acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English

Year 4
Below Satisfactory

WORK SAMPLE PORTFOLIO

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. 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.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 4 English

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Work sample 1 - Character Portrait – *The Little Wooden Horse*
Work sample 2 – Written response to questions – *The Burnt Stick* and *Stolen Girl*
Work sample 3 – Information Report – India
Work sample 4 – Persuasive text – Computer games are a waste of time

This portfolio of student work shows that this student is able to make connections between texts and own experiences (WS2, WS4) and expresses a substantiated point of view about a text (WS4). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS1, WS2, WS3, WS 4).

The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspects of the achievement standard are not evident in this portfolio:

- explain how language features, images and vocabulary are used to engage the interest of audiences.
- express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.
- make presentations and contribute actively to class and group discussions, varying language according to context.

English

Character portrait – *The Little Wooden Horse*

Relevant parts of the 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.
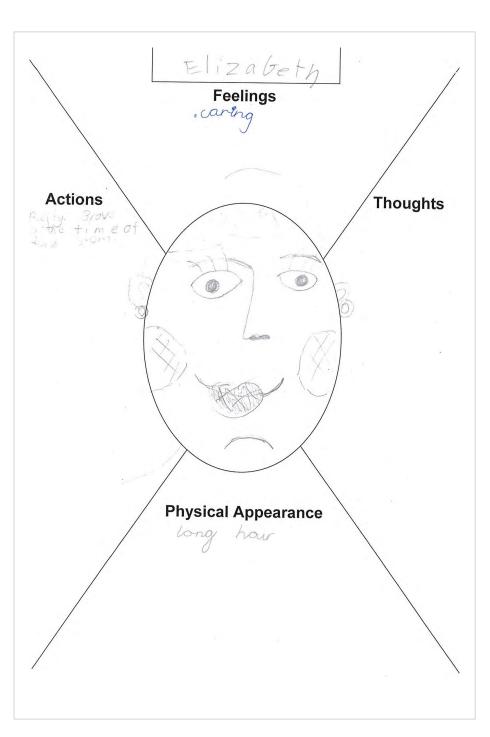
Summary of task

Students have read the text *The Little Wooden Horse* by Mark Wilson. The teacher modelled how to construct a character portrait and use it to write a written description of Tom, one of the characters in the text.

Students were asked to research the character of Elizabeth and, using the format of the modelled character portrait and written description, to create their own written description of Elizabeth. Students completed the task in 40 minutes.

English

Character portrait – *The Little Wooden Horse*
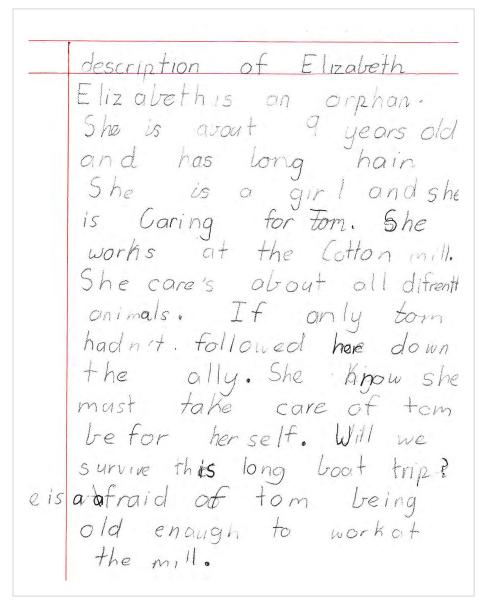

Annotations

Creates brief notes to guide writing.

English

Character portrait – *The Little Wooden Horse*

Annotations

> description of Elizabeth
> Elizabeth is an orphan.
> She is about 9 years old
> and has long hair
> She is a girl and she
> is Caring for Tom. She
> works at the Cotton mill.
> She care's about all difrentt
> animals. If only tom
> hadn't followed her down
> the ally. She know she
> must take care of tom
> be for her self. Will we
> survive this long boat trip?
> e is afraid of tom being
> old enough to work at
> the mill.

Uses simple and compound sentences to express and link ideas.

Uses short noun group/phrases to create a description, for example 'long hair'.

Recalls some literal information and events from a text.

Uses learned vocabulary appropriate to the topic, for example 'orphan', 'cotton mill'.

Uses mostly accurate spelling and some accurate punctuation.

Identifies some of the circumstances of a character in a text.

Adds some detail to a description to highlight social context.

Identifies missing words.

Writes a short character description.

English

Written response to questions – *The Burnt Stick* and *Stolen Girl*

Relevant parts of the 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.

Summary of task

The teacher read the texts *The Burnt Stick* by Anthony Hall and *Stolen Girl* by Trina Saffioti while students took notes.

Students were asked to respond to a set of reflective questions that included:

- explaining their reactions and feelings about the text
- stating their connections with the text
- explaining the point of view of the text
- making a comment on the themes and issues presented in the text.

English

Written response to questions – *The Burnt Stick* and *Stolen Girl*

Annotations

Responding to Text

TITLE: "Stolen Girl"

AUTHOR: Trina Saffioti

ILLUSTRATOR: Norma MacDonald

REFLECTING AND QUESTIONING:

What are your reactions to the text? What does it make you think, feel, wonder?

