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| Student booklet  Year 2 English sample assessment  September 2020 Assessment overview  |  |  | | --- | --- | | Assessment title: | Writing a persuasive text | | 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 write a persuasive text to convince the reader whether Year 2 students should or should not have homework. | | Technique and format: | Extended response: Persuasive exposition | | Mode and conditions: | Written — 100–200 words, completed in class in two 30-minute sessions | | Assessment date: | Term 4, Week 6, in two lessons — Lesson 1: Plan and conference; Lesson 2: Write and hand in |  Achievement standard  |  | | --- | | Receptive modes (listening, reading and viewing)  By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.  They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.  Productive modes (speaking, writing and creating)  When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.  Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined 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 | |

# Exploring persuasive texts

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| Name |  |
| Class |  |

## Context

In Term 4, you have been reading picture books and stories that present a point of view. You have written short persuasive texts experimenting with ‘strong’ words or commands and other persuasive language features.

## Task

You are going to present your point of view about whether students in Year 2 should have homework. You will convince your reader of your point of view.

**You can choose:**

* Year 2 students should have homework.

**or**

* Year 2 students should not have homework.

**To complete this task:**

Session 1

* fill in the planning template (use clear points, strong words, and sentences)
* conference with your teacher.

Session 2

* write your final copy using edits from your conference
* hand in your final copy.

### Planning template

Write statements about what your reader should believe:

Your point of view:

Reason one:

Reason two:

Reason three:

Restate your point of view:

# 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: | | | | |
| Productive mode | Understanding | purposeful use of everyday language features, persuasive language and topic‑specific vocabulary when discussing own ideas and experiences including school and homework | effective use of everyday language features, persuasive language and topic‑specific vocabulary when discussing own ideas and experiences including school and homework | use of everyday language features, persuasive language and topic‑specific vocabulary when discussing own ideas and experiences including school and homework | partial use of everyday language features, persuasive language and topic‑specific vocabulary when discussing own ideas and experiences including school and homework | fragmented use of everyday language features, persuasive language and topic‑specific vocabulary when discussing own ideas and experiences including school and homework |
| Skills | purposeful creation of a persuasive text drawing on own experiences and learnt information in an introduction, arguments and a conclusion | effective creation of a persuasive text drawing on own experiences and learnt information in an introduction, arguments and a conclusion | creation of a persuasive text drawing on own experiences and learnt information in an introduction, arguments and a conclusion | partial creation of a persuasive text drawing on own experiences and learnt information in an introduction, arguments and a conclusion | fragmented creation of a persuasive text drawing on own experiences and learnt information in an introduction, arguments and a conclusion |
| * consistent and accurate spelling of words with regular spelling patterns * consistent spelling of words with less common long vowel patterns | * self-correction for accurate spelling of words with regular spelling patterns * self-correction for spelling of words with less common long vowel patterns | * accurate spelling of words with regular spelling patterns * spelling of words with less common long vowel patterns | * guided spelling of words with regular spelling patterns * developing spelling of words with less common long vowel patterns | * directed spelling of words with regular spelling patterns * emerging spelling of words with less common long vowel patterns |

|  |  | Applying  (AP) | Making connections  (AC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | The student’s work has the following characteristics: | | | | |
| Productive mode | Skills | purposeful and consistent use of accurate punctuation including capitals, full stops, exclamation marks, question marks and apostrophes | consistent use of accurate punctuation including capitals and full stops and which may include exclamation marks, question marks and apostrophes | use of accurate punctuation including capitals and full stops and which may include exclamation marks, question marks and apostrophes | developing use of accurate punctuation including capitals and full stops and which may include exclamation marks, question marks and apostrophes | emerging use of accurate punctuation including capitals and full stops and which may include exclamation marks, question marks and apostrophes |
| purposeful and consistent use of unjoined upper and lower case letters to write words and sentences legibly | consistent use of unjoined upper and lower case letters to write words and sentences legibly | use of unjoined upper and lower case letters to write words and sentences legibly | developing use of unjoined upper and lower case letters to write words and sentences legibly | emerging use of unjoined upper and lower case letters to write words and sentences legibly |

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