



# Lost and found

These guidelines provide important information to support administration and implementation of the QCATs.

## SECTIONS IN THIS BOOKLET

**Section 1:** Understanding QCATs

**Section 2:** Implementing this QCAT

**Section 3:** Resources

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# Section 1: Understanding QCATs

## Queensland Comparable Assessment Tasks (QCATs)

QCATs are one of five components of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework. They aim to provide:

- a model of authentic, performance-based assessment aligned to a selection of *Essential Learnings* and to the *Standards*
- resources to support consistency in the way teachers make judgments about the qualities in student work
- information for teachers and students relevant to a selection of *Essential Learnings* about what students know, understand and can do, what is working well and what needs attention.

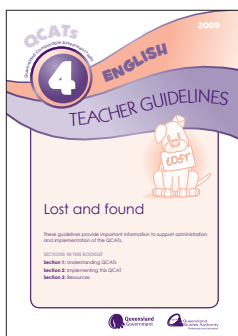
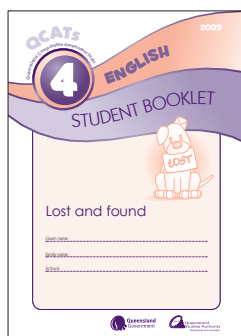
QCATs are assessments that encourage and rely upon interaction between teachers and students. They ask students to use relevant knowledge and skills to respond to a meaningful problem.

These assessments are resources that provide teachers, students and parents or carers with information to contribute to discussions about student learning and to plan for future learning. The effectiveness of these assessments in providing helpful information will depend on the level of interaction teachers have with their students before, during and after implementation.

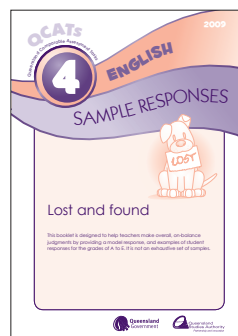
## Teacher preparation

- Check that you have the appropriate number of:
  - *Student booklets* — the assessment to be presented to students (one per student)
  - *Teacher guidelines* (one per teacher).
- Check for any defective *Student booklets*.
- Contact the QSA if any additional booklets are required.
- Read all the materials provided.
- Review the selected *Essential Learnings* listed in Section 3.
- Work through the assessment yourself so that you understand what students are required to do.
- Plan implementation with your colleagues:
  - Set times and dates for implementation.
  - Discuss how you will achieve consistency of teacher judgment.
  - Decide how to select five samples representative of the A to E grades for QSA's random sampling process.

**Note:** *Sample responses* are available for download from the QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>.



(This document)



(Found online in the QSA Assessment Bank)

## Student orientation

It is important to set conditions that provide students with the opportunity to do their best work.

- Students should have had opportunities to engage with the selected *Essential Learnings* well in advance of participating in the QCATs. Review and consolidation may be necessary before implementing the QCAT, which assesses students' performance in applying knowledge and understanding in a new context.
- Allow some time to familiarise students with the expectations of the assessment. The time required will depend upon the needs of students.
- Begin each assessment with a teacher-facilitated discussion about the context of the assessment and the problem posed. It is vital that all students are engaged in this discussion.
- Ensure that preparation activities do not involve rehearsal of the actual assessment or a similar one.
- Explain what is being assessed by introducing the students to the Assessable elements. These are provided in the *Guide to making judgments* located on the back page of both the *Teacher guidelines* and the *Student booklet*.
- Discuss with students ways in which this assessment can provide them with information and insight into their strengths and areas for improvement.

## QCAT conditions

- You have the flexibility to implement the assessment at any time across the eight school weeks of the nominated implementation period, to suit school timetabling.
- Students need not complete the assessment in a single session. If you choose to implement the assessment over more than one session, ensure that the *Student booklets* are kept in a secure location between sessions.
- All responses must be recorded in the *Student booklet*. Extra paper may be provided to students for drafting purposes.
- *Student booklets* have clearly marked sections with prompts to indicate when students should await further instructions.
- Students should not be disadvantaged because they do not understand the instructions or questions — you may read and clarify the instructions and questions but it is important that you use professional judgment, and do not provide the information required in the response. Responses to individual student questions may be shared with the whole class.
- You may point out to a student if you notice that they have missed a question.
- Take advantage of the opportunity to interact with students during the assessment. This will enable you to gather information about future learning needs while the assessment is being implemented.
- Students absent during the administration of the QCATs should be given an opportunity to complete the assessment upon returning to school.
- Collect all *Student booklets* from students on completion of the assessment.
- Schools are responsible for the safe storage of *Student booklets* until December 2009.

