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| Student bookletPrep English sample assessmentSeptember 2020Assessment overview

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| Assessment title: | Narrative recount of Nick Bland’s *The Very Cranky Bear* or *The Very Itchy Bear* |
| Context: | In Term 4, students have read picture books and stories that present a point of view. They have written short persuasive texts experimenting with persuasive language features, including ‘strong’ words or commands. In this task, students recount a familiar picture book, draw pictures, sequence the events in the book, and write a statement to describe a time when they felt a similar emotion or had a similar experience to the main character. |
| Technique and formats: | Extended response: Imaginative — recount, pictorial representation and short statement |
| Modes and conditions: | Part A: Oral recount ― supervised (images from text provided to students requiring guidance to retell the story orally); Part B: Pictorial representation ― supervised; Part C: Short statement and pictorial representation ― supervised (lined paper and blank box provided) |
| Assessment date:  | Term 4, Week 6  |

Achievement standard

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| Receptive modes (listening, reading and viewing)By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.Productive modes (speaking, writing and creating)Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/English/Curriculum/F-10 |

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# Narrative Recount of Nick Bland’s *The Very Cranky Bear* or *The Very Itchy Bear*

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| Name |  |
| Class |  |

## Context

In Term 4, we have read picture books and stories where the author is telling the story. We have written sentences including ‘strong’ words that tell people to do things.

## Task

We are going to recount one of the stories and draw pictures to show the order of events in the story. Then we will write a statement about a time when we felt a similar emotion or had a similar experience to the bear in the story.

## Part A: Retell the story

Retell the story by:

* using words from the story
* using the right order from the story.

## Part B: Draw pictures to retell the story

Retell the story by:

* drawing pictures to retell the story
* using the right order from the story.

## Part C: Write sentences

Write a sentence or sentences explaining when you have felt similar to the bear in the story.

Remember to use:

* words you know to write your sentences
* words from the story, e.g. brave, noisy, cranky
* finger spaces
* what you know about letters and sounds
* capital letters and full stops.

# Task-specific standards

|  |  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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| The student’s work has the following characteristics: |
| Receptive mode | Understanding | clear and detailed recalling of one or two events from stories in picture books with familiar topics | detailed recalling of one or two events from stories in picture books with familiar topics | recalling of one or two events from stories in picture books with familiar topics | guided recalling of one or two events from stories in picture books with familiar topics | directed recalling of one or two events from stories in picture books with familiar topics |
| Productive mode | considered demonstration of understanding that their texts can reflect their own experiences  | effective demonstration of understanding that their texts can reflect their own experiences | understanding that their texts can reflect their own experiences  | developing understanding that their texts can reflect their own experiences  | emerging understanding that their texts can reflect their own experiences  |
| Productive mode | Skills | purposeful retelling of events and experiences with peers and known adults:* using specific vocabulary
* drawing images
* using linking vocabulary such as first, next, then, finally
* sequencing images from beginning, middle and end
 | effective retelling of events and experiences with peers and known adults:* using specific vocabulary
* drawing images
* using linking vocabulary such as first, next, then, finally
* sequencing images from beginning, middle and end
 | retelling of events and experiences with peers and known adults:* using specific vocabulary
* drawing images
* using linking vocabulary such as first, next, then, finally
* sequencing images from beginning, middle and end
 | guided retelling of events and experiences with peers and known adults:* using specific vocabulary
* drawing images
* using linking vocabulary such as first, next, then, finally
* sequencing images from beginning, middle and end
 | directed retelling of events and experiences with peers and known adults:* using specific vocabulary
* drawing images
* using linking vocabulary such as first, next, then, finally
* sequencing images from beginning, middle and end
 |

|  |  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
| --- | --- | --- | --- | --- | --- | --- |
| The student’s work has the following characteristics: |
| Productive mode | Skills | purposeful use of familiar words, phrases and images to convey ideas in writing, including content-specific language, e.g. Jingle Jangle Jungle | effective use of familiar words, phrases and images to convey ideas in writing, including content-specific language, e.g. Jingle Jangle Jungle | use of familiar words, phrases and images to convey ideas in writing, including content-specific language, e.g. Jingle Jangle Jungle | guided use of familiar words, phrases and images to convey ideas in writing, including content-specific language, e.g. Jingle Jangle Jungle | directed use of familiar words, phrases and images to convey ideas in writing, including content-specific language, e.g. Jingle Jangle Jungle |
| purposeful use of beginning writing behaviours which may include:* finger spaces
* concepts about print
 | effective use of beginning writing behaviours which may include:* finger spaces
* concepts about print
 | use of beginning writing behaviours which may include: * finger spaces
* concepts about print
 | guided use of beginning writing behaviours which may include:* finger spaces
* concepts about print
 | directed use of beginning writing behaviours which may include:* finger spaces
* concepts about print
 |
| purposeful use of experimentation with capital letters and full stops | effective use of experimentation with capital letters and full stops | use of experimentation with capital letters and full stops | guided use of experimentation with capital letters and full stops | directed use of experimentation with capital letters and full stops |
| purposeful use of correct forms of known upper and lower case letters | effective use of correct forms of known upper and lower case letters | use of correct forms of known upper and lower case letters | guided use of correct forms of known upper and lower case letters | directed use of correct forms of known upper and lower case letters |

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