



Sample assessment task	
Year level	3
Learning area	English
Subject	Reading
Title of task	Tell Me About It
Task details	
Description of task	Students will read a fictional text aloud and demonstrate their comprehension through responses to teacher questions.
Type of assessment	Formative
Purpose of assessment	To assess students' ability to decode text and demonstrate their comprehension of an unfamiliar fiction text.
Assessment strategy	Individual reading aloud and answers to teacher-generated questions in response to the text
Evidence to be collected	Teacher notes, audio-visual recording
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	<p><u>Language</u> <i>Language Variation and Change</i> Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns</p> <p><u>Literature</u> <i>Responding to Literature</i> Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p><i>Examining Literature</i> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative</p> <p><u>Literacy</u> <i>Interpreting, Analysing, Evaluating</i> Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting</p>
Task preparation	
Prior learning	Students are familiar with strategies to use when reading aloud. They are familiar with strategies for comprehending literal and implied meaning and have been exposed to different text types.
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. The assessment is video recorded.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Fictional text – <i>The Best Beak in Boonaroo Bay</i> – Narelle Oliver, Omnibus Books, ISBN: 978 1 86291 935 8</li><li>• Video recorder</li></ul>

### **Instructions for teacher**

Students work one-on-one with the teacher. Teacher will record their own anecdotal notes on the reading aloud aspect of the task. Teacher will then ask the students the following questions. The entire task is video recorded.

### **Questions**

- Who are the characters?
- What character did you like the best and why? Find a page in the text that helped you make that decision.
- Which character is the most important in this story and why?
- Does this text remind you of anything or anyone in real life?
- What did the story help you think about or understand? Find the part in the text that did that.
- What is the problem that happens in this story? Read the part in the book which tells you the problem.
- What did you notice about the setting? Which sentences or pictures tell you about the setting?
- Why are there conditions of entry in the 'Best Beak Contest'? (page 10)
- What does this picture tell you about the curlew? (page 20)
- Which picture gave you extra information about one of the characters? How does the image do that?
- What was the point of view represented in the text?
- How would it be different if it was told from one of the other characters? Provide an example.
- How would you describe what reading is?
- When you come to a word you don't know, what could you do?

### **Instructions for students**

1. Look briefly through the text.
2. Make a prediction about the text.
3. Read a section of the text aloud (pp 1-10).
4. Read the text silently (pp 11-30).
5. Respond to the teacher's questions, including reading relevant sections of the text aloud, when required.

*Note: Assessment task can be adapted to suit a range of texts.*

<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Answering Questions and Locating Information in Text</b>	
Provides detailed answers to questions and independently locates literal and implied information in the text to construct meaning.	3
Provides mostly correct answers to questions and locates literal and implied information in the text.	2
Requires some assistance to answer questions and requires guidance to locate supporting information in the text.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Making Connections</b>	
Makes authentic connections between text and own life, using specific examples of both, and uses the text as a reference.	3
Makes connections between text and own life, using some examples of both.	2
Makes simple connections between text and own life, requiring guidance to find examples.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Language features</b>	
Selects examples and explains how language has been used for effect in relation to characters, setting and events.	3
Selects examples and discusses how language has been used for effect in relation to characters, setting and events.	2
With some guidance, discusses the way language has been used for effect in relation to characters, setting and events.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Point of view</b>	
Recognises the point of view (narrator) and describes a summary of the story from the point of view of another character.	3
Recognises the point of view (narrator) and suggests the point of view of another character.	2
Recognises the point of view (narrator) and suggests another character who could have told the story.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>12</b>