**Sample Assessment Outline**

English

Preliminary Unit 1 and Unit 2

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# 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 |  |  | **✓** |

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| **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 |  | **** | **** |  | **** |