



ENGLISH

YEAR 4

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

WORK SAMPLE PORTFOLIOS

This portfolio is a resource to support teachers in planning an implementation of the Foundation to Year 10 Australian curriculum in the English learning area. It comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher. They have been annotated by classroom teachers as part of the Consistency of Teacher Judgement Process.

AT STANDARD



GOOD COUNSEL PRIMARY SCHOOL

Seek, Learn and Serve

Our Assessment Task

Name of Task: Write a Fable

Learning Area: English

Assessed By: Mrs Rosemarie Pensini

Date Commenced: 26-08-2013

Date Due: 09-09-2013

Type of Task: Oral Written Other

Task Conditions: Individual Pair Group Work
 In Class Homework Other

Opportunity to Access: Books Notes Library Technology

Assessed By: Self Peer Other Teacher

Task Description: Write a fable

Procedure:

1. You will write a plan before you write your fable.
2. Your plan will include the moral of your fable.
3. Your fable will include words that express your ideas in an interesting way.
4. You will use direct speech in your fable to help develop the story.

Resources: You can refer to the list of morals and their meanings.



GOOD COUNSEL PRIMARY SCHOOL

English Criteria Sheet – Year 4PD

Unit: Fables

Teachers: Mrs Rosemarie Pensini

Due Date: 09 – 09 - 2013

Task: You are to write a fable that teaches a lesson. The fable is to include words that assist with expressing ideas in an interesting way. The fable is to contain direct speech that will help to develop the story.

Assessable Areas	A					B					C					D					E								
	Contextual Understanding					Devices, Audience					Contextual Understanding					Devices, Audience					Contextual Understanding					Devices, Audience			
Use of texts	Text Structure, Ideas, Paragraphing	Selects and sequences text structures to create a fable.					Selects and organises text structures to create a fable.					Organises ideas to create a fable.					Combines ideas to create a fable.					Uses ideas and to create a response.							
		Cohesively develops key aspects of the characters and events when writing a story with a message.					Develops aspects of the characters and events when writing a story with a message.					Develops some aspects of the characters and events when writing a story with a message.					Attempts to develop some aspects of the characters or events when writing a story with a message.					No attempt to develop characters or events is evident.							
		Text is written in paragraphs displaying correct usage of paragraphing that is indicative of dialogue between two or more characters.					Text is written in paragraphs that usually display correct usage of paragraphing to indicate dialogue.					Text is written in paragraphs that sometimes indicates the inclusion of dialogue in the fable.					Attempts to include paragraphs.					No paragraphs evident.							
		Uses a variety of adverbials and other grammatical features for effect and to also enhance the impact of the fable.					Uses some adverbials or other grammatical features for effect in the fable.					Attempts to use some adverbials or other grammatical features in the fable.					Little use of adverbials or other grammatical features in the fable.					Has not attempted to include any adverbials or other grammatical features in the fable.							
		Uses complex sentences which are structurally correct.					Uses complex sentences which are mostly structurally correct.					Uses simple sentences which are structurally correct.					Uses simple sentences some of which display correct sentence structure.					Displays little understanding of correct sentence structure.							
Language conventions & elements	Grammar & Punctuation	Correctly punctuates sentences involving complex examples of direct speech.					Correctly punctuates simple sentences involving direct speech.					Correctly punctuates most simple sentences involving direct speech.					Attempts to punctuate simple sentences correctly.					Simple sentences are not punctuated correctly.							
		Spells challenging words correctly.					Spells difficult words correctly.					Spells common words correctly.					Spells some common words correctly.					Spelling does not assist the reader.							
Processes & Strategies		Spelling																											
Name:																													
Overall Rating:		Comments:																											
B																													

The Elephant and the Wombat.

One sunny day, people were at school learning.

In one of the classes an Elephant with big ears and tusks was boasting about himself.

A wombat with a brown stomach was sitting next to the Elephant. She was trying to figure out how to stop the Elephant from boasting. Finally she figured how to stop the Elephant boasting about himself.

After the class did their work, the bell rang. So everybody got out of the class and went to their eating area to eat their lunch. After everybody ate their lunch they went off to play. The Wombat followed the Elephant carefully. The Wombat whispered to the Elephant

"You should stop boasting or else, you might be embarrassed." The Elephant thought about what the Wombat said. Then the Wombat walked away. The Wombat was worried that the Elephant wouldn't do

what she said.

The Elephant went to the Wombat and whispered "I am better than you."

"Stop boasting ok," said Wombat. So the Elephant walked up to a small kid and announced "I am better than you at soccer." Then the Elephant tried to kick the ball at the goal, but he kept on missing the ball. The small kid laughed at him. The Elephant thought about what the Wombat said to him again. "I should of listened to the Wombat," said Elephant.

The Wombat came to the Elephant and said "You should of listened to me, and look what just happened, you got embarrassed!"

Moral - It is foolish to boast.

ANNOTATION

KEY Colour / Number	ANNOTATION
1	Uses accurate spelling for many challenging word throughout the text. eg. announced and embarrassed.
2	Consistently uses accurate punctuation, including commas, speech marks and exclamation marks.
3	Demonstrates an understanding of grammar by maintaining correct tense throughout the text.
4	Has created a structured fable which engages a reader. Has included an appropriate moral.
<p>Comments:</p> <p>We all agreed that some changes may be needed in the "Grammar and Punctuation" section.</p>	