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|  | Australian Curriculum Year 10 English sample assessment ׀ Teacher guidelines  Spreading the news |

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| Assessment description | Category |
| Students create a media release publicising a newsworthy event, product or service in their school or wider community. The release should be ready to be pitched to nominated media outlets. | Multimodal (written, visual) |
| Technique |
| Interpretive text, Digital text, Persuasive text |
| Context for assessment | Alignment |
| An understanding of how human experience is represented in contemporary media texts, and an awareness of the role of evaluative language and rhetorical (persuasive) devices in positioning readers, are important skills for students to develop. Prior to this assessment, students analyse and evaluate a range of examples of media releases to develop a critical understanding of contemporary media and the ways that evaluative language and persuasive devices encourage readers to take up particular viewpoints.  Students use this knowledge to:   * investigate what is newsworthy in their school or wider community * gain understanding of how to create awareness of an event, product or service in target markets through the use of media releases.   While students are encouraged to work independently, a whole class process is in place, including the recording of interviews, to ensure maximum opportunity for all students to complete successfully the task of creating a media release.  **Note:** Sections of these resources, in particular the use of ‘powerful’ questions to probe texts, were derived from an English Teachers Association of Queensland (ETAQ) project to develop units aligned with the Australian Curriculum, in partnership with St Margaret Mary's College, Townsville, and are reproduced with permission. | *Australian Curriculum* [*v6.0*](http://www.australiancurriculum.edu.au/CurriculumHistory), Year 10 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 10 English standard elaborations [www.qcaa.qld.edu.au/downloads/p\_10/ac\_eng\_yr10\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_eng_yr10_se.pdf) |
| Connections |
| This assessment could be used with the QCAA Australian Curriculum resource titled *Year 10 plan — English exemplar* available at: <http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr10_plan.doc> |
| Definitions |
| **Interpretive texts:** Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts, e.g. biography, media feature articles, documentary film and other non-fiction texts.  **Digital texts:** Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and hyperlinks.  **Persuasive texts:** Texts whose primary purpose is to put forward a point of view and persuade a reader, listener or viewer. They form a significant part of modern communication in both print and digital environments.  **Media release:** A written or recorded communication, in third person, that seeks to demonstrate to a news organisation’s editor or reporter the newsworthiness of a particular person, event, service or product. |
| In this assessment | |
| Teacher guidelines  Student booklet  Task-specific standards — continua  Task-specific standards — matrix  Assessment resource: Evaluative language  Assessment resource: Sample media release  Assessment resource: Sample media strategy | |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | |
| Language | Literacy |
| **Language for interaction**   * Understand  how language use can have inclusive and exclusive social effects, and can empower or disempower people [(ACELA1564)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1564) * Understand that people’s evaluations of texts are influenced by their value systems, the [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context) and the purpose and [mode](http://www.australiancurriculum.edu.au/Glossary?a=E&t=mode) of communication [(ACELA1565)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1565)   **Text structure and organisation**   * Compare the purposes, [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language%20features) of traditional and contemporary texts in different media [(ACELA1566)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1566) * Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects [(ACELA1567)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1567) * Understand conventions for citing others, and how to reference these in different ways [(ACELA1568)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1568)   **Expressing and developing ideas**   * Evaluate  the impact on audiences of different choices in the representation of still and moving images [(ACELA1572)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1572) * Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences [(ACELA1571)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1571) | **Texts in context**   * Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media%20texts), through language, structural and/or visual choices [(ACELY1749)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1749)   Interacting with others   * Identify and explore the purposes and effects of different [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language%20features) of spoken texts, and use this knowledge to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) purposeful texts that inform, persuade and engage[(ACELY1750)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1750) * Use organisation patterns, [voice](http://www.australiancurriculum.edu.au/Glossary?a=E&t=voice) and language conventions to present a [point of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=point%20of%20view) on a [subject](http://www.australiancurriculum.edu.au/Glossary?a=E&t=subject), speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences [(ACELY1813)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1813)   Interpreting, analysing, evaluating   * Review, edit and refine students’ own and others’ texts for control of content, organisation, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentence) structure, vocabulary, and/or [visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual%20features) to achieve particular purposes and effects [(ACELY1757)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1757) * Use a range of software, including word processing programs, confidently, flexibly and imaginatively to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create), edit and publish texts, considering the identified purpose and the characteristics of the user [(ACELY1776)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1776) |
| General capabilities (GCs) and cross‑curriculum priorities (CCPs)  This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on English curriculum page: [www.qcaa.qld.edu.au/yr10-english-resources.html](http://www.qcaa.qld.edu.au/yr10-english-resources.html) | |
| Description: gc_literacy Literacy  Description: gc_ict ICT capability  *Description: Description: gc_critical* Critical and creative thinking  Description: Description: gc_personal_social Personal and social capability  Description: gc_ethical Ethical understanding  Description: Description: gc_intercultural Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures  Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 10, students [evaluate](http://www.australiancurriculum.edu.au/Glossary?a=&t=Evaluate) how text structures can be used in innovative ways by different authors. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=&t=Explain) how the choice of language features, images and vocabulary contributes to the development of individual style.  They [develop](http://www.australiancurriculum.edu.au/Glossary?a=&t=Develop) and [justify](http://www.australiancurriculum.edu.au/Glossary?a=&t=Justify) their own interpretations of texts. They [evaluate](http://www.australiancurriculum.edu.au/Glossary?a=&t=Evaluate) other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.  **Productive modes (speaking, writing and creating)**  Students show how the selection of language features can achieve precision and stylistic effect. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=&t=Explain) different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They [develop](http://www.australiancurriculum.edu.au/Glossary?a=&t=Develop) their own style by experimenting with language features, stylistic devices, text structures and images.  Students create a wide range of texts to articulate [complex](http://www.australiancurriculum.edu.au/Glossary?a=&t=Complex) ideas. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They [demonstrate](http://www.australiancurriculum.edu.au/Glossary?a=&t=Demonstrate) understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. | |
| Source: ACARA, The Australian Curriculum v6.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) | |

