

Let's go on an adventure!

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Assessment description	Category
Students create a setting and characters, then plan and write a narrative (adventure story) with sequenced events for children of a similar age, using appropriate language features.	Written
	Technique Imaginative text
Context for assessment	Alignment
Students have previous experience of a range of literary and non-literary texts. Prior to this assessment, students explore and analyse a range of action stories. They use this knowledge, and their imaginations, to create a setting, characters and a sequence of events for an adventure story.	<i>Australian Curriculum v5.0</i> , Year 3 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au
	Year 3 English standard elaborations www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr3_se.pdf
	Connections This assessment can be used with the QSA Australian Curriculum resource titled <i>Year 3 unit overview — English exemplar</i> (Action stories) available at: www.qsa.qld.edu.au/downloads/p_10/ac_english_yr3_unit_overview.doc
	Definitions Narrative: A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).
In this assessment	
Teacher guidelines	
Student booklet	
Task-specific standards: Continua	
Task-specific standards: Matrix	

Teacher guidelines

Identify curriculum

Content descriptions to be taught		
Language	Literature	Literacy
<p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ACELA1478 Understand that paragraphs are a key organisational feature of written texts ACELA1479 <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482 	<p>Literature and context</p> <ul style="list-style-type: none"> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ACELT1594 <p>Examining literature</p> <ul style="list-style-type: none"> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ACELT1599 Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ACELT1600 <p>Creating literature</p> <ul style="list-style-type: none"> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle ACELT1601 Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ACELT1791 	<p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Identify the audience and purpose of imaginative, informative and persuasive texts ACELY1678 <p>Creating texts</p> <ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ACELY1682 Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation ACELY1683 Write using joined letters that are clearly formed and consistent in size ACELY1684

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/yr3-english-resources.html

 Literacy	 Aboriginal and Torres Strait Islander histories and cultures
 Critical and creative thinking	 Asia and Australia's engagement with Asia
 Personal and social capability	 Sustainability
 Ethical understanding	
 Intercultural understanding	

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 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 additional information. 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.

Productive modes (speaking, writing and 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 sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Source: ACARA, The Australian Curriculum 5.0, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 3 English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview — English exemplar (Action stories)
www.qsa.qld.edu.au/downloads/p_10/ac_english_yr3_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 students. All students 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 student'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 Studies Authority materials for supporting students 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.

Resources

Print

- Bemelmans, L 2000, *Madeline*, Viking Juvenile, New York.
- Freeman, D 1976, *Corduroy*, Puffin Books, London.
- Ray, H.A and M 2001, *The Complete Adventures of Curious George*, Houghton Mifflin, Boston.
- Sendak, M 2012, *Where the Wild Things Are*, HarperCollins, New York.
- Silverstein, S 2004, *The Giving Tree*, HarperCollins, New York.
- Steig, W 1987, *Sylvester and the Magic Pebble*, Aladdin Books, New York.
- Van Allsburg, C 1996, *The Mysteries of Harris Burdick*, Houghton Mifflin, Boston.
- Van Allsburg, C 2011, *Jumanji*, Houghton Mifflin, Boston.

Online

- Topmarks, *Elements of a Story, Start with a Setting, Build Your Wild Self and Don't Use Said*,
www.topmarks.co.uk/Interactive.aspx?cat=49
- BBC Bitesize, *Story planning — play*
www.bbc.co.uk/bitesize/ks2/english/writing/story_plan/play/

Develop assessment

Preparing for the assessment

Exploring texts

- Provide multiple opportunities for students to read, view and listen to a variety of narratives.
Discuss:
 - purpose and audience
 - structure (including paragraphs)
 - language features
 - settings
 - characters
 - sequence of events
 - building tension through the complication
 - resolving problems.

Analysing texts

- Discuss why narratives are written. Encourage students to identify the target audience of shared narratives and explain their reasoning for this.
- Review the purpose of paragraphing and discuss how these provide the structure of a narrative text. Explain the conventions of beginning a new paragraph, e.g. when there is a change in idea, time or place, or to build tension.
- Examine a variety of settings from the narratives shared as a class. Highlight the language features, images and vocabulary used to describe each setting and discuss the effect of these.
- Discuss character qualities. Emphasise how characters have many dimensions beyond their physical descriptions (personal traits, behaviours and beliefs) and create a word bank or word wall of vocabulary to describe characters from well-known or shared narratives.
- Practise sequencing events by mixing up some sentences about a well-known narrative and asking students to put them into the right order. Discuss how events can be sequenced to explore ideas and feelings through the characters and to build tension and suspense within a text.

