Hello everyone,
It’s a glorious Saturday – blue skies, birds singing and the
distant smells of an early summer BBQ. The desire to
embrace the weekend is enticing but alas the surge of the
report writing period is upon us. Teachers locking
themselves in dark dens to battle out the reports surrounded
by piles of assessments and work samples. This is a special
edition newsletter that may assist you during this time. In
Part Two of this edition I will revise writing an overall
comment for English based on evidence collected.
Elizabeth 😊

Important Reminder…
Curriculum planning and programming,
assessing and reporting to parents K-12 Policy
UNDER REVIEW

Until this is complete, teachers:
- should include **an overall grade** based on
  the A-E scale or equivalent word
descriptions (3.2.2 Policy Standards)
- report using a **comment on overall student
  achievement** in English K-6.

Why do we assess?
- to inform our teaching to
  improve student learning
  outcomes
- to monitor and evaluate progress
- to provide quality feedback to
  students
- to collect evidence to make good
  judgements of student
  achievement

How do we assess?
- embedding a variety of formal
  and informal tasks in the unit of
  work (planned and purposeful)
- by communicating the learning
  goals in an explicit way so that
  students have a clear
  understanding of what they need
  to demonstrate to achieve the
  desired outcome

When do we assess?
- At key points during the teaching
  and learning cycle – before,
during and after a unit of work

Students are at the **heart of learning**. They need to be fully
informed of what they are learning, the significance of the
learning and how they will demonstrate that learning.
Assessment criteria should be communicated with the students
and quality feedback provided. Students then form future
learning goals with the teacher. The teacher and student are a
partnership in this journey of learning.

Need a break from report writing?
‘**Getting to the essence of assessment**’. An interesting
article about how assessments can be made, interpreted and
used in different ways.
“I am a Stage 2 teacher and my Year 4 class are looking at **stylistic choices**. Our previous concept was **storytelling** and the students started expressing opinions of particular authors. I thought it would be a natural lead into stylistic choices. Students would be able to make connections to the knowledge and understandings they gained from the previous unit. They also needed inspiration to experiment with a wider range of creative language features in their own compositions.”

**Unit of Learning - Example**

I have identified the outcomes and content related to the concept. In this unit of work I will be assessing these outcomes.

**Objective A**
**Communicate** through speaking, listening, reading, writing, viewing and representing

**OUTCOMES**
1A, 2A, 3A, 4A, 5A

**Objective B**
**Use** language to shape and make meaning according to purpose, audience and context

**OUTCOMES**
6B, 7B, 8B, 9B

**Objective C**
**Think** in ways that are imaginative, creative, interpretive and critical

**OUTCOME**
10C

**Objective D**
**Express** themselves and their relationships with others and their world

**OUTCOME**
11D

**Objective E**
**Learn and reflect** on their learning through their study of English

**OUTCOME**
12E

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**Concept: Stylistic Choices**

- What are the distinguishable forms and features of a particular composer?
- What effect has the composer’s stylistic choices had on the text and responder?
- How does the composer’s style compare to others? How are ideas, emotions or values expressed through the stylistic choices?
- What stylistic choices will I make in my own compositions to express ideas, emotions or values?
- How do I refine my compositions to ensure that they are absorbing and engaging?

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**I will...**
- provide opportunities to explore the style of a number of composers
- draw emphasis to the intended purpose of using the language forms and features
- ensure that texts studied are varied and that they reflect the concept well
- ensure that rich texts are used – across the modes

**Students will...**
- study the stylistic choices of a number of composers
- evaluate the effect of those stylistic choices
- understand how language choices are purposefully made according to the desired effect
- compare the styles of a number of composers
- experiment with language forms and features explored in texts to engage audiences
- refine their own compositions by evaluating their language choices
Assessments – for, as and of learning

**What do my students already know?** It is important that I assess their understanding of the concept at the beginning of the unit. This will help determine the required teaching to support all students in reaching the desired outcome.

**Pre-assessment (knowledge of concept) – Stylistic Choices**

**Responding**

*Informal discussion* – What stylistic choices were made by this composer to achieve the intended purpose? How did the composer engage the interest of the reader/viewer? How did the written and visual techniques position you? How does this composer compare to others?

*Written Response* – Students write a response to a text, read or viewed, commenting on the stylistic choices of the composer. How would you describe the style of this composer? What language choices were made to engage the interest of the reader? What effect did they have? How does it compare to another known author?

**Now that I have an idea of what my students know** I can differentiate my unit of work to ensure that the needs of all learners are addressed. I will provide feedback to my students in order to set learning goals.