## Making judgments

- Use the *Guide to making judgments* to grade student responses. Additional resources for your reference are:
  - model response (in this booklet)
  - *Sample responses*, graded A to E and annotated to explain how they demonstrate the qualities described in the *Guide to making judgments*. *Sample responses* are available for download from the QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>.
- The model response and *Sample responses* are provided for reference purposes only. They each demonstrate possible responses and should be used to support the *Guide to making judgments*.
- Making judgments is **not** about determining whether one student's work is better than that of another. Rather, make standards-based judgments by matching student responses to the *Guide to making judgments*.
- Read and consider all of the evidence in the *Student booklet* before making and recording a judgment about the quality of the performance for each Assessable element.

### The judgment process

Making a judgment about the quality of a student's response to the assessment is a two-step process.

#### Step 1: Make a judgment about the evidence related to each Assessable element

- Read the purpose statement at the top of the *Guide to making judgments*. This statement describes the focus of the QCAT.
- Read the task-specific Assessable elements in the *Guide to making judgments*. These identify significant and discrete aspects that you will look for in student responses.
- Identify the evidence in the *Student booklet* as indicated in the *Guide to making judgments*.
- Match the evidence from the *Student booklet* with a task-specific descriptor. Begin at the bottom of each continuum. As you move up the continuum, each task-specific descriptor signposts a discernable difference in the quality of the student performance.
- Consider all the task-specific descriptors on the continuum.
- Record a judgment on the continuum for each Assessable element. A judgment may be recorded anywhere along the length of the continuum.

**Note:** Refer to the model response and *Sample responses* to support the process of matching student responses to task-specific descriptors in the *Guide to making judgments*.

#### Step 2: Make an overall on-balance judgment

- Reread the purpose of the assessment as stated at the top of the *Guide to making judgments*.
- Consider the judgments recorded for each Assessable element. Sometimes the on-balance judgment will be an easy fit over one of the A to E grades. However, where there is uneven performance across the Assessable elements, an overall on-balance judgment must be made by considering the significance of each Assessable element in relation to the purpose of the assessment.
- Record the overall grade by circling the relevant letter A to E on the *Guide to making judgments*.
- A nil award of "N" is to be recorded only when there is insufficient evidence to inform a judgment for an overall grade. In some circumstances students completing only part of the task may have their assessment considered complete if there is sufficient evidence of student performance across the Assessable elements to inform an overall on-balance judgment.

## Consistency of teacher judgment

- The process of achieving consistency of teacher judgment is integral to making judgments about the quality of student responses. This involves teachers consistently applying a shared understanding of those qualities that characterise the *Standards*.
- Consistency of teacher judgment is achieved through engaging in professional conversations about the quality of evidence in student responses using *Standards*, *Assessable elements* and task-specific descriptors as a common language. There are various ways of achieving teacher consensus. Three approaches to professional conversations are suggested on page 18. Schools may also develop their own processes for achieving consensus.
- Teacher consensus will facilitate the process of selecting five student responses considered to be representative of the overall A to E grades. Samples may be required as part of the QSA's random sampling process after implementation. Schools will be advised whether they have been selected to submit their representative samples in May.

## Providing feedback

- Effective feedback to students would include reference to the:
  - student responses
  - *Guide to making judgments*
  - *Essential Learnings* and *Standards*
  - model and *Sample responses*.
- Work with students and discuss information about what they were expected to know, understand and do, and how their responses were judged using the *Guide to making judgments*. Focus this discussion on developing strategies to improve learning.
- Consider strategies that could be used to cater to the needs of students who experienced either low or high levels of success in completing the assessment.

## Special consideration

Schools are responsible for determining which students require special provisions. Students should have the opportunity to participate in school-based assessment.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The QSA offers this general advice about including all students:

- Students who have been identified as having specific educational needs may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of assistive technologies, teacher-aide time or reading support.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances where undertaking the task may be a traumatic experience for a student, the principal (in consultation with specialist and support staff and parents/carers) may make a decision regarding the participation of that student in the tasks.