Creating texts

- Model the planning process for an adventure narrative using enlarged copies of the planning templates from the *Student booklet*. As a class, plan:
 - an appropriate setting, e.g. a forest, an abandoned house, a dark alley
 - one or two characters
 - an orientation, complication, sequence of events and resolution.
- Write the narrative as a class, or allow students to write in pairs or small groups.
- Encourage students to proofread and edit their work using the checklist of structural and language features provided in the *Student booklet*.
- Allow students to share their adventure narratives and provide feedback where appropriate.

Implementing

Section 1. Planning the setting and characters

Student role

- Create and describe a setting and two characters using the planning tool in your *Student booklet*.

Teacher role

- Support and guide students in their choices of setting and characters.
- Monitor students as they complete the planning tool to ensure they include all the required elements.

Section 2. Planning the sequence of events

Student role

- Plan the sequence of events your narrative will follow using the story mountain in your *Student booklet*.

Teacher role

- Support and guide students in their choices of an orientation, problem (complication), events and resolution.
- Monitor students as they complete the story mountain to ensure they include all the required elements.

Section 3. Writing your narrative

Student role

- Write your narrative using your plan and the checklist of structural and language features in your *Student booklet*.

Teacher role

- Support and guide students throughout the writing process. Provide assistance where necessary.
- Direct students to proofread and edit their writing using the checklist of structural and language features.

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 3 standard elaborations. See www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr3_se.doc

The Queensland standard elaborations for English

The Queensland Year 3 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E 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 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 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 student response to the standards
- a focal point for discussing student 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.

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	<ul style="list-style-type: none"> Ideas and information in texts 	Selection and organisation of relevant ideas (setting, characters, sequence of events) to write an adventure story for children of a similar age
		<ul style="list-style-type: none"> Text structures 	Use of the narrative structure (orientation, complication, resolution) to write an adventure story for children of a similar age
		<ul style="list-style-type: none"> Language features 	Use of a range of sentence structures (simple, complex and compound, subject–verb agreement, use of past tense) and vocabulary for narrative effect
			Use of written features, including paragraphing, punctuation and spelling

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 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 student 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 students' responses to make an on-balance judgment about student 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 students' 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 students	<p>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.</p> <p>Offer feedback that:</p> <ul style="list-style-type: none">• encourages students to experiment with various settings, characters and events sequences during the planning process• involves students in the process by providing opportunities to ask follow-up questions• focuses on each student's personal progress relative to their previous achievements• identifies the characteristics of a high quality text that aligns with the descriptors in the task-specific standards <p>The task-specific standards for this assessment can be used as a basis for providing feedback to students.</p>
Resources	<p>For guidance on providing feedback, see the professional development packages titled:</p> <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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Plan and write a narrative (adventure story) with sequenced events for children of a similar age.

You will:

- plan an appropriate setting and two characters
- plan a sequence of events
- write your narrative.

Section 1. Planning the setting and characters

Use the top two boxes to plan details about the setting of your story.

Use the bottom two boxes to plan details about your characters.

Where is your story set?

When is your story set?

Use some describing words to describe your setting.

Setting

Title:

Characters

Name of Character 1:

