

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.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined 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 1 ENGLISH

This portfolio provides the following student work samples:

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|----------|-----------------------------------------------------|
| Sample 1 | Character reflection: <i>Koala Lou</i> |
| Sample 2 | Information text: Koalas |
| Sample 3 | Reading aloud: <i>The Football</i> |
| Sample 4 | Personal connection to text: Reflecting on learning |
| Sample 5 | Story map: <i>Tiddalik</i> |

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts (WS1, WS2, WS4, WS5). The student's work shows evidence of recalled information (WS2, WS5), with characters and events created for imaginative writing (WS1). The student uses familiar and new vocabulary including modelled words and groups/phrases (WS1, WS2, WS5) and a range of sentence structures (WS1, WS2, WS4). The student demonstrates attention to spelling and punctuation and, with teacher assistance, the ability to make editing changes and publish final drafts (WS1, WS2). The student is confident when reading aloud to peers and familiar adults (WS3) and when making presentations (WS5).

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Character reflection: *Koala Lou*

Year 1 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 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

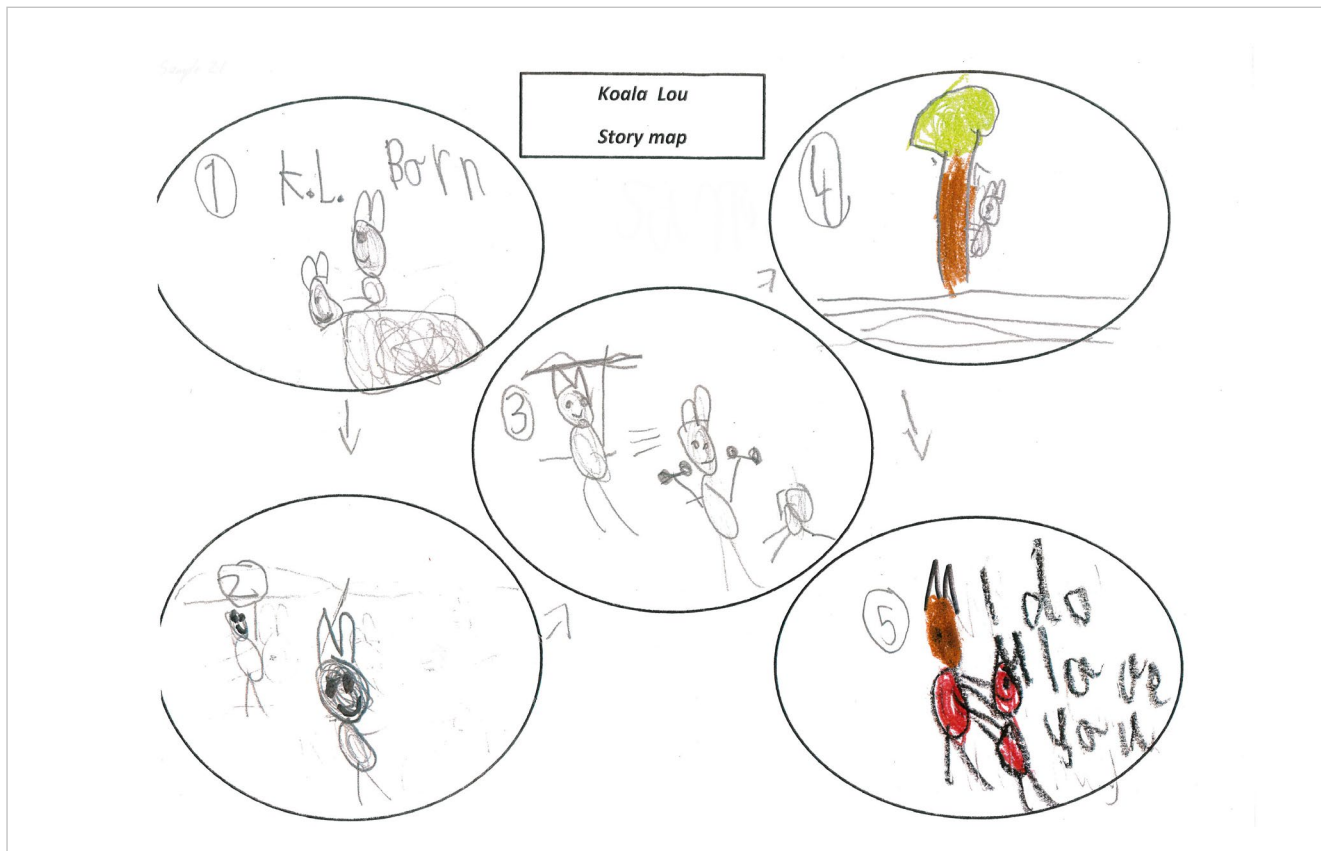
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students listened to the text *Koala Lou* by Mem Fox. They discussed the events, the characters and their feelings and acted out parts of the text. Students were asked to complete a story map to sequence the events of the story and to provide supporting text within speech bubbles.