## Important dates

<b>16 March 2009</b>	<ul style="list-style-type: none"> <li>• QCATs arrive in schools.</li> </ul>
<b>16 March – 18 May 2009</b>	<ul style="list-style-type: none"> <li>• Implement QCATs. <b>Note:</b> Schools have the flexibility to implement at any time across the eight school weeks of this period.</li> <li>• Submit student data.</li> <li>• Select five student samples that are representative of grades awarded. Where a school is unable to select student samples representative of all grades (A to E), they are to select five student samples representing the awarded range of grades.</li> </ul>
<b>18 May 2009</b>	<ul style="list-style-type: none"> <li>• Final day to submit student data.</li> <li>• Schools notified if they have been randomly selected to submit their five representative samples.</li> </ul>
<b>December 2009</b>	<ul style="list-style-type: none"> <li>• Schools retain all <i>Student booklets</i> until the end of the school year.</li> </ul>



# Section 2: Implementing this QCAT

Read this section in conjunction with the *Student booklet*.

**The purpose of this QCAT is for students to demonstrate their understanding and application of the key elements in successful messaging.**

## On the day

As the teacher, you are integral to ensuring that your students have the best opportunity to show what they know and can do. This section describes the organisation and procedures for you to follow in the implementation of this QCAT.

Students need not complete the assessment in a single session.

Setting the scene: Group discussion <i>Approximately 15 minutes (at teacher's discretion)</i>		
Teacher	Student	Materials
<p>Engage students in a whole-class discussion to focus their thinking on the context and the assessment requirements.</p> <p>The following steps are suggested:</p> <ul style="list-style-type: none"><li>• read Setting the scene: Group discussion (<i>Student booklet</i>, p. 3)</li><li>• tell students to close the <i>Student booklet</i> and not open it until you tell them</li><li>• discuss with students the concepts of lost and found</li><li>• brainstorm with students about things they have lost</li><li>• ask how they went about finding these things:<ul style="list-style-type: none"><li>– where did they go for help?</li><li>– who did they ask?</li><li>– how did they get the message out?</li></ul></li><li>• discuss the importance of messages:<ul style="list-style-type: none"><li>– written and spoken messages</li><li>– giving and receiving information</li></ul></li><li>• instruct students to turn their booklets over and look at the back cover</li><li>• work through the <i>Guide to making judgments</i> with students to explain, in student-friendly language, the task-specific Assessable elements.</li></ul>	<p>Students listen to the assessment expectations, discuss the context and issues, and ask clarifying questions.</p>	<p><i>Student booklet</i></p>

**Assembly message, Q 1–10***Suggested time: 30 minutes**Allow 5 minutes for reading and clarification of the requirements of the task.*

Teacher	Student	Materials
<p>This is a listening task. In the role of a school captain, you will read out the Assembly message on page 11 of the <i>Teacher guidelines</i> to students.</p> <p><b>It is important that students have no opportunity to read the questions before they listen to the Assembly message.</b></p> <p>Make it clear to students that you are role-playing a speaker at assembly. Explain to students they will need to listen carefully for important information and answer questions about this message at the end.</p> <p><b>Read out the Assembly message on page 11 of the <i>Teacher guidelines</i> twice.</b></p> <p><b>Tell students to keep their <i>Student booklets</i> closed while you are reading.</b></p> <p>Instruct students to open the <i>Student booklet</i> to page 4 and tell them to read questions 1 to 5 carefully.</p> <p>You may explain words or restate questions.</p> <p>Where necessary, assist students with reading the questions.</p> <p>Tell students to answer questions 1 to 5 and then to close the <i>Student booklet</i> when they have finished.</p>	<p>Students listen to the expectations and ask any clarifying questions.</p> <p>Students work independently to complete this task.</p> <p>Students may ask clarifying questions through the session.</p>	<p><i>Student booklet</i></p> <p>HB pencil</p> <p>sharpener</p> <p>eraser</p>
<p>Tell students they will hear the message again and answer a different set of questions.</p> <p><b>Read out the Assembly message a third time.</b></p> <p>Tell students to open their <i>Student booklet</i> to page 6 and tell them to read questions 6 to 10 carefully.</p> <p><b>Ensure that students do not turn back to the previous page.</b></p> <p>You may explain words or restate questions.</p> <p>Where necessary, assist students with reading the questions.</p> <p>Tell students to answer questions 6 to 10 and then to close their <i>Student booklet</i> when they have finished.</p>		

**Listening task — Assembly message**

**Good morning.**

As school captain I have given you many messages at assembly. Today's message is very important for one of our students so please listen carefully.

