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| Student bookletYear 1 English sample assessmentSeptember 2020Assessment overview

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| Assessment title: | Persuasive letter writing |
| Context: | In Term 4, students have learnt about creating characters and letter writing. They have read books with characters that are convincing and examined the arguments, words and punctuation used to persuade. In this task, students write a persuasive letter to a character from a familiar text. |
| Technique and format: | Extended response: Persuasive exposition |
| Mode and conditions: | Written — prior notice of task given, scaffolding provided, resources and stimulus provided, lined paper provided |
| Assessment date:  | Term 4, Week 6 |

Achievement standard

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| Receptive modes (listening, reading and viewing)By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.Productive modes (speaking, writing and creating)Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.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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# Persuasive letter writing

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| Name |  |
| Class |  |

## Context

In Term 4, we have learnt about creating characters and letter writing. We have read books with characters that are convincing. We have examined the arguments, words and punctuation used to persuade.

## Task

You will write a letter to Duncan from *The Day the Crayons Quit* by Drew Daywalt and persuade him to use a new colour crayon.

Step 1 — Listen to the story of *The Day the Crayons Quit*.

Step 2 — Create a new colour crayon for Duncan’s crayon box (not rainbow).

Step 3 — Write a final copy of your letter (one A4 lined page) to convince Duncan to use the colour.

### Template for students who require adjustments

Step 3 — Write your letter to Duncan from your new colour crayon.

Dear

It’s

Could you please

I really

From

# Task-specific standards

|  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
| --- | --- | --- | --- | --- | --- |
| The student’s work has the following characteristics: |
| Productive mode | Skills | clear and effective creation of a persuasive letter in shape and structure to a fictional character to persuade them to use a particular colour, that includes:* a persuasive position and justified explanation with elaborated reasoning in the body of the letter
* a summary to conclude that links to the position
 | effective creation of a persuasive letter in shape and structure to a fictional character to persuade them to use a particular colour, that includes:* a persuasive position and justified explanation in the body of the letter
* a summary that links to the position
 | creation of a persuasive letter in shape and structure to a fictional character to persuade them to use a particular colour, that includes:* a persuasive position and a justified explanation in the body of the letter
* a summary related to position
 | partial creation of a persuasive letter in an adjusted scaffolded shape and structure to a fictional character to persuade them to use a particular colour, that includes:* a persuasive position in the body of the letter
* reasons to support the position
 | fragmented creation of a persuasive letter in an adjusted scaffolded shape and structure to a fictional character to persuade them to use a particular colour |
| clear and effective writing of details about ideas and events and participants in those events, including:* who the character is
* what the character wants the reader to do
* relevant explanations to support reasons
* links to the text to support reasons
* use of emotive language (e.g. please, beg) and adverbs
 | effective writing of details about ideas and events and participants in those events, including:* who the character is
* what the character wants the reader to do
* relevant explanations to support reasons
* links to the text to support reasons
* use of emotive language, e.g. please, beg
 | writing of details aboutideas and events and participants in those events, including:* who the character is
* what the character wants the reader to do
* relevant explanations to support reasons
 | writing of partial details about ideas and events and participants in those events, including:* who the character is
* what the character wants the reader to do
* relevant explanations
 | writing of fragmented details about ideas and events and participants in those events, including:* who the character is
* what the character wants the reader to do
* explanations
 |
| Productive mode | Skills | consistent use of accurate spelling of:* high-frequency words
* words with regular spelling patterns
 | use of self-correction for accurate spelling of:* high-frequency words
* words with regular spelling patterns
 | use of accurate spelling of:* high-frequency words
* words with regular spelling patterns
 | guided use of accurate spelling of:* high-frequency words
* words with regular spelling patterns
 | directed use of accurate spelling of:* high-frequency words
* words with regular spelling patterns
 |
| purposeful use of capital letters and full stops signalling sentences and capitals for names of people and places | consistent use of capital letters and full stops signalling sentences and capitals for names of people and places | use of capital letters and full stops signalling sentences and capitals for names of people and places | guided use of capital letters and full stops signalling sentences and capitals for names of people and places | directed use of capital letters and full stops signalling sentences and capitals for names of people and places |

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