's feelings.	2
Provides a retell of the text, identifying some events but does not summarise the main idea. Supporting details include information directly stated in the text and may include some relevant details.	1
Subtotal	3
Description	Marks
Personal Preference	
Explains preference for text and describes, in detail, specific examples to provide a relevant explanation.	4
States preference for text and describes details from the text in order to provide an explanation.	3
States preference for text and selects some examples to provide a simple explanation.	2
States simple preference for text with limited explanation.	1
Subtotal	4
Description	Marks
Character Analysis	
Combines literal and inferential information to create the character profile and provides examples of language that indicates the character is a pirate. Student provides a considered connection and comparison between his/her thoughts and feelings and another character's in the text.	5-6
Identifies literal and some inferential information to create the character profile and provides some examples of language that indicates the character is a pirate. Student provides a simple connection and comparison between his/her thoughts and feelings and another character's in the text.	3-4
With some guidance, identifies literal information to create the character profile and locates some language that indicates the character is a pirate. Student provides limited details according to connection to character and comparison between his/her thoughts and feelings and another character's in the text.	1-2
Subtotal	6

Description	Marks
Text purpose	
Outlines similarities and differences between the two texts. Explains the purpose of each text and considers the audience.	3
Outlines some similarities and differences between the two texts. Identifies the purpose of each text (to inform or entertain) and provides some explanation.	2
With some assistance, outlines some similarities and differences between the two texts. Identifies the purpose of each text (to inform or entertain).	1
Subtotal	3
Total	16