Emily from 4G asked me to make an announcement about her missing puppy, Rusty.

Rusty is three months old. He has fluffy, brown fur and black eyes. He is wearing a red collar with his name and Emily's telephone number on it.

Rusty has been missing since last night. Before school this morning Emily and her family searched for her pet all around her home, her backyard and around her street.

As Emily lives close to the school, she is hoping that Rusty may have wandered into the school grounds. If you think you have seen Rusty, please come to the front of the assembly before you go to class.

Please keep a look out for Rusty. If you see a puppy matching his description, tell Emily or let someone at the office know.

Now we will move on to the next message.

**NOTE: DO NOT COPY OR DISPLAY THIS MESSAGE FOR STUDENTS**

**Noticeboard message, Q 11–13***Suggested time: 15 minutes**Allow 5 minutes for reading and clarification of requirements of the task.*

Teacher	Student	Materials
<p>This is a reading task.</p> <p>Begin by explaining to students that Emily has still not found her pet and will now put a message on the school noticeboard. Make sure that students understand that the noticeboard is used for messages about lost and found items.</p> <p>Ask students to open the <i>Student booklet</i> to page 8. Instruct students to read the noticeboard message carefully. Tell them to read questions 11 to 13 and then answer them.</p> <p>You may explain words in the question, or restate questions.</p> <p>Instruct students that they must stop and wait for your directions at the bottom of page 9.</p>	<p>Students listen to the expectations and ask any clarifying questions.</p> <p>Students work independently to complete this task.</p> <p>Students may ask clarifying questions through the session.</p>	<p><i>Student booklet</i></p> <p>HB pencil</p> <p>sharpener</p> <p>eraser</p>

**Thankyou message, Q 14***Suggested time: 25 minutes**Allow 5 minutes for reading and clarification of requirements of the task.*

Teacher	Student	Materials
<p>This is a writing task.</p> <p>Ask students to turn to page 10 in the <i>Student booklet</i>. Instruct students to read all information carefully. Where necessary, assist students with reading the information.</p> <p>Explain to students that they are going to write a thankyou message in the role of Emily. Remind them to write in sentences and use correct spelling and punctuation.</p> <p>Students should complete the thankyou note.</p> <p>You may explain words in the question, or restate the question.</p>	<p>Students listen to the expectations and ask any clarifying questions.</p> <p>Students work independently to complete this task.</p> <p>Students may ask clarifying questions through the session.</p>	<p><i>Student booklet</i></p> <p>HB pencil</p> <p>sharpener</p> <p>eraser</p>

## Feedback

This QCAT has been trialled at a number of schools across Queensland. Feedback from the trials showed that these are the most common areas for follow-up with students:

- reflect on and identify how language elements are different in spoken and written messages
- active listeners identify main ideas and information
- texts are produced for particular audiences and their interests
- literary texts entertain, evoke emotion and convey simple messages and information.

## Section 3: Resources

### The selected *Essential Learnings*

The 2009 QCATs will assess what students know, understand and can do. The following selection of Year 3 English *Essential Learnings* form the basis of the 2009 assessment.

#### English *Essential Learnings* by the end of Year 3

##### Ways of working

*Ways of working* describe processes students use to develop and demonstrate their *knowledge and understanding*.

Students are able to:

- identify audience, purpose and text type
- identify main ideas and the sequence of events, and make simple inferences
- recognise and select vocabulary to describe subject matter
- interpret how people, characters, places, events and things have been represented
- construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose
- reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways.

##### Knowledge and understanding

*Knowledge and understanding* describes essential concepts, facts and procedures.

##### Speaking and listening

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.**

- The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done.
- Speakers can adopt different roles in formal and informal situations.
- Active listeners identify main ideas and information, show interest and respond.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

## Reading and viewing

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.**

- Readers and viewers make connections between their prior knowledge and the subject matter of the text.
- Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts.
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

## Writing and designing

**Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.**

- The purpose of writing and designing includes reporting and conveying simple messages and information.
- Writers and designers can adopt different roles for different audiences.
- Words and phrases, symbols, images and audio have meaning.
- Text users make choices about grammar and punctuation.
- Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words are used to spell familiar and unfamiliar words.

