



Sample assessment task

Year level	8
Learning area	English
Subject	Reading
Title of task	Response to a news article

Task details

Description of task	Students will choose a news article to analyse, with particular attention to the way that a group has been represented.
Type of assessment	Summative
Purpose of assessment	To clearly show representation of group identified, through language and conventions.
Evidence to be collected	Original article, annotations, drafts and final copy.
Suggested time	Five lessons

Content description

Content from the Western Australian Curriculum	<p>Language – Text structures and organisation</p> <p>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims</p> <p>Literature – Literature and context</p> <p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups</p> <p>Literature – Responding to literature</p> <p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</p> <p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups</p> <p>Literacy – Interpreting, analysing, evaluating</p> <p>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view</p>
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Task preparation

Prior learning	<p>In preparing for this task, students should learn about and revise their understanding of:</p> <ul style="list-style-type: none">• the way that texts in general shape our understanding of issues and ideas• the way that news reports (including online sites) are important for our knowledge and understanding of local, national and international events and issues• the way that groups can be represented in positive and negative ways in texts• how sensational, emotive and connotative language can be used to represent groups in newspaper articles• the structural devices that are used in news articles that can shape our response, such as the inclusion and omission of information, and the way that “important” details are included first to avoid possible deletion to fit column space• the use of other persuasive devices, such as using eye witnesses and experts, the inclusion of facts and statistics, and connecting unrelated events for effect• how to write introductions, conclusions and body paragraphs• how to correctly quote from a text, and how to incorporate quotations into sentences and paragraphs.
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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

Assessment task

Assessment conditions	<p>Students will choose a news article that represents a group in a particular way. The representation can be either positive or negative. They will analyse the text, looking at the way that the writer has used devices such as:</p> <ul style="list-style-type: none">• order of information and overall structure of the article• inclusion and omission of details• emotive, sensational and connotative language• use of eyewitness and/or experts• inclusion of statistics <p>in order to position the reader to respond in a particular way.</p> <p>Students will then write a response consisting of an introduction, conclusion and at least three body paragraphs, which addresses the question of:</p> <p><i>How has a writer of a newspaper article attempted to shape your response to a particular group?</i></p> <p>Students should include quotations from the text to support their ideas.</p> <p>While students will be given feedback on their writing skills in this task, they are predominantly being assessed on their skills in Reading.</p>
Resources	Various articles presenting clear representations
Instructions for teacher	<p>Students may choose their own article from a news site or paper, or teachers may prefer to provide students with a curated assortment of articles to select from.</p> <p>Teachers should check and approve each student’s choice to ensure that his/her article is appropriate to the task.</p>

Marking key for your response to a newspaper article

		Excellent achievement	High achievement	Satisfactory achievement	Limited achievement	Very low achievement
READING	Understanding of how groups have been represented	Interprets detailed information about the representation of a group in the text	Identifies and explains key ideas about the representation of a group in the text	Identifies and explains simple ideas about the representation of a group in the text	Identifies some information about the representation of a group in the text	Locates and directly recounts some simple, literal information about the representation of a group in the text
	Understanding of how structure influences our response	Explores how a range of structural features influence our response to a group in the text	Explains how some structural features have been used to influence our response to a group in the text	Identifies elements of the text's structure and suggests their intended effect on the reader	Refers to elements of the text's structure without explaining the effect on the reader	Identifies a simple element of structure
	Understanding of the way language influences our response	Explains how a range of language features have influenced our response to a group in the text	Explains how some language features have been used to influence our response to a group in the text	Identifies some ways that language has been used and suggests their intended effect on the reader	Refers to the way language is used without explaining the effect on the reader	Identifies a simple aspect of language use in the text
	Use of quotations to support your ideas	Uses a range of appropriate, well-chosen quotations from the text to justify ideas	Uses relevant quotations to justify ideas	Uses some quotations to support points being made	Refers to some appropriate details from the text without quoting	Repeats some details from the text
WRITING	Introduction	Constructs a logical introduction that engages with key ideas related to the question and offers a specific thesis	Constructs a logical introduction that addresses aspects of the question and formulates a broad thesis statement	Constructs a brief introduction, incorporating some key words related to the question, but does not form a clear thesis	Introduces a response, using key words from the question, without developing a clear introductory paragraph	Introduction refers briefly to the topic
	Body	Constructs paragraphs focused on one idea, and that are well developed, using a combination of topic, developing, supporting and linking sentences	Structures paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily	Constructs paragraphs that describe ideas related to the question in a general way and/or that retell events	Groups sentences about loosely related ideas and sequences these illogically	Sentences not grouped into paragraphs
	Conclusion	Constructs a logical conclusion with a relevant summary of the key points and with clear links to the introduction	Constructs a conclusion with a relevant summary of the key points	Concludes with simple but relevant statements	Concludes with broad statements that do not directly relate to the ideas presented	Concluding sentence does not relate to the topic

Teacher's comments
