

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 4 ENGLISH

This portfolio provides the following student work samples:

- Sample 1 Character portrait: *The Little Wooden Horse*
- Sample 2 Written response to questions: *The Burnt Stick* and *Stolen Girl*
- Sample 3 Information report: India
- Sample 4 Persuasive text: Computer games are a waste of time
- Sample 5 Comparing texts: The thylacine
- Sample 6 Descriptive sensory poem: A walk in the bush

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student makes connections between texts and own experiences (WS2, WS4) and expresses a point of view about texts (WS4, WS6). The student uses a variety of language features to create literary, informative and persuasive texts (WS2, WS3, WS5). The student presents an oral presentation of own text (WS6).

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Character portrait: *The Little Wooden Horse*

Year 4 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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.

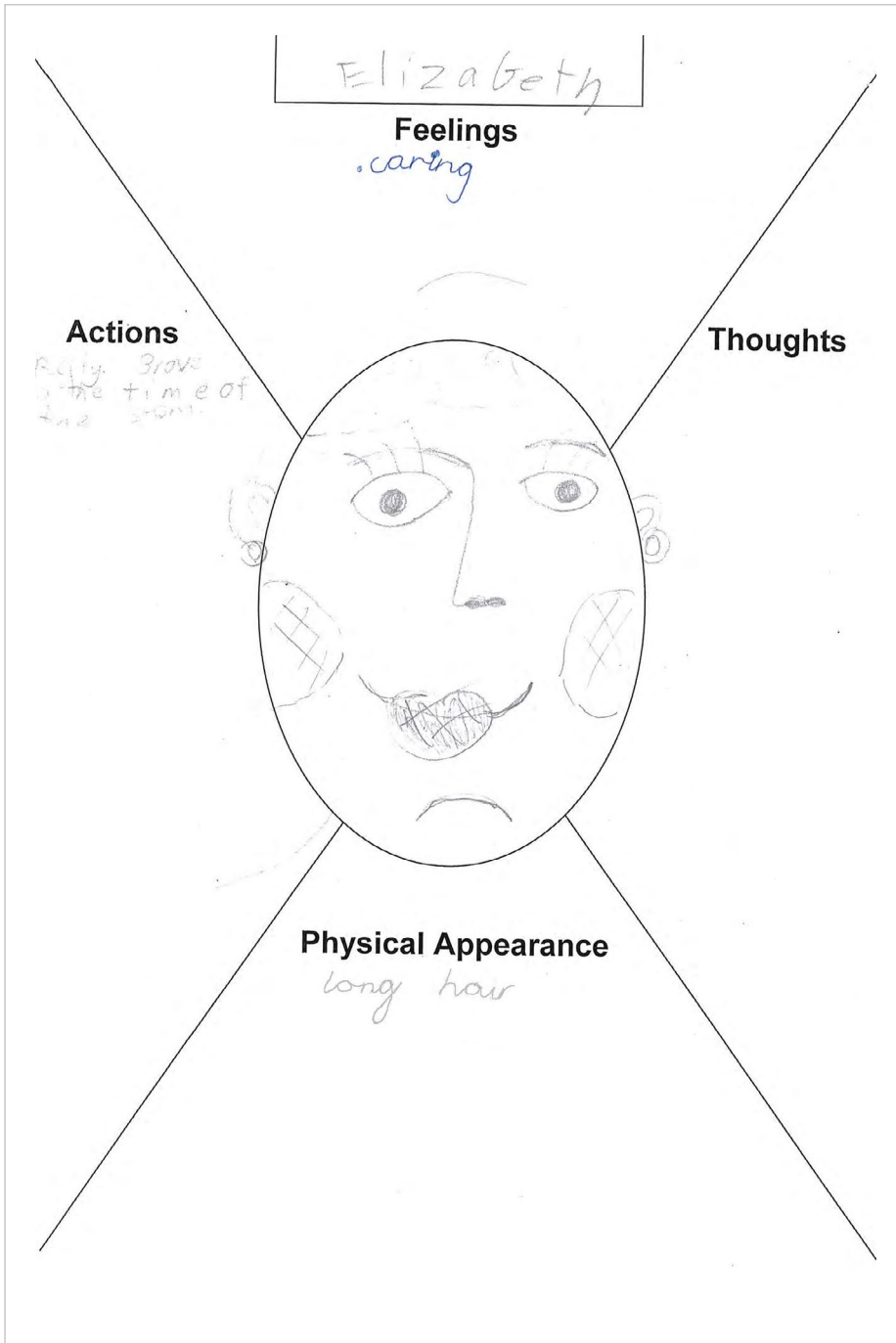
Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling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

Summary of task

Students 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 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.