## Language elements

**Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.**

- Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions.
- A sentence can be a single clause or a combination of clauses.
- Text connectives are used to link and sequence things, ideas and events.
- Tense is used to indicate time in sentences.
- Nouns, verbs, adjectives, adverbs and prepositional phrases develop and elaborate ideas and portray people, characters, places, events and things in different ways.
- Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning.

## Literary and non-literary texts

**Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.**

- Texts are produced for particular audiences and their interests.
- Formal and informal texts are ways of communicating for different purposes.
- Literary texts entertain, evoke emotion and convey simple messages and information.
- Main ideas and events can be sequenced and subject matter described, including supporting ideas and details.



## Assessable elements

*Assessable elements* identify the valued features of the key learning area about which evidence of learning is collected and assessed.

- Knowledge and understanding
- Interpreting texts
- Constructing texts
- Reflecting

## Standards

*Standards* are integral to the alignment of curriculum, assessment and reporting. For teachers, parents and students, they provide a shared language for describing the quality of student achievement.

The *Standards* are achievement standards linked to the *Essential Learnings*. Using a five-point scale, the *Standards* describe how well a student has demonstrated their learning based on a collection of evidence. They can also be used to report student progress and achievement.

## Standards

*Standards* describe how well a student has demonstrated their learning based on a collection of evidence.

### A standard

Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

### B standard

Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

### C standard

Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.

