Assessment task

Year level	6
Learning area	English
Subject	Writing
Title of task	Persuasive letter/email

Task details

Description of task	Students will plan, write and edit a response in the form of a persuasive letter or email to the Western Australian Police, providing an argument for or against whether, in Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.
Type of assessment	Summative
Purpose of assessment	To assess students' application, and choice, of text structures and language features when planning and constructing a persuasive argument.
Assessment strategy	Written response
Evidence to be collected	Written response
Suggested time	1 x 50 minute lesson

Content description

Content from the Western Australian Curriculum	**Language** – *Expressing and developing ideas* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **Literacy** – *Creating Texts* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience

Task preparation

Prior learning	Students are familiar with written persuasive texts, letters and emails. They have been explicitly taught the conventions of planning, editing and writing persuasive texts.
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	• Stimulus video *iPod Inattention* http://www.abc.net.au/btn/story/s2718117.htm • Stimulus package (note taking, planning with considerations, writing) • Blue or black pen (writing)

Instructions for teacher

1. Provide students with stimulus package. Explain to students that they will be watching a video, *iPod Inattention*, and writing a response in the form of a persuasive letter or email to the Western Australian Police. In their response, they will be required to provide an argument for or against the following statement: *In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.*

2. Instruct students to consider the statement prior to watching the video. Play video for students (no note taking allowed during first viewing). Ensure students understand that hand-held devices include mobile phones, tablets and MP3 players.

3. Play video a second time, instructing students to record notes in Section 1 of the stimulus package.

4. Explain to students they will be provided with five minutes to plan their response in Section 2 of the stimulus package. They will then be given 35 minutes to write and edit their response. Provide students with five minutes' planning time.

5. Provide students with 35 minutes (time displayed) to complete the writing and editing task in Section 3 of the stimulus package.

6. After 35 minutes, stop the students.

7. Collect stimulus package and students' writing.

Time Allocation (50 minutes)	
10 minutes	Viewings of video and note taking
5 minutes	Planning
35 minutes	Writing and editing

Instructions for students

1. You will be watching a video, *iPod Inattention*, and writing a response in the form of a persuasive letter or email to the Western Australian Police. In your response, you will be required to provide an argument for or against the following statement:
In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

2. Watch the video, considering the above statement. No note taking allowed.

3. Watch the video a second time, taking notes of information, facts and key points made, in Section 1.

4. You will now be given five minutes to plan your argument for or against the above statement, considering information you gained from the video.

5. You will now be given 35 minutes to write and edit your letter or email to the Western Australian Police, stating your argument for or against the statement:
    In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

    Do you agree or disagree with this statement? Do you have an argument for both sides of the topic? What do you feel most strongly about? How will you convince the Western Australian Police of your opinions?

    In your response, remember to:
    *   write in the form of a letter or email. Use greeting, closing, signature/name
    *   provide an introduction to your argument
    *   give and explain reasons for your opinions
    *   sum up your letter or email with a conclusion
    *   use paragraphs
    *   write in sentences
    *   use words to convince your reader
    *   edit your work.

In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

Section 1 – Note taking (facts, statistics, interesting points that will help you with your argument)

	Note taking *iPod Inattention*		

Section 2 - Plan your persuasive letter/email

In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

Do you agree or disagree with this statement? Do you have an argument for both sides of the topic? What do you feel most strongly about? How will you convince the Western Australian Police of your opinions?

In your response, remember to:
- write in the form of a letter or email: greeting, closing, signature/name
- provide an introduction to your argument
- give and explain reasons for your opinions
- sum up your letter or email with a conclusion
- use paragraphs
- write in sentences
- use words to convince your reader
- edit your work.

Sample marking key

Description	Check/Mark
Persuasive language	
Uses topic-specific vocabulary appropriately, with a range of conjunctions, connectives and word associations/variations, to purposefully link ideas and present arguments that effectively persuade the reader.	
Uses topic-specific vocabulary, with a range of conjunctions, connectives and word associations/variations, to link ideas and present arguments that persuade the reader.	
Uses some topic-specific vocabulary, with conjunctions, connectives and word associations/variations, to show some links between ideas and present arguments.	
Uses familiar persuasive vocabulary, and some repetitive conjunctions, connectives and word associations/variations, to present simple arguments.	
Uses simple and repetitive persuasive vocabulary, including some topic-specific words to state an opinion.	

Description	Check/Mark
Structure and ideas	
Uses structures appropriately to engage and persuade the reader through effective statements of position and elaboration of key ideas, using specific and relevant details that support the writer's position.	
Uses structures appropriately to persuade the reader through statements of position and elaboration of key ideas, using specific and relevant details that support the writer's position.	
Uses typical text structures to persuade the reader through statements of position, elaborating key ideas and using specific details to support writer's point of view.	
Uses some elements of text structure and simple statements of position, with some detail to support point of view.	
Uses simple statements of position with insufficiently developed ideas.	

Description	Check/Mark
Sentence structure	
Effectively uses a combination of simple, compound and complex sentences to support meaning. Sentences are correctly structured in a variety of ways and meaning is clear.	
Uses a combination of simple, compound and complex sentences that are correctly structured and support meaning.	
Uses a combination of simple, compound and complex sentences to support meaning. All sentences may not be correctly structured.	
Uses mostly simple and compound sentences, and some complex sentences. Sentence structures and some meaning may be unclear.	
Uses mostly simple sentences and meaning may be unclear.	