



Sample assessment task

Year level	8
Learning area	English
Subject	Viewing
Title of task	Designing a website

Task details

Description of task	After investigating webpages as informational visual texts, students will plan a simple webpage designed to welcome and orientate new students to their school. Students will provide an annotated, static version of their webpage for the purposes of this assignment.
Type of assessment	Summative
Purpose of assessment	To assess capability of using visual images to communicate ideas and information in effective manner.
Evidence to be collected	Drafts and final webpage
Suggested time	Eight lessons

Content description

Content from the Western Australian Curriculum	<p>Literature – Responding to literature</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 – Creating literature</p> <p>Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts</p> <p>Literature – Interpreting, analysing, evaluating</p> <p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text</p> <p>Literacy – Creating texts</p> <p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate</p> <p>Use a range of software, including word processing programs, to create, edit and publish texts imaginatively</p>
---	--

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 webpages present information in visually appealing ways, combining both text and images for effect • the way that language and visual elements are used in different ways to suit different audiences and purposes • the importance of colour and font in presenting information clearly • the way that features of webpages, such as the location of menus and buttons, can assist in easy navigation around sites • the impact that visual choices have on our enjoyment of, and engagement with, media • the issues that students new to high school may face, and the information that would be pertinent, useful and comforting to this group.
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>Working in pairs, students are required to design a website consisting of a set of three webpages which are intended to help orientate new students to their school. They should be designed with a particular focus on audience, purpose and context. For example, they might be webpages intended to be a part of the school’s main website, viewed by both parents and students; hence, they would be likely to contain somewhat formal language and images; or they might be intended to be a part of a ‘student portal’ directed at incoming Year 7 students; hence, the language and image choices may be more colloquial and informal.</p> <p>In designing their pages, students should consider visual aspects such as:</p> <ul style="list-style-type: none"> • colour • font • amount and content of text • headings • images • ease of navigation and locating of information • choosing relevant content and using language clearly, appropriately and in an engaging way. <p>Each page should be annotated to explain specific content, language and visual choices. They may do this in any appropriate way, for example by prominently numbering features on their pages and attaching a separate Word document which gives an explanation for each feature; by using the “comment” function on Adobe Acrobat Reader; or in other ways, as discussed with the teacher.</p> <p>Additionally, students will submit a written piece (up to 400 words) that explains the ways they have taken into account the audience, purpose and context in creating their webpage. For this task, the pairs should create three webpages: A “home page” which acts as an overview of their site; and two further pages which contain specific content. For example, students might submit: a homepage, a page giving information on how to wear the school uniform appropriately, and a page that discusses strategies for dealing with homework.</p>
Resources	Model webpages such as own school webpage

Instructions for teacher

Students do not need to have advanced webpage design or creation skills to complete this task. Their products should be **static** (i.e. they should not be “real” webpages) but, where possible, they should be digital rather than hand-drawn. They may wish to use software such as Publisher, Pages, Word, or any other appropriate program, and their documents should be saved as .pdf files.

While some consideration is made of students’ written skills, the focus of this assignment is on their skills in the area of Viewing.

Some useful websites in preparing for this task, particularly in terms of discussions of audience, purpose and context of similar sites, may be:

- State Government of Victoria: Education and Training – *Starting Secondary School*
<http://www.education.vic.gov.au/school/parents/secondary/Pages/starting.aspx>
- Dandenong High School transition page
<http://www.dandenong-hs.vic.edu.au/transition/>
- St Mary Mackillop College Canberra – *The Transition to High School*
<https://www.mackillop.act.edu.au/index.php/enrolment/the-transition-to-high-school>
- Sharon Witt’s *Surviving High School*
<http://www.survivinghighschool.com.au/index.html>

It may also be useful for students to consider their own school’s website or intranet.

Marking key for your webpages

	Excellent achievement	High achievement	Satisfactory achievement	Limited achievement
Consideration of your audience	Identifies and describes the target audience in detail and refers to specific textual details to demonstrate how this has been taken account of in the webpage	Explains the target audience and provides some textual evidence from the webpage to demonstrate this	Identifies the target audience, using some textual details from the webpage for support	Briefly identifies the target audience, possibly without referring to detail from the webpage
Explaining your choices	Annotates a wide range of relevant details and examples from the webpages to justify own ideas and decisions	Annotates relevant details and examples from the webpage to justify own ideas and decisions	Annotates some details and examples from the webpage to justify the decisions that have been made	Points out details and examples on the webpage but does not explain the reasons for these choices
Use of visual elements	Uses visual elements with a strong connection to the purpose and audience, and which are visually and contextually appropriate and appealing	Uses visual elements which are relevant to the purpose and audience, and which assist in creating an appealing webpage	Uses simple visual elements which are appropriate for the purpose and audience	Uses some visual elements to construct the webpage
Content of your webpage	Creates an engaging webpage that includes topics and images that are interesting and relevant to the task	Creates an attractive webpage that presents relevant images and ideas clearly	Creates a clear webpage that includes some ideas and images	Creates a simple webpage that contains ideas and images
Use of language in your webpages	The language is highly appropriate for the audience, purpose and context of the webpage, and effectively connects with the viewer through the use of, for example, humour, anecdote, and idiom.	The language is appropriate for the audience, purpose and context of the webpage, and connects with the viewer in some ways by using simple devices such as inclusive language.	The language is generally appropriate for the task and conveys information in straightforward ways.	The language used is sometimes appropriate for the audience, purpose and context of the webpages and conveys information in simple ways.

Teacher's comments

Self-evaluation