Character reflection: *Koala Lou*



Annotations

Uses limited words to add detail to the beginning and end of retelling a story, for example, 'K.L. born'

Retells, using illustrations, key events in sequence from a story heard in class.

Uses arrows and numerals to denote sequence of events.

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Information text: Koalas

Year 1 English achievement standard

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Productive modes (speaking, writing and creating)

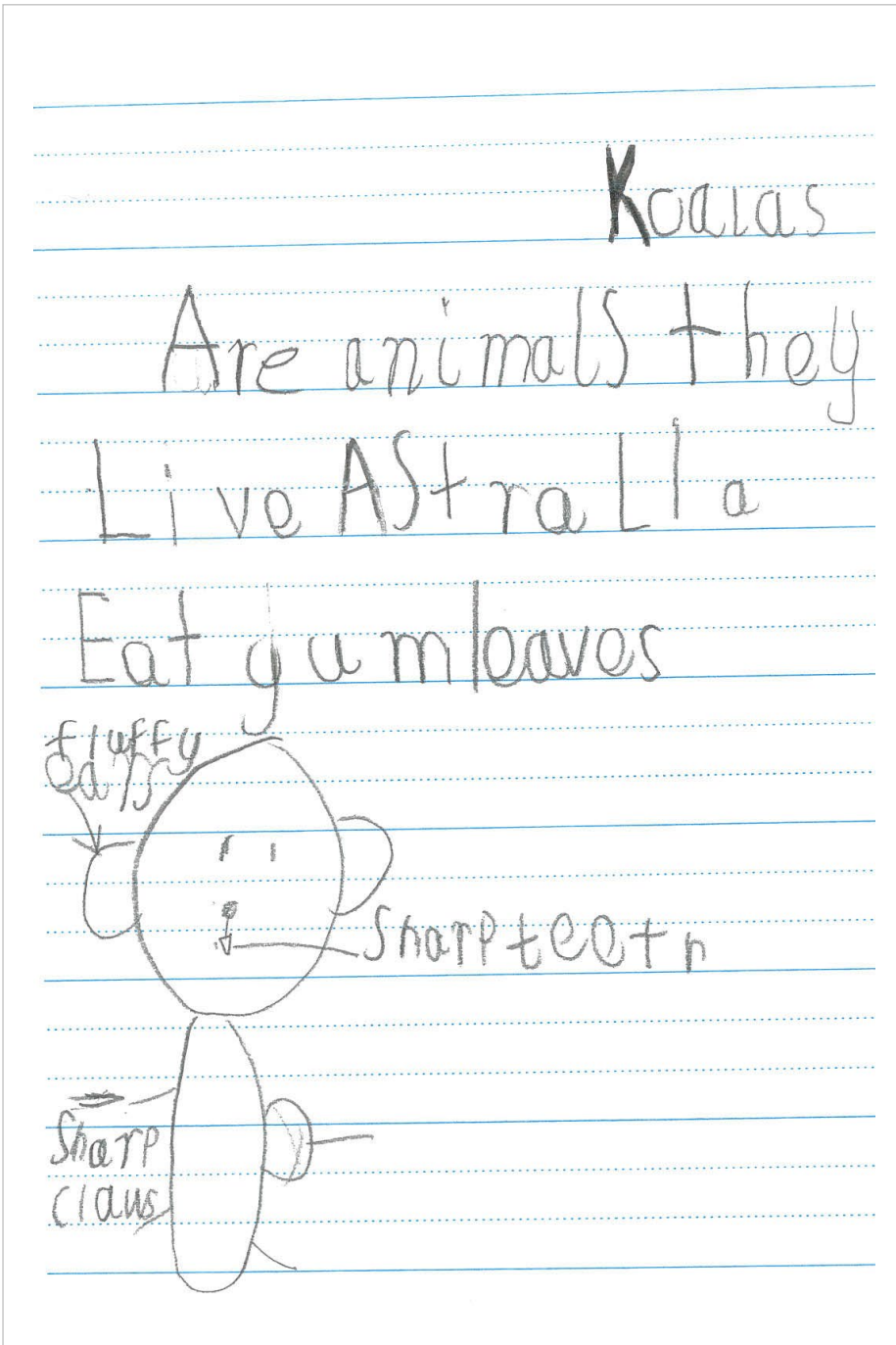
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Summary of task

Students read and viewed a collection of informative texts about koalas. In pairs they read and listed facts about koalas. Students compared koalas in informative and imaginative texts. Students were asked to write an informative text about koalas and to include a labelled illustration.

