



Sample assessment task	
Year level	5
Learning area	English
Subject	Reading
Title of task	Character Analysis
Task details	
Description of task	Students write a detailed analysis of a character in a text they have read or viewed recently. In their analysis, students demonstrate their understanding of how authors use vocabulary and language features to construct believable characters. Students also explain their own response to the character they have chosen to describe.
Type of assessment	Summative
Purpose of assessment	To assess students' comprehension of a text, their understanding of how language can be used to depict and influence readers' interpretations of character, and their ability to develop a response to those depictions.
Assessment strategy	Character analysis
Evidence to be collected	Written response
Suggested time	One 40-minute lesson
Content description	
Content from the Western Australian Curriculum	<p><u>Literature</u> <i>Responding to literature</i> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</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 read a variety of texts. They have chosen a character from a recent text on which to complete their character analysis. They have been provided with opportunities to answer questions and discuss varying viewpoints and have completed a variety of comprehension activities, using strategies to analyse information. They are familiar with a range of language features associated with character development and have been exposed to a variety of literature which exemplify this.
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

<b>Assessment conditions</b>	This is an individual, in-class assessment.
<b>Resources</b>	Student-chosen text

### **Instructions for teacher**

Explain to students that they will be completing a character analysis based on a familiar text. They will complete a written response to show their understanding in relation to the following points:

- the way the character is described by the author (the type of language that is used)
- physical appearance of character
- the way the character speaks
- the character's actions
- what other characters think about him/her
- is he/she a believable character?
- what you think about the character. Why do you think this?

### **Instructions for students**

Complete a character analysis based on a familiar character from a recently read text. Consider the following points when writing your response:

- the way the character is described by the author (the type of language that is used)
- physical appearance of character
- the way the character speaks
- the character's actions
- what other characters think about him/her
- is he/she a believable character?
- what you think about the character. Why do you think this?

<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Character analysis</b>	
Provides a detailed analysis of chosen character, making reference to quotes from the text to explain answer.	3
Provides an analysis of chosen character, making general references to the text to explain answer.	2
Provides a simple analysis of chosen character, making occasional references to the text.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Language features</b>	
Identifies a range of appropriate features of language and explains how they are used to construct the character.	3
Identifies features of language and attempts to explain how they are used to construct the character.	2
With assistance, identifies some features of language used to construct the character.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Response</b>	
Develops a detailed and valid response to the character, reflecting the language features discussed.	3
Develops a response to the character that refers to the language features discussed.	2
With assistance, develops a simple response to the character that may refer broadly to the language features discussed.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>