Character portrait: *The Little Wooden Horse*



Annotations

Creates brief notes to guide writing.

Locates planning page after written text.

Character portrait: *The Little Wooden Horse*

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 difrent
 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.

Annotations

Writes a short character description.

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

Recalls some literal information and events from a text.

Uses simple and compound sentences to express and link ideas.

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.

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

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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.

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

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 cool 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 2

POINT OF VIEW: write people putting black stuff on them.
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.

Annotations

Recalls some literal information from a text.

Uses mostly accurate spelling and punctuation.

Uses mainly familiar vocabulary.

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

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?

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

POINT OF VIEW: Girl
Explain the points of view presented in the text.

Why can't 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.

Annotations

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.

Information report: India

Year 4 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

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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.

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 billion people live in India. Also there are more than 100 different languages in India.

Bollywood actors
This paragraph mainly tells about names of some ^{men} Bollywood actors. The names of some actors are Shahrukh Khan, Hrithik Roshan, John Abraham, Ajay Devgan, Arjun Rampal, Govinda, Salman Khan, Amir Khan, 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 Bangladesh are India's neighbours. Also they were once 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 subheadings 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 information.

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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 languages people speak

Bollywood actors - Names of them

Interesting facts -

Annotations

Uses a small number of questions to guide research.

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Persuasive text: Computer games are a waste of time

Year 4 English achievement standard

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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.

Persuasive text: Computer games are a waste of time

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.

I believe we can come up with some ideas if not you should be doing homework or readers (sent) that a good starter.

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

firstly....

Don't just become lazy because I defenretly dont. I just cant believe you would not want to see the nature side and sit on the computer all day.

Secondly...

I totally believe that you should follow what I am saying and maybe just maybe you might even change.

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

Annotations

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.

Comparing texts: The thylacine

Year 4 English achievement standard

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Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

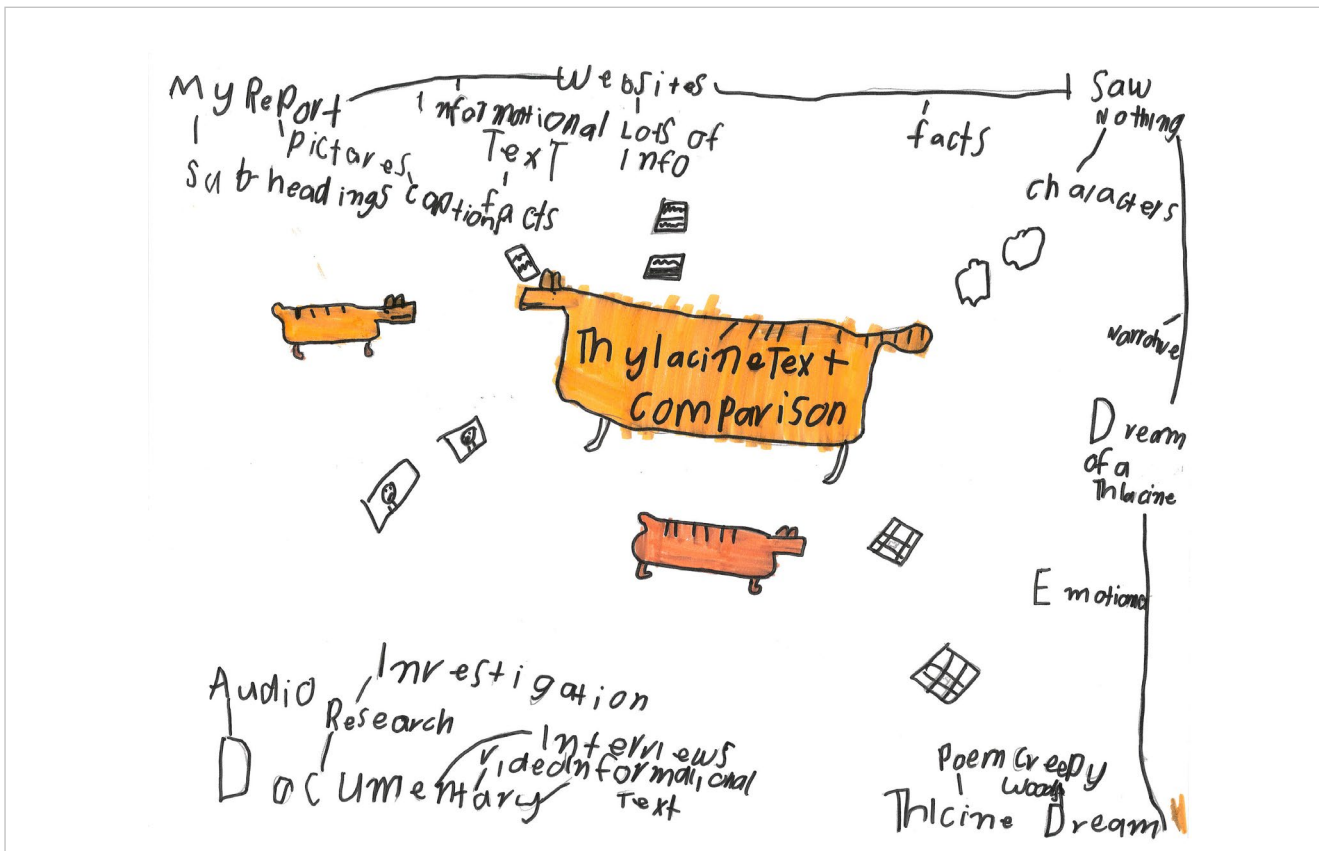
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Summary of task