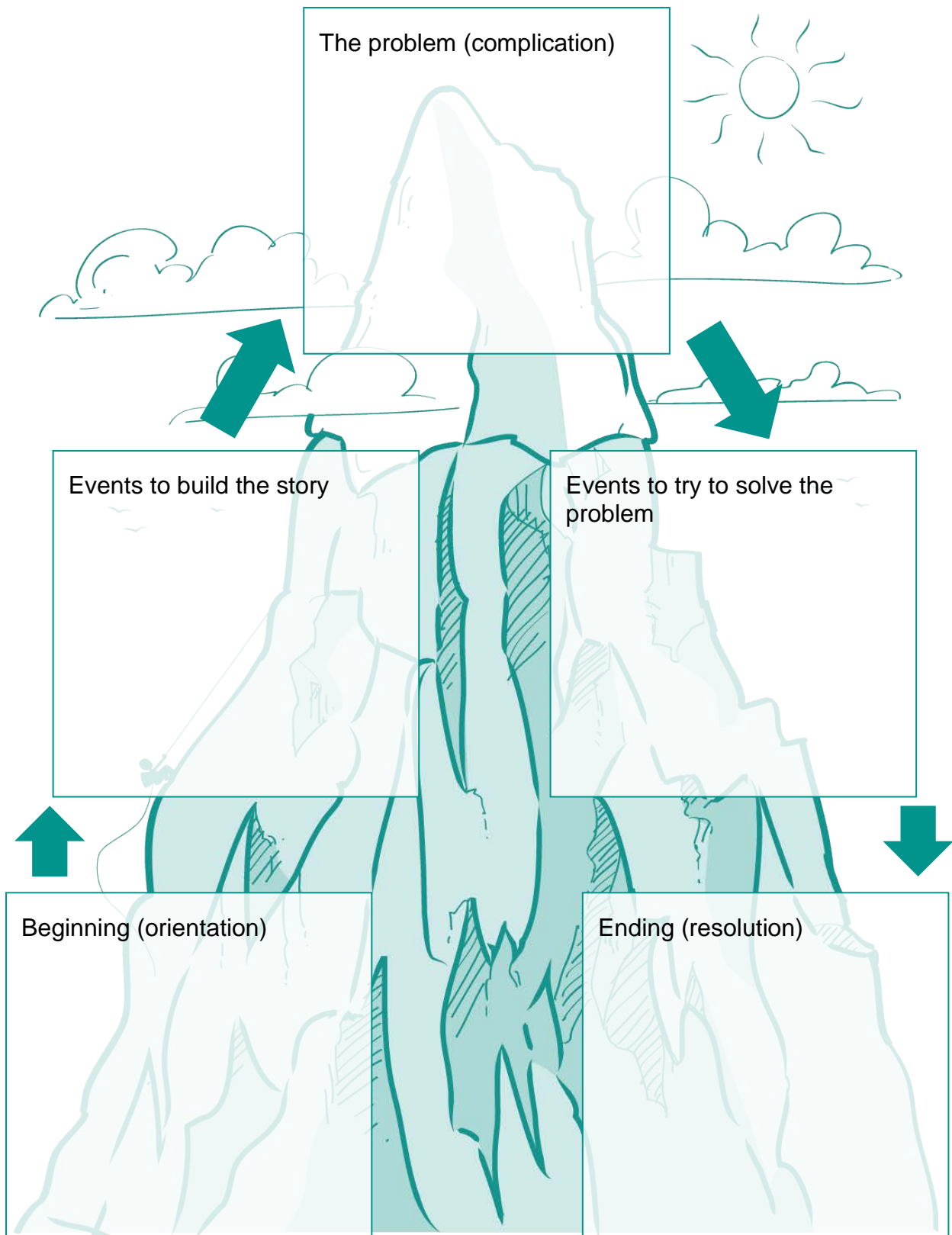
Use describing words to describe this character.

Name of Character 2:

Use describing words to describe this character.

Section 2. Planning the sequence of events

Use the story mountain to help you plan the sequence of events your narrative will follow.



Section 3. Writing your narrative

Use your plan and the following checklist to write your narrative.

Structure

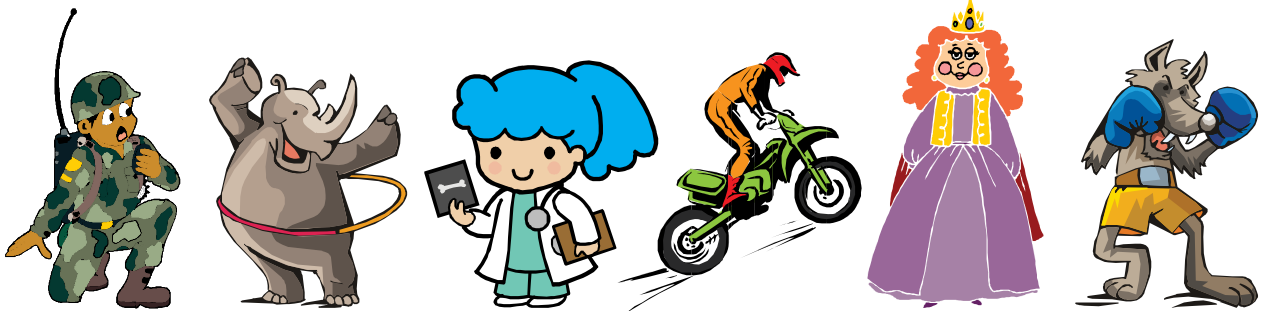
My story has:

- a beginning (orientation) that:
 - describes two characters
 - describes the setting
- a middle (complication) with:
 - events to build the story
 - a problem that creates action and excitement
 - events to try to solve the problem
- an ending (resolution) that:
 - explains how the problem is solved.

