Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE ASSESSMENT OUTLINE

ENGLISH
PRELIMINARY UNIT 1 AND UNIT 2

Sample assessment outline

English – Preliminary

Unit 1 and Unit 2

Assessment task	Notional due date	Unit outcome: using language in a variety of forms and situations, depending on individual needs and capabilities	Unit outcome: developing receptive skills which can include reading, comprehending, listening and/or viewing	Unit outcome: developing expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts
Task 1: School rules Students to interview different members of their school community (interviews could be filmed) to produce an informative booklet for new students at their high school. The booklet should outline the various school rules and expected student behaviour; for example, playground rules, canteen rules.	Semester 1 Week 4		✔	✔
Task 2: Rules in the community Students to investigate the rules and expected behaviours for a variety of different places in the community (school, library, shopping centre, movie theatre, restaurant); to present their findings and personal views in an informal group discussion; and to make posters or eBooks on community rules.	Semester 1 Week 8		✔	
Task 3: Role play Students participate in a range of role plays based on consequences of breaking school or community rules. Students are presented with different situations to develop a course of action: 'What would you do in this situation?' Students need to consider whether their decision would be the most appropriate course of action. Students complete a peer evaluation sheet.	Semester 1 Week 15	✔		✔
Task 4: Make a film on rules at home Students to view parts of films dealing with problems resulting from different social interactions. Students to make a short film on the choices made by the characters and whether they would make the same choices (e.g. bullying, resilience, peer pressure).	Semester 2 Week 5	✔	✔	✔
Task 5: Comic strip on consequences Create a comic strip/drawing or other multimodal text about people who have suffered consequences for not adhering to society's expectations.	Semester 2 Week 13			✔

Sample planning checklist – English Preliminary Unit 1 and Unit 2 (✓ = Unit content covered)	Task 1 School rules	Task 2 Community rules	Task 3 Role play on rules	Task 4 Movie making	Task 5 Comic strip
Conventions					
Word usage and grammatical conventions					
Applying vocabulary to relevant objects, people, actions, emotions, events, places	✓	✓	✓		✓
Interpreting and using facial expressions, body language			✓	✓	
Familiar texts such as COMPIC, signing, photographs, images, objects, ebooks, magazine, television	✓				✓
Textual conventions					
Sequencing ideas			✓		✓
Using and interpreting questions	✓		✓	✓	
Expressing and interpreting feelings			✓		✓
Learning social interaction conventions associated with greetings, farewells, choice-making, requests, protests, continuance, cessation	✓			✓	✓
Contextual understanding					
Context					
Listening and speaking in a variety of relevant contexts	✓		✓	✓	✓
Learning social expectations regarding communication behaviours		✓	✓		✓
Engaging with and responding to elements of text		✓		✓	✓
Purpose					
Developing an appropriate use of language to meet the desired purpose	✓		✓		✓
Audience					
Identifying intended audience as familiar or unfamiliar	✓			✓	✓
Adapting communication to suit audiences such as using COMPIC with teachers, gestures with strangers		✓	✓		✓
Processes and strategies					
Accessing and generating ideas					
Developing strategies for interacting with and reacting to others, expressing feelings and opinions, indicating needs and wants	✓		✓	✓	✓
Locating and accessing required texts		✓			✓
Developing skills related to 'wait time' and taking turns	✓			✓	✓
Using oral, visual, written and/or multimodal texts to express or clarify meaning		✓	✓		✓
Processing and organising ideas and information					
Giving attention to information, objects, people, actions, emotions, events, places	✓		✓	✓	
Retelling ideas or information about familiar experiences			✓		✓
Developing questioning skills	✓			✓	
Reflection and evaluation					
Responding to language used by others	✓			✓	
Reflecting on outcomes/success of communications		✓	✓		✓
Accepting feedback from others		✓	✓		✓