

English

WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 3 ENGLISH

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Response to visual text – <i>Windows</i>
Sample 2	Response to literature – <i>Refugee</i>
Sample 3	Reading strategy – Making connections
Sample 4	Persuasive letter – Come home
Sample 5	Information text – Volcanoes

This portfolio of student work shows that this student understands that texts have different structures depending on their purpose. (WS1, WS2, WS4, WS5) The student uses this knowledge to read different types of texts and can explain how to utilise reading strategies to enhance comprehension (WS1, WS3, WS4) and to write informative and persuasive texts (WS4). The student has selected information from informative, visual and literary texts (WS1, WS2, WS5) and understands how to create cohesive texts to engage and inform (WS1, WS4, WS5).

The following aspects of the achievement standard are not evident in this portfolio:

- *listen to others' views and respond appropriately*
- *contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations*
- *write using joined letters that are clearly formed and consistent in size.*

English

Work sample 1: Response to visual text – *Windows*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size.

Summary of task

Students had been reading the wordless picture book *Windows* by Jeannie Baker in small groups with each member having a specific reading responsibility, for example one role was 'message breaker' and another 'feeling seeker'. Students were asked to create a summary of a personal response to the text. This task required the students to interpret the images to construct the events. They were asked to use the reading roles to organise their writing. They were also asked to use the roles as headings.

English

Work sample 1:
Response to visual text – Windows



Annotations

Uses comprehension strategies to build literal meaning and make inferences, and connect ideas from different parts of a text, for example understands that the images represent a sequence.

Uses developing evaluative vocabulary to express a point of view, for example 'shocked', 'environment', 'destroyed'.

Uses images and writing to express ideas and opinions.

Uses complex sentences to link ideas in writing, for example 'I felt shocked when the environment was just like a city'.

Uses a range of doing, thinking, saying and relating verbs.

Uses verb tense appropriate for this type of text.

Spells high frequency words accurately, for example 'about', 'city', 'have', and attempts new words using knowledge of sounds, for example 'destroyed' (destroyed).

Annotations (Overview)

This work sample demonstrates that the student understands how to organise and present information in an effective way. It also demonstrates an understanding of how visual components such as illustrations, headings and experimentation with punctuation add to the message of the text.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 2: Response to literature – *Refugee*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size.

Summary of task

Students were asked to independently read *Refugee* by David Miller and respond to questions. These questions required the student to use comprehension strategies to identify literal information and make inferences from the text.

They were required to:

- make a prediction about the text prior to reading
- provide a brief recount of the events in the text
- identify personal connections with the text
- make judgments about the intended audience and message of the text.

English

Work sample 2: Response to literature – Refugee

Refugee

David Miller
Inferring Reading Strategy

My Prediction I predict theres two ducks and one day an excavater came and destroyed there home.

Brief recount on the text Two ducks lived in a swamp. One day a few machines destroyed their swamp. All the places they found were unsafe. The ducks found a new home.

What type of connection have you made with this text? Text to self, text to text, text to world
I live in Galway Green and I've seen trees get pushed over.

What do you know about refugees? Own knowledge (dictionary) Someone who seeks safety in foreign country.

Who is the intended audience for this book? Children / teenagers / adults / other
Why? Everyone because its a message that is saying look after our environment.

Why do you think the author wrote this book? To entertain / tell a message. How do you know this?
The message says look after our environment.

What is the underlying message in this book? Keep the enviornment safe for animals and people.

Do you believe the story would have been different if the author chose to have people as the main characters instead of the ducks? Yes / No Please explain Because the people would have to move house, and they wouldn't have any where to live.

Annotations

Makes predictions about the text using illustrations on the cover and the title.

Identifies literal information in the text including the characters involved and the sequence of key events.

Links key ideas in the text to personal experience.

Uses known and learned vocabulary, including technical vocabulary, for example 'foreign', 'environment'.

Identifies the audience, purpose and the author's underlying message of the text.

Uses appropriate punctuation including capital letters and full stops.

