

Come read with me

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Assessment description	Category
Children use their knowledge and understanding of introduced text structures and language features to express preferences for a favourite story. They create a short presentation to demonstrate their knowledge and understanding.	Multimodal presentation
	Technique
	Informative/persuasive text
Context for assessment	Alignment
<p>In this assessment, children demonstrate their beginning engagement with informative and persuasive types of texts.</p> <p>Children learn to:</p> <ul style="list-style-type: none"> • use specific vocabulary for a particular purpose • share ideas and opinions with others • think about topics • use reason to direct their thinking for different purposes. 	<p><i>Australian Curriculum v4.1</i>, Year 1 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au</p> <p>Year 1 English standard elaborations www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr1_se.pdf</p>
	Connections
	<p>This assessment can be used with the QSA Australian Curriculum resource titled <i>Year 1 unit overview — English exemplar (My favourite!)</i> available at: www.qsa.qld.edu.au/downloads/p_10/ac_english_yr1_unit_overview.doc</p>
	Definitions
	<p>Informative texts: Texts whose primary purpose is to provide information.</p> <p>Persuasive texts: Texts whose primary purpose is to put forward a point of view and persuade.</p> <p>Text structure: The ways in which information is organised in different types of texts, for example headings, subheadings, sequencing, topic sentences.</p> <p>Language features: The features of language that support meaning, for example sentence structure, nouns.</p> <p>Multimodal texts: The combination of two or more communication modes.</p>

In this assessment

Teacher guidelines

Task-specific standards — continua

Task-specific standards — matrix

Assessment resource: Sample response

Assessment resource: Presentation outline





Assessment resource: Example of a presentation cue sheet

Assessment resource: Modelling a response

Note: No Student booklet

Teacher guidelines

Identify curriculum

Content descriptions to be taught		
Language	Literature	Literacy
<p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) 	<p>Responding to literature</p> <ul style="list-style-type: none"> Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) 	<p>Interacting with others</p> <ul style="list-style-type: none"> Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
<p>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 the English curriculum hub: www.qsa.qld.edu.au/yr1-english-resources.html</p>		
<p> Literacy</p> <p> ICT capability</p> <p> Critical and creative thinking</p> <p> Personal and social capability</p>		
<p>Achievement standard This assessment provides opportunities for children to demonstrate the following highlighted aspects.</p>		
<p>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 the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of 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. They listen for and reproduce letter patterns and letter clusters.</p>		
<p>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 of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.</p>		
<p>Source: ACARA, The Australian Curriculum v4.1, www.australiancurriculum.edu.au</p>		

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 1 English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare children to engage in this assessment:

- See unit overview — English exemplar (My favourite!)
www.qsa.qld.edu.au/downloads/p_10/ac_english_yr1_unit_overview.doc

Adjustments for needs of learners

The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian children. All children across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

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 child's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all children 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 children with diverse learning needs, see:

- Queensland Studies Authority materials for supporting children with diverse learning needs
www.qsa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity
www.australiancurriculum.edu.au/StudentDiversity/Overview
- The *Melbourne Declaration on Educational Goals for Young Australians*
www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html
- The *Disability Standards for Education* www.ag.gov.au.

Develop assessment

Preparing for the assessment

Class reading

Explore ideas about books.

- Share a book with a friend. Ask them if they liked or disliked the book, story, characters, etc.
- Discuss whether we all like the same sort of books.
- Discuss how books are written for different audiences.

Explore what makes a book a favourite book.

- Ask questions about the books your friends like to read, e.g. “What is your book about?” “Is it a good book to read?” “What do you like about the book?”
- Tell your friends all about your favourite book and why you like it. Think about the words you used to describe your book.

Finding words to describe books

What words can we use to encourage our classmates to read our favourite book?

- Use adjectives to describe books, e.g. “exciting”, “action-packed”, “crazy characters”, “happy”
- Create a graphic organiser for words you use to describe books, e.g. “I think ...”, “I feel ...”, “I believe ...” Add these to a class Word Wall.

Responding to books

How do books make you feel?

- Talk about how different books make you feel.
- Practise using sentence stems: “When I read this it makes me feel ...”.

Preparing a presentation

Use the *Assessment resource: Modelling a response* to help you prepare for your presentation on a favourite book.

Purpose

- Decide on the purpose of your presentation, e.g. To tell about something you like.
- Discuss how the purpose will affect the language you use.

