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| Student booklet  Year 4 English sample assessment  September 2020 Assessment overview  |  |  | | --- | --- | | Assessment title: | Toys are important: Persuade me | | Context: | In Term 3, students learnt about toys through a research and design project where they created an innovative toy. In Term 4, students use their research on favourite toys and knowledge of toy creation to practise writing persuasively to express opinions about the importance of toys. | | Technique and format: | Extended response: Persuasive exposition | | Mode and conditions: | Written — 100–200 words, completed in class in four 30-minute sessions | | Assessment date: | Term 4, Week 6 |  Achievement standard  |  | | --- | | Receptive modes (listening, reading and viewing)  By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts.  They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others’ viewpoints. They listen for and share key points in discussions.  Productive modes (speaking, writing and creating)  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.  Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.  Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/English/Curriculum/F-10 | |

# Toys are important: Persuade me

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| --- | --- |
| Name |  |
| Class |  |

**Context**

In Term 3, you learnt about toys through a research and design project where you created an innovative toy. In Term 4, you will use your research on favourite toys and knowledge of toy creation to practise writing persuasively to express your opinions about the importance of toys.

## Task

Choose one of the following statements and write a response that convinces a reader of your opinions.

Choose:

* too much money is spent on toys

**or**

* toys are an important part of a child's life.

The final copy will be published in the class learning platform.

To complete this task, you will:

**Session 1**

* choose the statement to write about
* use the persuasive text planning sheet to record initial planning ideas
* conference with your teacher about initial planning ideas

**Session 2**

* draft a response. Use paragraphs, write in sentences, and pay attention to spelling and punctuation. Choose words and persuasive strategies carefully to convince a reader of opinions
* have your draft ready to be collected by your teacher to redistribute in Session 3

**Session 3**

* edit work independently, then with a peer. Check use of paragraphs and sentences, spelling and punctuation. Make sure writing is clear for a reader
* discuss with the teacher how the editing will improve writing to convince the reader of stated opinions

**Session 4**

* apply edits, complete and submit your written response.

### Persuasive text planning sheet

Topic

Opinion

Reason

Example

Opinion

# Task-specific standards

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | The student’s work has the following characteristics: | | | | |
| Productive mode | Understanding | considered use of persuasive language features to create coherence and add detail to their texts through the use of features such as:   * rhetorical questions * alliteration * repetition * text connectives * rule of three * exaggeration * personal language and general language | effective use of persuasive language features to create coherence and add detail to their texts through the use of features such as:   * rhetorical questions * alliteration * repetition * text connectives * rule of three * exaggeration * personal language and general language | use of persuasive language features to create coherence and add detail to their texts through the use of features such as:   * rhetorical questions * alliteration * repetition * text connectives * rule of three * exaggeration * personal language and general language | developing use of persuasive language features to create coherence and add detail to their texts through the use of features such as:   * rhetorical questions * alliteration * repetition * text connectives * rule of three * exaggeration * personal language and general language | emerging use of persuasive language features to create coherence and add detail to their texts through the use of features such as:   * rhetorical questions * alliteration * repetition * text connectives * rule of three * exaggeration * personal language and general language |
| understanding of how to purposefully express an opinion in a persuasive text | understanding of how to effectively express an opinion in a persuasive text | understanding of how to express an opinion in a persuasive text | partial understanding of how to express an opinion in a persuasive text | fragmented understanding of how to express an opinion in a persuasive text |
| Skills | creation of a purposeful structured persuasive text including:   * introduction * three-reason paragraphs * concluding statement | creation of an effective structured persuasive text including:   * introduction * three-reason paragraphs * concluding statement | creation of a structured persuasive text including:   * introduction * three-reason paragraphs * concluding statement | partial creation of a structured persuasive text including:   * introduction * three-reason paragraphs * concluding statement | fragmented creation of a structured persuasive text including:   * introduction * three-reason paragraphs * concluding statement |

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | The student’s work has the following characteristics: | | | | |
| Productive mode | Skills | purposeful demonstration of understanding of grammar to persuade an educated, adult audience through:   * varied sentence types * consistent tense | consistent demonstration of understanding of grammar to persuade an educated, adult audience through:   * varied sentence types * consistent tense | demonstration of understanding of grammar to persuade an educated, adult audience through:   * varied sentence types * consistent tense | partial demonstration of understanding of grammar  to persuade an educated, adult audience through:   * varied sentence types * consistent tense | fragmented demonstration of understanding of grammar to persuade an educated, adult audience through:   * varied sentence types * consistent tense |
| considered selection of topic‑specific vocabulary from a range of resources to persuade the reader through the use of:   * emotive words * high-modality words * thinking and feeling verbs * cause-and-effect words * compare-and-contrast words | effective selection of topic‑specific vocabulary from a range of resources to persuade the reader through the use of:   * emotive words * high-modality words * thinking and feeling verbs * cause-and-effect words * compare-and-contrast words | selection of topic‑specific vocabulary from a range of resources to persuade the reader through the use of:   * emotive words * high-modality words * thinking and feeling verbs * cause-and-effect words * compare-and-contrast words | guided selection of topic‑specific vocabulary from a range of resources to persuade the reader through the use of:   * emotive words * high-modality words * thinking and feeling verbs * cause-and-effect words * compare-and-contrast words | directed selection of topic‑specific vocabulary from a range of resources to persuade the reader through the use of:   * emotive words * high-modality words * thinking and feeling verbs * cause-and-effect words * compare-and-contrast words |
| consistent use of accurate spelling and purposeful use of punctuation including full stops, exclamation marks, question marks, commas, quotation marks and possessive apostrophes | consistent use of accurate spelling and effective use of punctuation including full stops, exclamation marks, question marks, commas, quotation marks and possessive apostrophes | use of accurate spelling and punctuation including full stops, exclamation marks, question marks, commas, quotation marks and possessive apostrophes | partial use of accurate spelling and punctuation  including full stops, exclamation marks, question marks, commas, quotation marks and possessive apostrophes | fragmented use of accurate spelling and punctuation including full stops, exclamation marks, question marks, commas, quotation marks and possessive apostrophes |

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