Why did the girl only have a mother?
Why did she go swimming?

Recalls some literal information from a text.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

The Girl With No Name.book
The Burnt Stick.book

Uses mostly accurate spelling and punctuation.

POINT OF VIEW: Girl

Explain the points of view presented in the text.

Why cant I go home?
I hope he forgets me.

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about?

Getting take away.

Uses mainly familiar vocabulary.

English

Written response to questions – *The Burnt Stick* and *Stolen Girl*

Annotations

Responding to Text

TITLE: "The Burnt Stick"

AUTHOR: Anthony Hill

ILLUSTRATOR: Mark Sofilas

REFLECTING AND QUESTIONING:

What are your reactions to the text? What does it make you think, feel, wonder?

I think when the big man patted the boys head and the woman. Said he was playing in the coal it could have been the way he went black.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

The book reminded me about going around the world. The change of colour made me think about on the news it showed a Wite people putting black stuff on them.

POINT OF VIEW:

Explain the points of view presented in the text.

I don't think I should be taken away (point of view John jackamara.)

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about? getting taken away.

Aboriginals should be treated the Same.

Expresses an opinion based on events in a text.

Uses compound and complex sentences to express and link ideas.

Makes a personal connection to an event in a text.

Identifies the point of view of a character in a text.

Identifies the author's purpose in writing a text.

English

Information report – India

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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)

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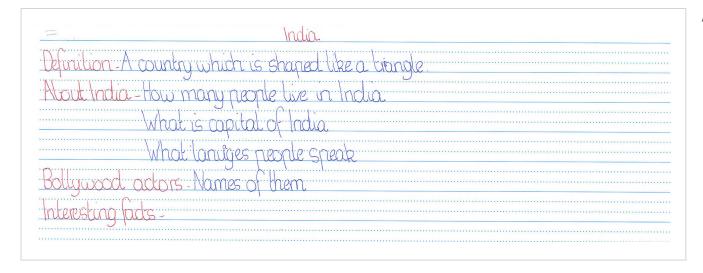
Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling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

Summary of task

The students were asked to complete an information report about a topic of interest. They researched their topic using the internet and books. The students identified information they found interesting and then rewrote the information in their own words. They planned their information report before writing and edited their work with a specific focus on the use of topic sentences, paragraphs, punctuation and correct spelling.

English

Information report – India

India

Definition - A country which is shaped like a triangle.

About India - How many people live in India

What is capital of India

What languges people speak

Bollywood actors - Names of them

Interesting facts -

Annotations

Uses a small number of questions to guide research.

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English

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Information report – India

Information about India

India is a big country shaped like a triangle

About India

This paragraph tells a little bit about India. The capital of India is New Delhi. Did you know that more than 1 trillion people live in India. Also there are more than 100 different languages in India.

Bollywood actors

This paragraph mainly tells about names of some Bollywood actors. The names of some actors are Shahruk Khan, Hrithik Roshan, John Abrahm, Ajay Devgan, Arjun Rampal, Govinda, Salman Khan, Amir Khan, S and Sanjay Dutt. These actors have been in lots of nice movies. Also Salman Khan and Sanjay Dutt are very good friends.

Interesting facts India's neighbours

This paragraph tells about India's neighbours. You. Do you know that Pakistan and Banglasdest are India's neighbours. Also they were onesce part of India.

India is big and wonderful place, so why not go there.

Annotations

Writes a basic information report using some elements of the structure.

Includes some information appropriate to this type of text.

Uses some new vocabulary encountered in research, for example 'New Delhi'.

Uses sub-headings and paragraphing to organise information in a text.

Shows evidence of editing by adding words to improve clarity of meaning.

Uses accurate spelling and punctuation.

Uses simple and compound sentences to provide and provide information.

English

Persuasive text – Computer games are a waste of time

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

Students explored the structure and features of a persuasive text and created oral persuasive texts for each other. Students were asked to write a persuasive text on the topic Computer games are a waste of time. They were provided with a text sample to use as a guide and were given 40 minutes to write. This work sample is an unedited first draft.

English

Persuasive text – Computer games are a waste of time

Annotations

Computer games are they a waste of time?

Do you play computer games all the time? So do I and I want to change and you should to. When I am on the computer sometimes I feel that I don't want to get off.

So I belive we can come up with some ideas if not you should be doing home work or readers isent that a good starter.

Now I no what to choose and I choose that computer games are a waste of TIME!!!

firstlly.....

Dont just become Lazy because I defemetly dont. I just cant belive you would not want to see the nature side and sit on the computer all day.

Secondly...

I totaly belive that you should follow what I am saying and maybe just maybe you mite Evemechange.

come on it's bad for you. If you sit to close your eyes will turn square. Well it's your choice so I hope you choose me not the games even you no I play games. by!!!

Creates a text intended to persuade using some elements of recognisable text structure.

Uses some sentence boundary punctuation correctly.

Uses some appropriate language features when expressing a point of view, for example 'I believe'.

Inserts some structural features in an attempt to sequence ideas in a text, for example 'Firstly'.

Relies on assertions rather than sequenced arguments and evidence to persuade the reader.

Demonstrates understanding of the purpose of a persuasive text by addressing the reader directly, for example 'you should follow what I am saying'.

Uses a casual conversational tone rather than more formal written language.