Structure

- Introduction (formal or informal)
 - Look at how you usually introduce a presentation. Are there more interesting ways to introduce a presentation? What sort of language do you need to use? Will it be formal or informal?
 - As a group, build a list of some different introductions.
- Opening statement
 - Decide in class why it is important to have an interesting opening statement, e.g. to let the audience know what you will be speaking about and to engage the audience.
- Description of your favourite book
 - Tell about your book including its title, author, story, and characters.
- Reason for being your favourite
 - Discuss how you could tell the audience why something is our favourite, e.g. “Carrots are my favourite vegetable because ...”
 - Look at the words you would use, e.g. “crunchy”, “good for you”, “delicious”.
 - Explore how you can use language to trigger emotion in your audience
- Invitation to try it or play
 - Discuss the best way to invite classmates to try your favourite vegetable or to play your favourite game, e.g. “I think ...”, “I feel ...”, “I believe ...”
 - Discuss what type of language you will need to use to encourage classmates to read your book.
- Conclusion (formal or informal)
 - Look at how you usually end a presentation. Are there more interesting ways to finish a presentation? What sort of language do you need to use? Will it be formal or informal?

Model

Model some good and bad presentations. Identify the structure and features of the presentation and what could be done to improve the presentation. Have the children practise some short presentations.

Implementing	
Introducing the assessment	
Child role	Teacher role Introduce the assessment activity to the class. Explain to the children that they will: <ul style="list-style-type: none"> choose their favourite book present a presentation to persuade peers that their book is a good book to read read the book with their friends. Model the language and text structure to clarify expectations. See <i>Assessment resource: Modelling a response</i> .
Section 1. Understanding text structures and purposes	
Child role Choose your favourite book. In your writing book, list: <ul style="list-style-type: none"> words that make your book sound good (refer to the Word Wall or graphic organiser) words that describe how the book makes you feel reasons why you like the book. 	Teacher role Interview the children about language choices: <ul style="list-style-type: none"> “Choose a word that makes your book sound good. Tell me why this word is a good one to describe story”. “Choose a word that shows how you feel when reading the book. Tell me why this word is a good one to describe feelings in your book”. Annotate the children’s responses.
Section 2. Planning your presentation	
Child role Plan your presentation. Use the <i>Assessment resource: Presentation outline</i> given to you by your teacher and the words from the list you created in Section 1 to help you.	Teacher role Support children’s writing by completing one section of the plan at a time. Ask children to write their presentations in sentences using <i>Assessment resource: Presentation outline</i> . Support those children who have difficulty writing or accessing graphic organisers and Word Walls.
Explain why you chose a formal or informal introduction and conclusion for your presentation. Explain why you chose particular words to add to your presentation.	Interview the children to gather evidence about their choice of language, and choice of formal or informal terms of address. See <i>Assessment resource: Presentation outline</i> for examples of formal and informal language.
Practise your speech. Make palm cards or a cue sheet to use for your presentation.	Model how to make palm cards or a cue sheet to use as a prompt during the presentation. Refer to <i>Assessment resource: Example presentation cue sheet</i> .
Section 3. Giving your presentation	
Child role Present your presentation to the class.	Teacher role Use video camera, audio recording or notes to gather evidence for making judgments.
Evaluate your presentation.	Support children to evaluate their presentation. <ul style="list-style-type: none"> “Did you persuade your audience that your book would be an interesting book to read?” “Do you think your classmates will want to read your book?” “How could you make your presentation better next time?”
Section 4. Sharing your book	
Child role Share your book with a friend at quiet reading time.	Teacher role

Make judgments

When making judgments about the evidence in children's 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 1 standard elaborations. See www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr1_se.pdf

The Queensland standard elaborations for English

The Queensland Year 1 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* children 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 Queensland 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 the receptive and productive modes, are organised as:

- Ideas and information in texts
- Types of texts
- Language and textual features, including oral language, and listening
- Language and textual 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 children's responses
- a tool to help provide feedback to children.

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 a child's work by matching the qualities of children's responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A to E or the Early Years equivalent)
- shows the connections between what children 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 children 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, children and parents/carers about the quality of children’s 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 children will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	Receptive Evidence of listening reading and viewing	<ul style="list-style-type: none"> Ideas and information in texts Language and textual features 	Understanding and knowledge of characters, events and ideas in a selected favourite book. Sections 2 and 3 Understanding the use of specific vocabulary to provide information about a favourite book and persuade peers to read the book. Section 1
	Productive Evidence of speaking writing and creating	<ul style="list-style-type: none"> Ideas and information in texts Types of text 	Creation of a short presentation, with relevant topic vocabulary and spoken language features, to encourage peers to share a favourite book. Sections 1, 2 and 3 Creation of a short presentation to give information about a book and persuade others to read it. Sections 2 and 3

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 children's 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 children have the opportunity to demonstrate for each selected valued feature
- provide a tool for directly matching the evidence of learning in the child's 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.