Information text: Koalas



Annotations

States facts about a topic.

Spells high-frequency words, for example, 'they', 'eat', 'are'; and words with regular spelling patterns, for example, 'teeth', 'sharp'.

Forms some unlinked upper- and lower-case letters correctly.

Uses arrows to label diagram.

Uses illustrations to provide additional details.

Reading aloud: *The Football*

Year 1 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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Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

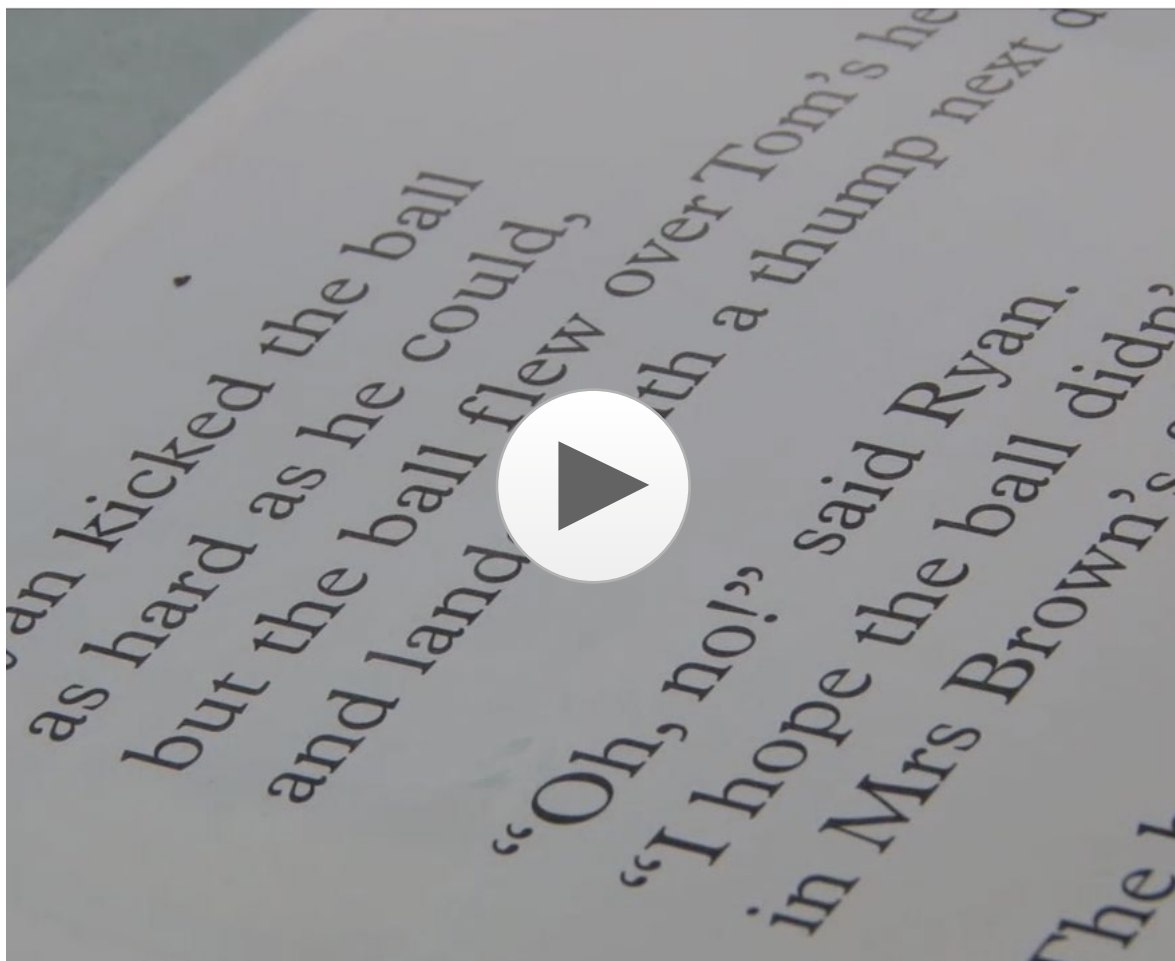
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Summary of task

Students were asked to read aloud a narrative text at their instructional reading level.