## Sequence learning

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| Suggested learning experiences |
| This assessment leads on from the learning experiences outlined in the QCAA’s Year 10 English Year level plan. The knowledge, understanding and skills developed in the Year level plan will prepare students to engage in this assessment. Learning experiences outlined in this assessment could be used to lead in to the Year level plan’s Term 4 Perspectives on issues and events in media texts:   * See Year 10 plan English exemplar  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_english\_yr10\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr10_plan.doc). |
| Adjustments for needs of learners |
| To make adjustments, teachers refer to learning area content aligned to the child’s chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.  For information to support students with diverse learning needs, see:   * Queensland Curriculum and Assessment Authority materials for supporting children with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html) * Australian Curriculum Student Diversity <http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice> * The *Melbourne Declaration on Educational Goals for Young Australians* <http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf> * The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au). |
| Resources |
| ‘What’s On’ websites (examples   * Brisbane City Council: <http://www.brisbane.qld.gov.au/whats-on/type/index.htm> * Cairns Regional Council: <http://www.cairns.qld.gov.au/community-information/annual-events>   Online   * Australian Government Department of Immigration and Citizenship, *How to promote your community relations project through the media*,<http://www.citizenship.gov.au/_pdf/publicity-guide.pdf> * Beyond PR, *The Difference between Social Media News Releases & Traditional Press Releases* <http://blog.prnewswire.com/2013/01/24/the-difference-between-social-media-news-releases-traditional-press-releases/> * Government of South Australia Office For Volunteers *Media Guide For The Volunteer Sector* <http://ofv.sa.gov.au/__data/assets/pdf_file/0019/8065/detailed-media-guide-for-community-groups.pdf> * Kolodny, L 2005, *The Art of the Press Release* <http://www.inc.com/magazine/20050301/marketing.html> * LinkedIn <http://www.linkedin.com/groups/Whats-Difference-Between-Press-Release-3859898.S.225371047> (Discussion on the differences between news stories and press releases) * LintBucket Media, *Social Media Releases - Helpful Resources* <http://www.lintbucket.com/smr-help.html> * newsmotto.com (eds) Viren, T, Herrick, J, Pal, L et al *How to Write a Press Release* <http://www.wikihow.com/Write-a-Press-Release> * O’Brien, K 2013, *How to write a successful press release* <http://kellieobrien.com.au/2013/03/how-to-write-a-successful-press-release/> * Oxfam Australia *Writing a press release* <https://www.oxfam.org.au/act/diy-campaigning/make-your-mark-in-the-media/writing-a-press-release/> * SANE Australia *How to write a media release* <http://www.sane.org/sane-media/mental-health-sector/working-with-the-media/1010-how-to-write-a-media-release> * Tenore, MJ, 2012 *6 ways journalists can use press releases effectively* <http://www.poynter.org/how-tos/newsgathering-storytelling/181207/6-ways-journalists-can-use-press-releases-effectively/> * The Royal Children’s Hospital Foundation, 2010, *Spreading the word through smart communications: How to write a press release* <http://foundation.rch.org.au/library/b5_69/documents/7401.pdf>   Sample media releases  Most organisations have links to media releases on their websites. This will enable students to see how this type of publicity is managed in areas of particular interest.   * CHOICE Magazine Online <http://www.choice.com.au/media-and-news/media-releases/2014-media-releases.aspx> * Royal Society for the Prevention of Cruelty to Animals (RSPCA) <http://www.rspca.org.au/node/258> * Surf Life Saving Queensland (SLSQ) <http://www.lifesaving.com.au/category/news/media-releases/> * QTIC (Queensland Tourism Industry Council) <http://www.qtic.com.au/media-releases>. |