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 children's 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.

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 children's 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.

Use feedback

Feedback to children	Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey. Offer feedback that: <ul style="list-style-type: none">• after Section 1 to develop learning that becomes a part of Sections 2 and 3• that is ongoing as children develop their presentation• that follows the presentation and provides information for future learning. The task-specific standards for this assessment can be used as a basis for providing feedback to children.
Resources	For guidance on providing feedback, see the professional development packages titled: <ul style="list-style-type: none">• <i>About feedback</i> www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc• <i>Seeking and providing feedback</i> www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc

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Name

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Purpose of assessment: To create a short presentation to provide information about a favourite book and persuade peers to share the book.

Understanding and Skills	
Receptive modes	Productive modes
Understanding and knowledge of characters, events and ideas in a selected favourite book, and understanding of the use of specific vocabulary to provide information about a favourite book and persuade peers to read the book Sections 1, 2 and 3	Creation of a short presentation, with relevant topic vocabulary and spoken language features, to encourage peers to share a favourite book, give information about the book and to persuade others to read it Sections 1, 2 and 3
<ul style="list-style-type: none"> ◀ Explanation of characters, events and ideas in the selected book, with additional information linked to personal experience, and clear explanation of the vocabulary chosen to tell about a favourite book and persuade others to read the book ◀ Identification of characters, events and ideas in the selected book, as well as the vocabulary chosen to tell about a favourite book and persuade others to read the book ◀ Directed identification of characters, events and ideas in the selected book as well as the vocabulary chosen to tell about a favourite book and persuade others to read the book 	<ul style="list-style-type: none"> ◀ Clear use of connected sentences, relevant and extended topic-specific vocabulary and spoken language features in planning and presenting a short presentation and clear connection of the informative and persuasive purposes of the short presentation ◀ Use of connected sentences, topic-specific vocabulary and spoken language features in planning and presenting a short presentation and connection of the informative and persuasive purposes of the short presentation ◀ Directed use of sentences, topic-related vocabulary and spoken language features in planning and presenting a short presentation, and of words and phrases linked to the informative and persuasive purpose of the short presentation
	<div style="display: flex; flex-direction: column; justify-content: space-around; align-items: center;"> A P M C W W E X B A </div>

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Purpose of assessment: To create a short presentation to provide information about a favourite book and persuade peers to share the book.

			Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Understanding and Skills	Receptive modes	Ideas and information in texts	Understanding and knowledge of characters, events and ideas in a selected favourite book Sections 2 and 3	Explanation of characters, events and ideas in the selected book, with additional information linked to personal experience	Description of characters, events and ideas in the selected book	Identification of characters, events and ideas in the selected book	Guided identification of characters, events and ideas in the selected book	Directed identification of characters, events and ideas in the selected book
		Language and textual features, including oral language, and listening	Understanding the use of specific vocabulary to provide information about a favourite book and persuade peers to read the book. Section 1	Clear explanation of the vocabulary chosen to: <ul style="list-style-type: none"> tell about a favourite book persuade others to read the book 	Explanation of the vocabulary chosen to: <ul style="list-style-type: none"> tell about a favourite book persuade others to read the book 	Identification of the vocabulary chosen to: <ul style="list-style-type: none"> tell about a favourite book persuade others to read the book 	Guided identification of the vocabulary chosen to: <ul style="list-style-type: none"> tell about a favourite book persuade others to read the book 	Directed identification of the vocabulary chosen to: <ul style="list-style-type: none"> tell about a favourite book persuade others to read the book
	Productive modes	Ideas and information in texts	Creation of a short presentation, with relevant topic vocabulary and spoken language features, to encourage peers to share a favourite book. Sections 1, 2 and 3	Clear use of connected sentences, relevant and extended topic-specific vocabulary and spoken language features in planning and presenting a short presentation	Effective use of connected sentences, relevant and topic-specific vocabulary and spoken language features in planning and presenting a short presentation	Use of connected sentences, topic-specific vocabulary and spoken language features in planning and presenting a short presentation	Guided use of sentences, topic-related vocabulary and spoken language features in planning and presenting a short presentation	Directed use of sentences, topic-related vocabulary and spoken language features in planning and presenting a short presentation
		Types of texts	Creation of a short presentation to give information about a book and persuade others to read it. Sections 2 and 3	Clear connection of the informative and persuasive purposes of the short presentation	Effective connection of the informative and persuasive purposes of the short presentation	Connection of the informative and persuasive purposes of the short presentation	Guided use of text that begins to make links to the informative and persuasive purpose of the short presentation	Directed use of words and phrases linked to the informative and persuasive purpose of the short presentation