Reading aloud: *The Football*



Annotations

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Personal connection to text: Reflecting on learning

Year 1 English achievement standard

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

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Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

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Summary of task

Students participated in a sequence of lessons where they explored texts related to brolgas and to Aboriginal dance associated with brolgas. Students viewed a split screen video showing a simultaneous performance of a brolga dance and that of Aboriginal dancers. After discussing how the dancers learnt to dance, students were asked to reflect on their personal experience of learning to do something.

Personal connection to text: Reflecting on learning

The Crane Dance

0:00 0:34 1:08

Draw your thoughts.

This reminds me of...

When I was watching my brother how to play skylanders. I copied how to play the remote.

Annotations

Creates an illustration that supports the text.

Creates a brief text to convey ideas.

Uses sentence fragments to explain events.

Uses oral language patterns to record ideas, for example, 'when I was watching my brother how to play'.

Spells familiar words correctly, for example, 'play', 'brother', 'when'.

Attempts to use full stops for sentence boundary punctuation.

Makes a personal connection to events viewed in a visual text.

Writes legibly, attempting to use unjoined lower-case letters.

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Story map: *Tiddalik*

Year 1 English achievement standard

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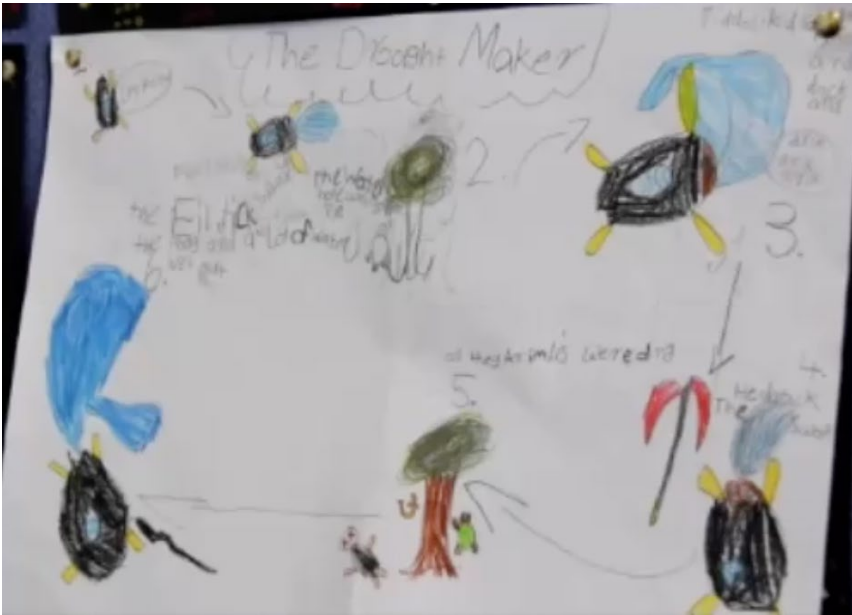
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Summary of task

In class, students listened to a reading of *Tiddalik*, an Aboriginal Dreaming story. The students were asked to create a story map detailing the main events of the story they had listened to and read. They were asked to structure and sequence the story map using illustrations and writing. The students worked against a class-generated set of criteria and they were encouraged to check their spelling by using a 'have-a-go-pad' – a rough-work notepad. The students completed this activity over two lessons.

After completing their story maps, the students then presented an oral retelling of the text. During the oral presentation, the students could refer to their story map but were encouraged to not re-read the information on the story map.

Story map: *Tiddalik*



Following is a transcript of a presentation of the retelling the Dreaming tale, *Tiddalik*. The student read their story map.

Student:

The Drought Maker.

I'm thirsty, 'sip, sip, sip'.

The water ... w ... the ... all gone.

Tiddalik drank and [with expression] drank and drank, drank, drank.

All the animals ... were dying.

The eel ... the frog ...

And all the water came out.

Annotations

Makes a short presentation for a familiar audience, relying on reading own text.

States title of presentation.

Retells a main event in tale by reading own text.

Self-corrects error when reading own text.

Uses expression in repeated word pattern, for example, 'drank, drank, drank'.

Retells a series of events in sequence when reading own text.

Lists characters with hesitation.

Ends presentation of the tale.