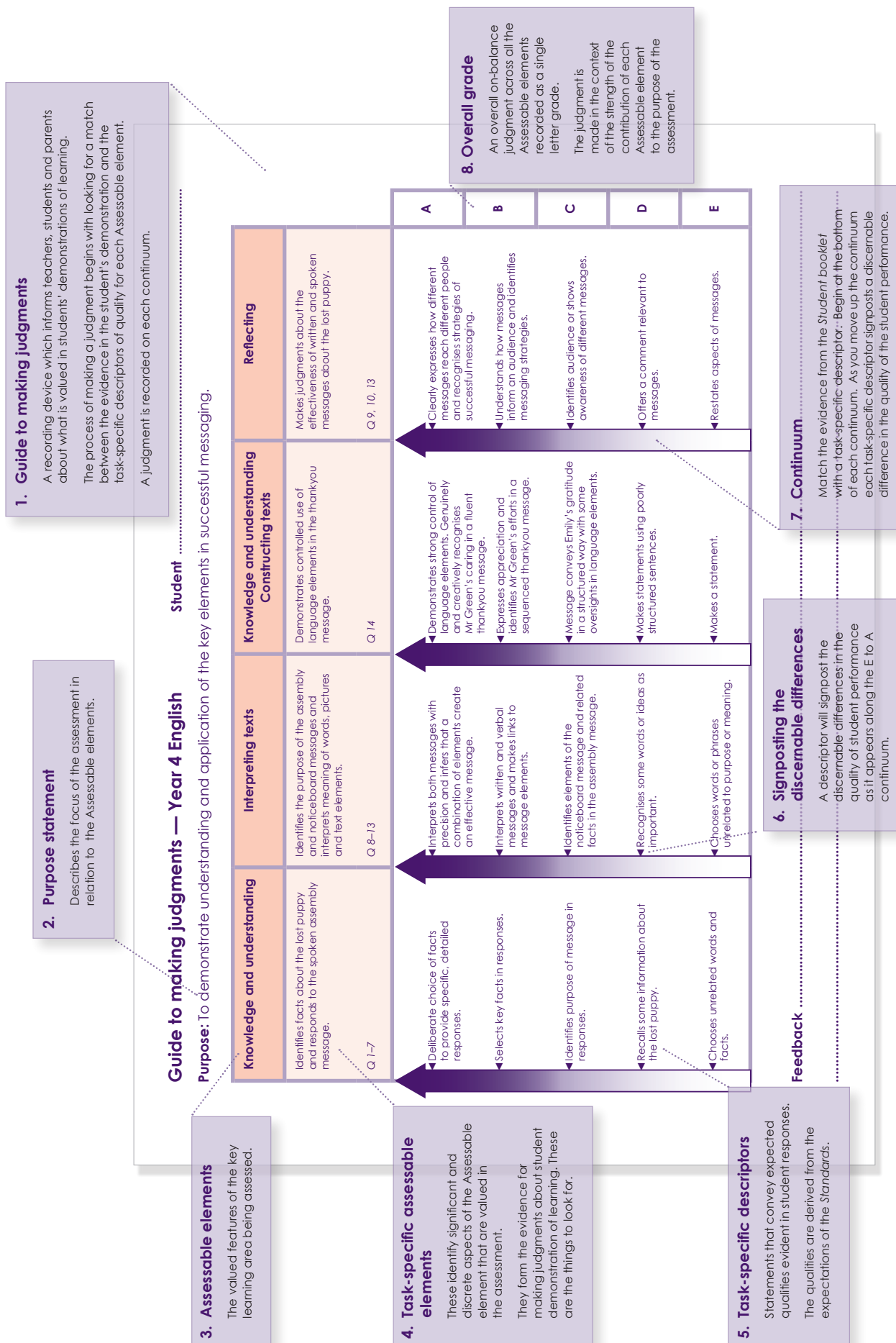
### D standard

Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

### E standard

Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

# Explanation of the Guide to making judgments



## Three approaches for consistency of teacher judgment

### Calibration model

A facilitator selects samples deemed to be of a certain standard to be used in the calibration process. Teachers individually grade the samples and then compare their judgment with the grade nominated for the sample. Task-specific descriptors are used as the basis for common and explicit language for teachers to use in their discussions about the quality of student performance. These discussions are based on evidence provided in student responses.

Through this professional dialogue, teachers aim to adjust their interpretation and application of the *Standards* to reach consensus about the quality of the sample. This process is repeated for all the student samples. Teachers then individually grade all student responses, applying the shared understanding achieved through this calibration process.

**Advantage** — Saves time because it focuses on establishing a common understanding of the *Standards* in context, before marking all of the student responses.

**Disadvantage** — Making the initial quality judgments in isolation can be difficult.

### Conferencing model

Teachers grade student responses individually and then select student samples representative of their application or understanding of the A to E qualities. A meeting is convened in which a conferencing process is employed to enable teachers to share samples and discuss their judgments. Task-specific descriptors are used as the basis for a common and explicit language for teachers to use during discussions about the quality of student performance. These discussions are based on the evidence provided in student responses.

Through professional dialogue, teachers aim to reach consensus on the interpretation and application of the *Standards*. Teachers review judgments about their previously graded student responses, applying the shared understanding achieved through this conferencing process.

**Advantage** — Teachers are involved in professional dialogue with other teachers to reach consensus.

**Disadvantage** — Establishes a common interpretation and application of the *Standards* after student work has been allocated a grade. Extra time is needed to review and adjust previously graded work.

### Expert model

Teachers grade all student responses and then submit selected samples representative of their application or understanding of the A to E qualities to an expert. Advice is provided by the expert confirming whether there is consistency in the way the *Standards* are interpreted and applied, or whether teachers need to adjust their understanding, and why. This advice is used by teachers when reviewing judgments about their previously graded student responses.

**Advantage** — Imposes a common school-based view of the interpretation and application of the *Standards*.

**Disadvantage** — Teachers are not involved in the rich professional dialogue of reaching consensus with other teachers. This model can be used to reach consistency within a school, but does not best support consistency of teacher judgments across the state.

# Model response

## Assembly message

Before school, Emily went to the school office for help to find her pet. She asked that a message about her puppy be read at assembly.



You have listened to your teacher read out the message twice.

Answer the following questions about the message.

- Describe what Emily's puppy looks like.**  
fluffy brown fur .....  
black eyes.....
- If someone found a puppy, how could they be sure it was Emily's puppy?**  
The puppy would match the description of Rusty and have a red collar.  
The collar would have Rusty's name and Emily's phone number on it.
- List the places where Emily has looked for her puppy.**  
at home, backyard, in her street.....  
.....
- What does the assembly message tell students to do if they see Emily's puppy?**  
Come to the front of assembly before class.....  
Tell Emily or let someone at the office know.....
- Why was Emily's message read at assembly?**  
To tell students and teachers that Emily's pet is missing and she wants help to find it. To describe what the puppy looks like.....

4



Listen to the assembly message again, then answer the questions below.

Some sentences have been started for you.

- When did the assembly take place?**  
It was in the morning.....  
*I know because the speaker said* Good morning.....  
.....  
.....
- Who announced Emily's message at assembly?**  
the school captain.....  
*I know this from the message because*.....  
they said that as school captain I have given you many messages.....  
.....
- What are two good things about giving this message at the beginning of the assembly?**
  - The message is first so that everyone is listening and will take notice that the puppy is missing.....  
.....
  - Anyone who has seen Rusty can go to the front of assembly and tell Emily straight away.....  
.....