Uses knowledge of sounds and high frequency words to spell accurately, for example 'who', 'people', 'animals'.

Annotations (Overview)

This work sample provides evidence of a student's response to an imaginative text with a strong underlying theme. It shows how the student, prompted by the teacher's questions, has been able to identify the embedded ideas and the author's message in the text and to relate this message to personal experience and to a wider context. The sample demonstrates understanding of how complex sentences work to connect ideas.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 3: Reading strategy – Making connections

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size.

Summary of task

The students participated in a filmed interview about how to use a specific reading strategy to read and understand texts. The strategy involved students in small groups, adopting different roles during a shared reading lesson. The texts that they had been reading were the visual texts *Belonging* and *Windows* by Jeannie Baker. The student in the video interview is taking on the role of 'the connector'. In the interview students were asked to:

- explain the reading strategy
- use vocabulary that had been used in class in preparation for the interview
- rehearse their response to the questions with peers.

English

Work sample 3: Reading strategy – Making connections



Annotations

Acknowledgment
ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 4: Persuasive letter – Come home

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

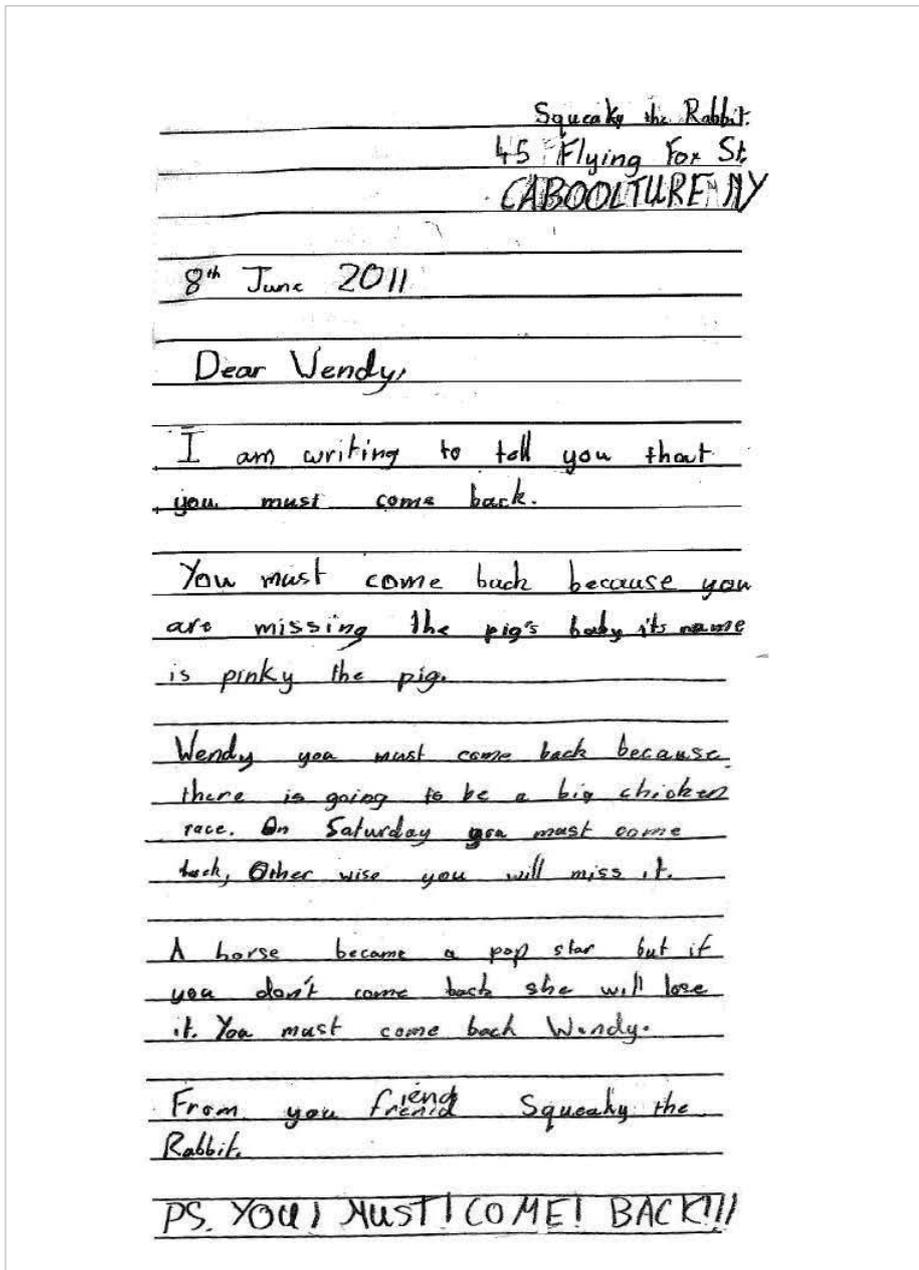
Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size.