Language features

In my story:

- Have I used paragraphs?
- Have I used different types of sentences?
- Have I used past tense?
- Have I tried my best when spelling unknown words?
- Have I used correct punctuation?
- Have I used lots of describing words for my characters and setting?
- Have I used connecting words to make the events flow smoothly?
- Have I included some talking between my characters?



Use the lines below to write your narrative. Remember to include the title.

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Handwriting practice area consisting of 20 horizontal dotted lines.

Let's go on an adventure!

Name

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Purpose of assessment: To plan and write a narrative (adventure story) with sequenced events for children of a similar age.

Understanding and Skills	
Productive modes	
Selection and organisation of relevant ideas (setting, characters, sequence of events), and use of the narrative structure (orientation, complication, resolution), a range of sentence structures (simple, complex and compound, subject–verb agreement, use of past tense) and vocabulary, and written features (paragraphing, punctuation, spelling) to write an adventure story for children of a similar age and to create narrative effect	
<p>◀ Considered selection and organisation of relevant ideas, and considered use of the narrative structure, a range of sentence structures and vocabulary, and written features (including paragraphing, punctuation and spelling) to write an adventure story for children of a similar age and to create narrative effect</p>	A
<p>◀ Selection and organisation of relevant ideas, and use of the narrative structure, a range of sentence structures and vocabulary, and written features (including paragraphing, punctuation and spelling) to write an adventure story for children of a similar age and to create narrative effect</p>	B
<p>◀ Selection and organisation of relevant ideas, and use of the narrative structure, a range of sentence structures and vocabulary, and written features (including paragraphing, punctuation and spelling) to write an adventure story for children of a similar age and to create narrative effect</p>	C
<p>◀ Statement of ideas, and use of aspects of the narrative structure, a narrow range of sentence structures and vocabulary, and written features (including paragraphing, punctuation and spelling) that impedes meaning</p>	D
<p>◀ Statement of ideas, and use of aspects of the narrative structure, a narrow range of sentence structures and vocabulary, and written features (including paragraphing, punctuation and spelling) that impedes meaning</p>	E

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Purpose of assessment: To plan and write a narrative (adventure story) with sequenced events for children of a similar age.

		A	B	C	D	E		
Understanding and Skills	Productive modes	Ideas and information in texts	Selection and organisation of relevant ideas (setting, characters, sequence of events) to write an adventure story for children of a similar age	Considered selection and organisation of relevant ideas to write an adventure story for children of a similar age	Effective selection and organisation of relevant ideas to write an adventure story for children of a similar age	Selection and organisation of relevant ideas to write an adventure story for children of a similar age	Selection of ideas to write a story for children of a similar age	Statement of ideas
		Text structures	Use of the narrative structure (orientation, complication, resolution) to write an adventure story for children of a similar age	Considered use of the narrative structure to write an adventure story for children of a similar age	Effective use of the narrative structure to write an adventure story for children of a similar age	Use of the narrative structure to write an adventure story for children of a similar age	Use of aspects of the narrative structure to write a story for children of a similar age	Use of aspects of the narrative structure
		Language features	Use of a range of sentence structures (simple, complex and compound, subject–verb agreement, use of past tense) and vocabulary for narrative effect	Considered use of a range of sentence structures and vocabulary for narrative effect	Effective use of a range of sentence structures and vocabulary for narrative effect	Use of a range of sentence structures and vocabulary for narrative effect	Use of a range of sentence structures and vocabulary	Use of a narrow range of sentence structures and vocabulary
			Use of written features, including paragraphing, punctuation and spelling	Considered use of a variety of written features, including paragraphing, punctuation and spelling	Effective use of a variety of written features, including paragraphing, punctuation and spelling	Use of written features, including paragraphing, punctuation and spelling	Use of written features, including paragraphing, punctuation and spelling, that vary in suitability	Use of written features, including paragraphing, punctuation and spelling, that impedes meaning