In the Australian Curriculum, literacy is one of the general capabilities embedded across all learning areas. Students become literate as they develop the knowledge and skills they need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

“Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.”

Assessment technique
Open-ended response

Targeted indicators

Writing and Creating

WC 8 iii
Plan, draft, edit for meaning and publish learning area texts in print and digital environments, using strategies to:

- organise information
- develop hypotheses
- enhance coherence
- evaluate texts

WC 8 iv
Maintain cohesion to develop meaning in and across texts by selecting:

- sentence and paragraph structures to sequence ideas and information
- language to suggest possibility, probability, obligation and conditionality

WC 8 v
Communicate meaning and control complex sentence structures to connect ideas with evidence to draw conclusions

www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Introduction/Introduction
Context

This open-ended response provides opportunity to monitor each student’s ability to plan, draft and edit for meaning a persuasive text that shows understanding of the organisation and coherence of paragraphs and development of a hypothesis. Students control complex sentence structures to connect ideas with evidence to draw conclusions and demonstrate the targeted literacy indicators.

Teacher information

This assessment is an example of one way that teachers may gather evidence of a student’s ability to demonstrate the highlighted sections of the targeted indicators.

This assessment may be differentiated by:
- having further discussion to allow some students to clarify and question
- presenting in digital format
- providing extra time for students who need adjusted time.

Alternative topics for the same assessment could be:
- food labelling and healthy choices
- reducing fat and sugar in the diet
- becoming more active.

An Example persuasive text — Why should I make healthy food choices? and Glossary of terms is provided for teacher information (see Appendix). For this assessment item, the teacher needs to provide a range of learning area texts about healthy food choices.

Implementation

Modelling

The teacher creates a persuasive text about healthy eating guides, or uses the Example persuasive text (see Appendix) to illustrate the important structures in the text.

Gathering evidence

The teacher provides students with stimulus materials for their own persuasive text, e.g. a daily nutritional requirements table and a list of ingredients found in a fast-food hamburger. This type of information is available on the internet.

Students:
- read through the stimulus materials and compare the information to draw conclusions about the nutritional value of an item such as a fast-food hamburger
- plan, draft and edit a persuasive text to influence the reader to adopt their point of view based on the structure modelled in the example text including:
  - organising and sequencing information to maintain meaning and cohesion across the text
  - sentence and paragraph structures that make connections between ideas and connect evidence to conclusions and hypotheses
  - strategies to enhance coherence.
Evidence of student achievement of each indicator can be recorded in a *Class monitoring record*. Teachers analyse the evidence to inform decisions about ongoing literacy teaching and learning.

**Class monitoring record**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| WC 8 iii | Plan, draft, edit for meaning and publish learning area texts in print and digital environments, using strategies to:  
- organise information  
- develop hypotheses  
- enhance coherence  
- evaluate texts |
| WC 8 iv  | Maintain cohesion to develop meaning in and across texts by selecting:  
- sentence and paragraph structures to sequence ideas and information  
- language to suggest possibility, probability, obligation and conditionality |
| WC 8 v   | Communicate meaning and control complex sentence structures to connect ideas with evidence to draw conclusions |

<table>
<thead>
<tr>
<th>Class:</th>
<th>Term:</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Student 6</th>
<th>Student 7</th>
<th>Student 8</th>
<th>Student 9</th>
</tr>
</thead>
</table>

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Appendix: Example persuasive text

**Healthy food choices**

<table>
<thead>
<tr>
<th>Title framed as question</th>
<th>Why should I make healthy food choices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended noun group — <em>that is balanced and healthy</em></td>
<td>A diet that is balanced and healthy provides essential nutrients to my body. Nutrients provide my body with the energy that I need to be active each day and stay strong.</td>
</tr>
<tr>
<td>Adverbial phrase — <em>to be active each day</em></td>
<td>When I eat healthy food, I can lower my risk of debilitating diseases such as diabetes and high blood pressure. Fruits and vegetables instead of chips and lollies will ensure that I have a lower intake of fats, sugars and salt. By including health-promoting foods in my diet, I will enjoy the benefits of vitamins, minerals and anti-oxidants. I will maintain a healthy weight and have a healthy glow.</td>
</tr>
<tr>
<td>Connecting ideas with evidence — <em>when, by, if</em></td>
<td>If society actively embraces a diet that is balanced and healthy and full of those foods that are known to be nutrient rich, everyone is guaranteed to reap the rewards of good health.</td>
</tr>
<tr>
<td>Adverb — <em>actively</em></td>
<td>I call on all members of our society to make healthy food choices for the benefit of us all!</td>
</tr>
</tbody>
</table>

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1 Simple sentence — contains one clause and expresses a complete thought. It has a subject and a verb and may also have an object or complement.

2 Compound sentence — a sentence consisting of two or more independent (main) clauses joined by coordinating conjunctions such as “and”, “or”, “but” and “so”. Each clause is coordinated or linked so as to give each one equal status as a message.

3 Complex sentence — contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions such as “when”, “while” and “before”. A complex sentence will not make sense without an independent clause.