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| Student bookletYear 3 English sample assessmentSeptember 2020Assessment overview

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| Assessment title: | Living creatures: Mini-beasts |
| Context: | In Term 4, students have read a variety of informative texts about animals. In this task, students choose a living creature (a 'mini-beast’) and research, identify and select factual information on their chosen topic. Then they reflect on their research and understanding to create an informative report on their chosen topic. |
| Technique and format: | Extended response: Informative report |
| Mode and conditions: | Written: 100–200 words, in-class task |
| Assessment date:  | Term 4, Week 7 |

Achievement standard

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| Receptive modes (listening, reading, 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 extra information. They use phonics and word knowledge to fluently read more complex words. 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 using interaction skills. Productive modes (speaking, writing, 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 letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.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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# Living creatures

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| Name |  |
| Class |  |

## Context

In Term 4, you have read informative texts to find out information. You have learnt how to select the important parts from the text and how to use the information for your own report. To complete the research task, you will:

* choose a living creature to research
* select a small variety of informative texts
* gather information about your chosen creature.

## Task

You have learnt how to use language to share information through a report and how a report is structured. For the written task, you will create an informative text that:

* demonstrates an understanding of how language features are used to link and sequence ideas
* includes text and images to express and develop factual information
* demonstrates an understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of your writing
* shows that you are re-reading and editing your writing, and checking your work for appropriate vocabulary, structure and meaning.

# Task-specific standards

|  |  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | The student’s work has the following characteristics: |
| Productive mode | Understanding | considered use of language features to link and sequence ideas:* factual language appropriate to a topic
* consistent tense
* use of adjectives and adverbs to enhance description
* a report structure, i.e. title, introduction, paragraphs, subheadings, conclusion, labelled diagrams or illustrations
 | effective use of language features to link and sequence ideas:* factual language appropriate to a topic
* consistent tense
* use of adjectives and adverbs to enhance description
* a report structure, i.e. title, introduction, paragraphs, subheadings, conclusion, labelled diagrams or illustrations
 | use of language features to link and sequence ideas, including:* factual language appropriate to a topic
* consistent tense
* use of adjectives and adverbs to enhance description
* a report structure, i.e. title, introduction, paragraphs, subheadings, conclusion, labelled diagrams or illustrations
 | partial use of language features to link and sequence ideas, including:* some information
* inconsistent tense
* some use of adjectives and adverbs
* attempts at paragraphing
 | fragmented use of language features to link and sequence ideas |
| Skills | considered expression and development in some detail of information in texts including writing and images | effective expression and development in some detail of information in texts including writing and images | expression and development in some detail of information, in texts including writing and images | expression and partial development in some detail of information in texts including writing and images | expression and fragmented development in some detail of information in texts including writing and images |
| purposeful demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context, including:* cause-and-effect statements and elaborations
* task-specific vocabulary
 | effective demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context, including:* cause-and-effect statements and elaborations
* task-specific vocabulary
 | demonstration of understanding of grammar and choice of vocabulary and punctuation appropriate for the purpose and context, including:* cause-and-effect statements and elaborations
* task-specific vocabulary
 | partial demonstration of understanding of grammar and guided choice of vocabulary and punctuation for the purpose and context | fragmented demonstration of understanding of grammar and directed choice of vocabulary and punctuation |

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