6

## Model response

9. How might this assembly message help to find Emily's pet?  
 Everybody will know what Emily's dog looks like.....  
 If they find it they know who to tell.....  
 Anyone who has seen Rusty can tell Emily straight away.....  
 .....  
 .....  
 .....
10. What other types of messages could Emily use?  
 Put posters up on poles or in shop windows.....  
 Put notes in letterboxes.....  
 Put a message on the radio.....  
 Talk to people in the community.....

### Explain how these messages might help find Rusty.

Different sorts of messages mean different people know Rusty is missing and will look for him.....  
 .....  
 .....

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

7

11. Find two words in the message that tell you that Emily is upset. Write them in the boxes below and explain why you chose each word.

lonely

*because* Emily misses her dog Rusty.....  
 because he is her friend and she feels lost without him.....

desperate

*because* Rusty is so important to her she.....  
 will do anything to get her dog back.....

12. How has Emily tried to make readers take notice of her message?

Emily drew a picture of herself crying so that everyone knows how worried she is about her dog. She also used exclamation marks and big letters to show it is an important message. Emily uses words like lonely and desperate so everyone who reads the message feels sorry for her and looks for Rusty.....

13. How could Emily's message be improved to help readers find Rusty? Give two suggestions.

- Emily could have described what Rusty looked like to help people find him, or used a photo to show what he looks like.....
- She could have written her name and class so she could be found straight away.....

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

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## Model response

Emily is happy she will soon have her dog Rusty back again.

14. Write a thankyou message from Emily to Mr Green.  
The message should explain why Emily is grateful.



Make sure you write in sentences and use correct spelling and punctuation.

Hi Mr Green.....  
.....  
I am excited that you found Rusty so quickly! I cried when  
he ran away and I felt sad all the time he was missing. I was  
worried that something terrible had happened to him.....  
.....  
I play with Rusty every day because he has lots of energy  
and sometimes he's a bit naughty. We found a hole he dug  
under our gate so Dad put some bricks there to stop him  
getting out again.....  
.....  
Thank you for looking after Rusty until we came to get him.....  
You have been very caring. Rusty and I were very lucky that  
you noticed my messages. We will be forever grateful.....  
.....  
Thanks for finding Rusty and making us all happy!  
Emily.....  
.....  
.....  
.....

11

## Notes



## Notes

# Guide to making judgments — Year 4 English

Student .....

**Purpose:** To demonstrate understanding and application of the key elements in successful messaging.

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts	Reflecting
Identifies facts about the lost puppy and responds to the spoken assembly message.  Q 1–7	Identifies the purpose of the assembly and noticeboard messages and interprets meaning of words, pictures and text elements.  Q 8–13	Demonstrates controlled use of language elements in the thankyou message.  Q 14	Makes judgments about the effectiveness of written and spoken messages about the lost puppy.  Q 9, 10, 13
<p>← Deliberate choice of facts to provide specific, detailed responses.</p> <p>← Selects key facts in responses.</p> <p>← Identifies purpose of message in responses.</p> <p>← Recalls some information about the lost puppy.</p> <p>← Chooses unrelated words and facts.</p>	<p>← Interprets both messages with precision and infers that a combination of elements create an effective message.</p> <p>← Interprets written and verbal messages and makes links to message elements.</p> <p>← Identifies elements of the noticeboard message and related facts in the assembly message.</p> <p>← Recognises some words or ideas as important.</p> <p>← Chooses words or phrases unrelated to purpose or meaning.</p>	<p>← Demonstrates strong control of language elements. Genuinely and creatively recognises Mr Green's caring in a fluent thankyou message.</p> <p>← Expresses appreciation and identifies Mr Green's efforts in a sequenced thankyou message.</p> <p>← Message conveys Emily's gratitude in a structured way with some oversights in language elements.</p> <p>← Makes statements using poorly structured sentences.</p> <p>← Makes a statement.</p>	<p>← Clearly expresses how different messages reach different people and recognises strategies of successful messaging.</p> <p>← Understands how messages inform an audience and identifies messaging strategies.</p> <p>← Identifies audience or shows awareness of different messages.</p> <p>← Offers a comment relevant to messages.</p> <p>← Restates aspects of messages.</p>
			<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p> <p><b>E</b></p>

**Feedback** .....

.....