## Develop assessment

| Preparing for the assessment |
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| Reviewing and consolidating key learning   * Many of the learning activities suggested below will involve reviewing and consolidating key learning that has occurred earlier in the unit. * A number of students may wish to promote a different event. If so, they will need to take responsibility for arranging and recording their own interviews, acting within required protocols relating to courtesy and safety.   Exploring texts   * Re-read the task description in the *Student booklet* with students to ensure that they understand the expository nature of the text (towards the more persuasive end of the continuum), including the written, visual and digital aspects of the task. * Deepen students’ knowledge and understanding of where the media release (an evolving text) sits in the publication process (multiple possible media platforms) by: * leading a whole class mapping of the process, followed by a class discussion * inviting a media professional (journalist/publicist/academic) to speak to the whole class. * Identify, with the class, a range of school-based and community events that might be appropriate to investigate and promote. (In order for an event to be of interest to media outlets other than school websites, it needs to involve the wider community.)   Suggestions for developing a list of possible examples include: the ‘What’s On’ sites created by shire/town/city councils are extremely useful, with events listed under categories such as Arts & Culture, Author Talks, Classes & Workshops, Concerts & Music, Craft, Dance, Exhibitions & Displays, Family Events, Festivals, Films, Fitness & Well-being, Free, Green, History, Markets, Sports, Theatre, and Youth.   * Decide on an upcoming event the class can focus on as a whole. This will enable the class to interview one or two guest speakers to elicit material for the group, although students could work more independently. * Facilitate student research of the event (where possible, a real event, otherwise realistic), including identifying responsible personnel who might consent to be interviewed. * Jointly construct a letter to a guest speaker/s (e.g. producer of school musical, festival organiser), inviting them to the classroom to be interviewed. This could be recorded for absent students, with the permission of the speaker. * Prepare students to collect notes by having them write questions for the interviewee. In order to elicit the information required, questions will need to be derived from the inverted pyramid (Who? What? When? Where? Why? How?). See Section 1 Planning a media release in the *Student booklet*. * Model an interview, with the teacher as interviewee and students interviewing, developing students’ understanding of the formal/semi-formal nature of this type of interaction, honing their questions and developing their note-taking skills.   Analysing texts   * Read a range of examples of media releases with students, and analyse and annotate a selection, focusing on: * ideas and information * text structure * language features. * Facilitate class activities that could include: * annotating news reports to identify Who? What? When? Where? Why? How? of the inverted pyramid, focusing on the selection and sequencing of subject matter * discussing the effects of/reasons for shorter sentences (25 words or fewer) and varied lengths * examining the use of attribution of quotations in the text. * Explore the use of relevant grammar and vocabulary through activities that consider, for example: * the effects of particular use of verb groups/phrases in media releases in * creating tense (usually present tense as the event is yet to happen) * expressing modality * establishing active and passive voice (predominantly active) * developing content (predominantly *doing* and *saying* verbs, e.g. ‘Phineas will speak about his own life journey’.) * voice/point of view (combination of predominantly first, second person and third person, depending on the role of the person writing the release) * verb usage * grammatical mood (usually declarative, e.g. ‘Library staff are running a series of events.’) * word choice, for example language choices designed to influence emotions and encourage readers to accept the point of view — see *Assessment resource: Evaluative language* * identifying lexical chains relating to aspects of subject matter. * Reassemble a media release that has been cut up into paragraphs (either physically or digitally), noting the cues such as cohesive devices, use of theme/rheme, and formatting that provide cues as to the structure.   Creating texts   * Chair the interview of a guest speaker by the class during which students collect background information and quotes to include in their media release (effective note-taking will be important here). * Using the information gathered (some students may have conducted their own interviews), have students shape their media release, through the drafting and editing process, to the stage where it can be sent to the appropriate person (e.g. journalist, website manager) in designated organisations (e.g. a school website, or a newspaper with either a statewide or local readership). * Remind students of the availability of examples of media they can consult during the writing process: * see Resource list — most of these websites contain examples * see examples in *Assessment resource: Sample media strategy*. * Initiate teacher and peer feedback on students’ media releases in relation to the task-specific standards. * Discuss with the whole class the understandings and knowledge they have gained about the changing nature of the journalism in news making and the promotion of particular events. |