Students read two picture books on the same topic: *I Saw Nothing: The Extinction of the Thylacine* by Gary Crew and Mark Wilson, and *The Dream of the Thylacine* by Margaret Wild and Ron Brooks. The class discussed how the texts made them feel and how the authors were able to affect the reader. The students compared these texts and discussed how language features had been used to engage the interest and emotion of the reader. Students then presented their ideas visually as a mind map.

Comparing texts: The thylacine



Annotations

- Lists items using a mind map to organise information.*
- Identifies an informative text.*
- Identifies some obvious features of an informative text.*
- Identifies some obvious features of an imaginative text.*
- Comments on different types of texts on the same topic.*
- Names some different types of texts.*

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Descriptive sensory poem: A walk in the bush

Year 4 English achievement standard

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Receptive modes (listening, reading and viewing)

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Summary of task

Having studied a variety of poetry types in class, students were taken on a walk into a local national park. During the walk, they participated in a brainstorming session to record the sights, sounds and smells they were encountering.

Following the brainstorming session, the class constructed some sensory poetic lines collaboratively with the teacher. These poetic lines were discussed and recorded so students could draw on these lines when writing their own poem.

After writing their own poem, the students recited it to the class, with the expectation that students needed to recite from memory. After the presentation, the students were asked to read their personal response to their poem.

Descriptive sensory poem: A walk in the bush

Following is a transcript of a poem created by a student and a transcript of the student's oral self-reflection. The original poem was handwritten. The punctuation, spelling and text layout is a copy of the student's work.

A Fun Walk in the Australian Bush
Green grass, Blowing in the Wind.
Ducks swimming in cold water.
Trees leting pollen out.
Dry Brown sitting in the sun.
Birds Cheeping in the trees.
Hevy rocks in the Dirt.
Polln sitting on the Parth.

Self-reflection

I enjoyed creating my poem.
My ... I used smell and touch.
My most effective line was 'Ducks swimming in cold water'.
I liked it ... I liked it because it had a describer.
My favourite style of poem is limericks.
They are a fun fun poem.

Annotations

Introduces presentation by naming the title of the poem.

Reads slowly, saying each word clearly.

Uses technical terms, for example, 'pollen'.

Uses familiar vocabulary to build descriptions, for example, 'dirty brown water'.

Attempts to spell unknown words by relying on sounds, for example, 'Hevy'.

Creates a short, poetic text to represent their own experiences and observations.

Speaks with some hesitation.

Reflects on own poem, describing favourite line and provides a simple reason for their preference, for example, 'it had a describer'.

Repeats words after hesitation.

Identifies favourite style of poem and provides a simple reason for their preference, for example, 'they are a fun fun'.

Uses language patterns of repetition for emphasis, for example, 'fun fun'.

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