Summary of task

Students were asked to write a persuasive letter based on a literary text. Students had participated in whole class reading of the text and later they read the text again independently. The letter was to be an exchange between characters in the text and reflect events from the text. The teacher and students brainstormed ideas that students could select from and use as a basis for their writing. Students were asked to use appropriate letter writing conventions.

English

Work sample 4: Persuasive letter – Come home



Annotations

Understands and uses structural features of a letter.

Develops a persuasive text through a series of linked arguments.

Uses modality to persuade, for example 'You must come back'.

Uses paragraphs to organise the text.

Uses complex sentences using subordinating conjunctions such as 'because' to express reasons, for example 'you must come back because you are missing...'

Uses an informal tone typical of a personal letter, with appropriately informal language features, for example 'PS YOU! MUST! COME! BACK!'.

Chooses vocabulary and punctuation to assist in meeting the persuasive purpose, for example exclamation marks, and 'must'.

Acknowledgment

ACARA acknowledges the contribution of the Catholic Education Archdiocese of Brisbane for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 5: Information text - Volcanoes

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size.

Summary of task

Students were asked to read a variety of factual texts on volcanoes. From this reading they were asked to take short notes and use this information to present information in a poster about volcanoes. They were further asked to:

- group the similar information together
- write in sentences
- collect or draw relevant illustrations or pictures
- write the text on a computer.

English

Work sample 5: Information text - Volcanoes



Transcript of student poster:

- When a volcano erupts, it starts to spurt out with bits of lava.
- With eruptions all over the world people would die. They would die by being burnt.
- When a volcano erupts it affects people and the environment.
- Ice water, wind and earthquakes mixes together so that's how you get a volcano and volcanoes can burn you to.
- The red hot mega bite of lava would burn your skin.
- If a volcano erupts it drips down the rock.
- When a volcano erupts it spurts out clouds of fire. It can go in your lungs and make you stop breathing.
- Volcanoes are very important to the earth because the ash of the volcano helps the plants grow and the trees grow better because the ash makes the soil grow better to use.

Annotations

Selects visual features including colour and placement of images for effect on an audience.

Maintains a focus on topic throughout the text.

Uses sound-letter relationships to spell technical words, for example 'spurts' and knowledge of spelling rules, for example 'breathing' to spell words.

Uses a range of language features including different verbs, for example 'erupts', 'spurts out' and maintains appropriate tense.

Uses technical vocabulary appropriate for this topic, for example 'lava', 'eruptions'.

Combines clauses into complex sentences to express and link ideas, for example 'When a volcano erupts it spurts out clouds of fire. It can go in your lungs and make you stop breathing'.

Provides some opinion, for example 'Volcanoes are very important'.

Annotations (Overview)

This work sample demonstrates the construction of an informative text presented on a poster. It combines print and visual elements to construct a multimodal text that uses discrete pieces of information not intended to be read as a continuous text. It shows evidence of planning and publishing skills required for an informative poster such as the organisation and presentation of the text and visual layout.

Acknowledgment

ACARA acknowledges the contribution of the Education and Training Directorate, ACT for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.