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| Implementing | |
| Section 1. Planning a media release | |
| Student role   * Based on notes from your research, classroom discussion and debate, contribute to a whole class definition of a media release. * Complete your media strategy table to ensure familiarity with the process and to have the best chance of promoting your media event. (See *Assessment resource: Sample media strategy - fail to plan and plan* *to fail*). Update this as necessary. * Use the table in Section 1 of the *Student booklet* to prepare for the guest speaker interview chaired by your teacher. * Use the guest speaker interview to make notes on background information and quotes to include in your media release. | Teacher role   * Facilitate a whole class definition to stabilise the group’s understanding of this text. Check for slippage in their understandings of the media release in relation to the more traditional news report. * Assist students to complete their media strategy table, including finding a range of appropriate media contacts for the class so that one outlet is not overwhelmed. * Assist students in preparing for the guest speaker interview to help maximise the effectiveness of the gathering information to include in their media release. * Chair interview of a guest speaker by the class. |
| Section 2. Drafting a media release | |
| Student role   * Complete your planning sheet. * Draft your media release, taking care to strike a balance among written, visual and digital language features. | Teacher role   * Support students in selecting and organising their material using the planning sheet in Section 2 of the *Student booklet*. * Allocate time and resources for students to create their media release, reminding them of the importance of appropriate balance among textual (print, visual) features in a multimodal text. |
| Section 3. Editing, proofreading and publishing a media release | |
| Student role   * Apply the checklist in the *Student booklet* to your draft. * Exchange your media release with that of a classmate, identifying two aspects that work well and one aspect that could be improved. | Teacher role   * Assist students in working through the checklist in the *Student booklet.* * Put in place procedures for teacher and peer feedback in relation to Section 3 of the *Student booklet* and the task-specific standards. |

## Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 10 standard elaborations. See [www.qcaa.qld.edu.au/yr10-english-resources.html](http://www.qcaa.qld.edu.au/yr10-english-resources.html).

### The Queensland standard elaborations for English

The Queensland Year 10 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the English standard elaborations. Understanding and Skills in English are organised as Receptive modes and Productive modes.

The valued features of English, drawn from the achievement standard and the content descriptions for Receptive modes and Productive modes, are organised as:

* Ideas and information in texts
* Text structures
* Language features.

#### Task-specific standards

Task-specific standards give teachers:

* a tool for directly matching the evidence of learning in the response to the standards
* a focal point for discussing students’ responses
* a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

* highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
* specifies particular *targeted aspects* of the curriculum content and achievement standard
* aligns the valued feature, task-specific descriptor and assessment
* allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
* clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
* shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
* supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
* encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

#### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

##### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

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| Australian Curriculum achievement standard dimensions | Australian Curriculum achievement standard | Queensland standard elaborations valued features | Task-specific valued features |
| **Understanding and Skills** | Productive  Evidence of speaking writing and creating | * Ideas and information in texts * Text structures * Language features | Selection and organisation of ideas and information about an event, product or service in own school or wider community, and use of a media release structure and a range of language features and editing strategies to construct a media release that promotes the event, product or service and captures the interest of a media outlet |

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

* a matrix
* a continua.

#### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

* use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E (or the Early Years equivalent)
* highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
* incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature
* provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about achievement
* assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

##### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

##### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

## Use feedback

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| Feedback to students | Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student’s personal progress and the next steps in the learning journey.   * Monitor and use previous and emerging information about student progress, their current knowledge and skills, their strengths and interests, and future learning needs and goals. * Share learning intentions and achievement goals with students and support them in using feedback to plan the next steps of their learning. * Use the task-specific standards for this assessment as a basis for providing feedback to students on the quality of their work.   Create a classroom environment based on the four levels of feedback (Hattie & Timperley, 2007) with ongoing feedback that constantly promotes and improves student learning.   * Allow for student negotiation of curriculum (e.g. choose the event on which to focus) to improve personal motivation and effort. * Create situations in which students are able to make active choices. * Give students clear direction as to the nature of their summative task (to write a media release) and set up procedures for teacher and peer feedback. * Explain the role of formative tasks such as preparing questions for the interview/s in helping them to elicit information for the media release. * Explain how the classroom environment is designed to have information and advice constantly at hand both for themselves and other classmates. * Explain the importance of being actively engaged in seeking peer and teacher feedback (informal and arranged) to diagnose problems and improve the quality of their work. * Encourage students to continually reflect on and evaluate what they have learnt and created and to take control of their learning. * Help students use selected strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring. |
| Resources | For guidance on providing feedback, see the professional development packages titled:   * *About feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_about.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx) * *Seeking and providing feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx) * *The Roadmap: Dimensions of Teaching and Learning, Teaching and Learning Branch, Education Queensland, 2011,* <http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf>*.* * Hattie, J and Timperley, H 2007 ‘The Power of Feedback’, *Review of Educational Research*, Vol. 77, No.1 pp. 81–112. |