**Examples of Assessment For Learning**

<table>
<thead>
<tr>
<th>Obs of literature circle</th>
<th>Assessments are planned and embedded in the unit of work. I will plan a range of formal and informal tasks – across all the modes to inform my teaching.</th>
<th>Learning Journals – students reflect on their understanding of the concept. Encourage students to demonstrate their understanding in a visual, creative, personal way. Students can paste in work samples that demonstrate their understanding of the concept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will discuss the language choices made by a specific author and compare to the style of a different author. How did both composers use language and other techniques to create specific effects? How did they engage the interest of the reader? Did they have very distinctive styles? Which author appealed to you more? Why?</td>
<td>It is important that assessments are used to inform your teaching. Assessments need to be valid and used effectively to add to the learning profiles of students. Quality feedback is provided to students so that they can make future learning goals.</td>
<td>Traffic Lights – have students indicate their level of understanding in reflection time at end of session.</td>
</tr>
<tr>
<td>Response to literature</td>
<td>Reflection is a crucial part of the learning cycle. Providing opportunities for students to reflect on their learning will ensure that learning goals are refined and adjusted.</td>
<td>Learning Buddies – students share their understanding with a buddy. Having question starters displayed will guide students in reflective conversations.</td>
</tr>
<tr>
<td>Students analyse the stylistic choices of Anthony Browne. They will identify elements (visual) and language features that engage the interest of the reader. Students will provide evidence from text of specific language choices and visual literacy elements that created a particular effect (mood, emotion etc)</td>
<td>Self-reflection – students use the criteria to reflect on their learning. Setting new learning goals will promote progress.</td>
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</tr>
<tr>
<td>Questioning</td>
<td>Peer feedback – students provide constructive feedback to a peer, referring to the criteria and discussing learning goals with each other.</td>
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</tr>
<tr>
<td>After viewing a scene from Tim Burton’s Charlie and the Chocolate Factory and Alice in Wonderland, students discuss the stylistic choices of the director. Tim Burton has a distinctive style and great to compare to the stylistic choices of other directors. How has he created a particular effect? How does he engage the interest of the viewer?</td>
<td>Two Stars and A Wish – after reviewing their work, students share two things they have done well and one thing that they would like to improve</td>
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</tr>
<tr>
<td>Writing Sample – Students compose a descriptive piece of writing using an image as stimulus. They will experiment with language choices explored in an author study (e.g: Margaret Wild- personification, imagery). Students could also experiment with the illustrative style of Anthony Browne to accompany their writing. Colliding of creative worlds!! Fun.</td>
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</tbody>
</table>
Assessment Of Learning

Collecting evidence of student learning is crucial in assessing student achievement. Planning summative assessments against the learning outcomes of the unit of work will ensure that you will have reliable and valid evidence of learning. Learning outcomes are clearly communicated with students and they understand what is required to demonstrate an understanding of the concept.

**Responding**

**Author Comparison** – students will identify specific language choices and features that reflect the style of the composer.
- How would you describe the style of the composer?
- How have they used language to create specific effects?
- How are the composers’ styles similar or different?
- Which composer appeals to you more? How have they engaged your interest?
EN2-7B, EN2-8B, EN2-10C, EN2-11D

**The Book Club** – in small groups students present a discussion on a selected composer. Students will be given adequate time to research composer and plan presentation. They will discuss stylistic choices (with examples) and their effects on the text and the responder.
EN2-7B, EN2-8B, EN2-10C, EN2-11D

**Composing**

**Re-enactment of concept**
Students make their own stylistic choices to compose a text that is engaging. Students need to consider the purpose and audience and desired effect. They can experiment or adopt the style of a studied author.

Students then reflect on their stylistic choices and the desired effect on the responder.

How have you used language and visual elements to evoke a particular feeling or response?

How have your stylistic choices compared to those of a studied author?
EN2-2A, EN2-7B, EN2-8B, EN2-9B, EN2-10C, EN2-11D

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**How do I allocate an overall grade?**

<table>
<thead>
<tr>
<th>Unit 1 T1 Author Style</th>
<th>Observation of literature circle</th>
<th>Writing Sample</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Ron</td>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Hermione</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Albert</td>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>

The assessment tasks (formative and summative) will provide teachers with a good understanding of the knowledge, skills and understandings of students. When assessment tasks are well-planned and varied, as well as covering the different modes, teachers will be able to use the evidence and teacher judgement to assign an overall grade.

It is important to ensure that the planned assessments will allow students to demonstrate their knowledge, skills and understandings of English. Criteria should be well communicated with the students and used to judge student achievement of outcomes.

Assessing at key points during the unit of work will inform your teaching.

**REMEMBER:** Assessments should be manageable and embedded into the unit of work. It shouldn’t stand alone and be an added thing. Having regular grade meetings to discuss teacher judgement by analyzing work samples against the criteria or standards will promote consistency of teacher judgement.

**Assessment informs our teaching and allows us to give quality feedback to students.**