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Sample response

Section 1. Understanding text structure and purposes

Words that make my book sound like a good book to read

- good
- happy ending
- funny
- kind
- pictures
- chapter book
- cool
- awesome

Words that describe how my book makes me feel

- happy
- excited
- interested

Reasons why I like my book

- I like Sandra and Mrs Bell
- the story tells you that it is okay to be scared
- the story has a happy ending
- makes me happy
- *Duck Down* is a chapter book
- some pages have pictures to show you what is happening
- *Duck Down* is a good book to share with friends

Information for teachers: Record the responses to interview from Sections 1 and 2.

Section 2. Planning your presentation

Presentation outline
Introduction: Choose a greeting
Good morning.
Purpose of the presentation: Make an interesting opening statement
Today I am going to talk about my favourite book.
Describe a favourite book (Title, author, type of book)
My favourite book is Duck Down and it is written by Janeen Brian. It is a chapter book.
Describe the story
My book is about a teacher called Mrs Bell and her three ducks. Mrs Bell takes her class to visit the ducks at her house.
Why is it a favourite book?
It's a great book because Mrs Bell is a kind teacher. She is kind to Sandra. Sandra is afraid of ducks and I am too. Everyone is happy when Sandra catches the duck. That makes me feel happy too. The story has a happy ending.
Invitation: Persuade others to read the book
I believe you should read Duck Down with me because Duck Down is a cool story and it tells you that it is okay to be scared. I want to share it with my friends so they will feel happy too.
Choose a conclusion
Thank you for listening.

Section 3. Giving your presentation

A sample informative presentation response is not provided.

Section 4. Sharing your book

A sample book for sharing is not provided.

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Presentation outline

Presentation outline

Introduction: Choose a greeting

- Good morning
- Hiya guys
- Welcome
- Giddyay
-

Purpose of the presentation: Make an interesting opening statement

Today I am going to talk about.....
.....
.....

Describe a favourite book (Title, author, type of book)

My favourite book is
.....
.....
.....
.....

Presentation outline

Describe the story

My book is about

.....

.....

.....

.....

.....

.....

Why is it a favourite book?

It's a great book because

.....

.....

.....

.....

.....

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Presentation outline

Invitation: Persuade others to read the book

I believe you should read

with me because

.....

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.....

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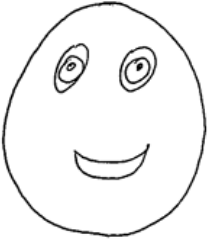
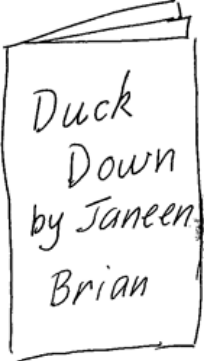

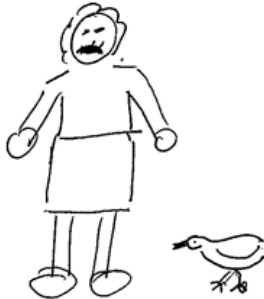



Choose a conclusion

- Bye
- Good morning
- Thank you for listening
- The end
- See ya
-

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Example of a presentation cue sheet

<p>Good morning</p> 	<p>today</p>		<p>Mrs Bell</p> 
<p>Sandra</p> 	<p>happy</p> 	<p>share</p> 	<p>Thank you.</p> 

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Modelling a response

Use this resource to demonstrate to children how to prepare a presentation.

Title:

Author:

Words that make my book sound like a good book to read

Words to describe how my book makes me feel

Reasons why I like this book

- -----
- -----
- -----

Presentation outline

Introduction: Choose a greeting

- Good morning
- Hiya guys
- Welcome
- Giddyay
-
-

Purpose of the presentation: Make an interesting opening statement

Today I am going to talk about

.....

Describe a favourite book (Title, author, type of book)

My favourite book is

.....

Describe the story

My book is about.....

.....

.....

Why is it a favourite book?

It's a great book because

.....

Invitation: Persuade others to read the book

I believe you should read.....

with me because

.....

Choose a conclusion

- Bye
- Good morning
- Thank you for listening
- See ya
- The end
-