

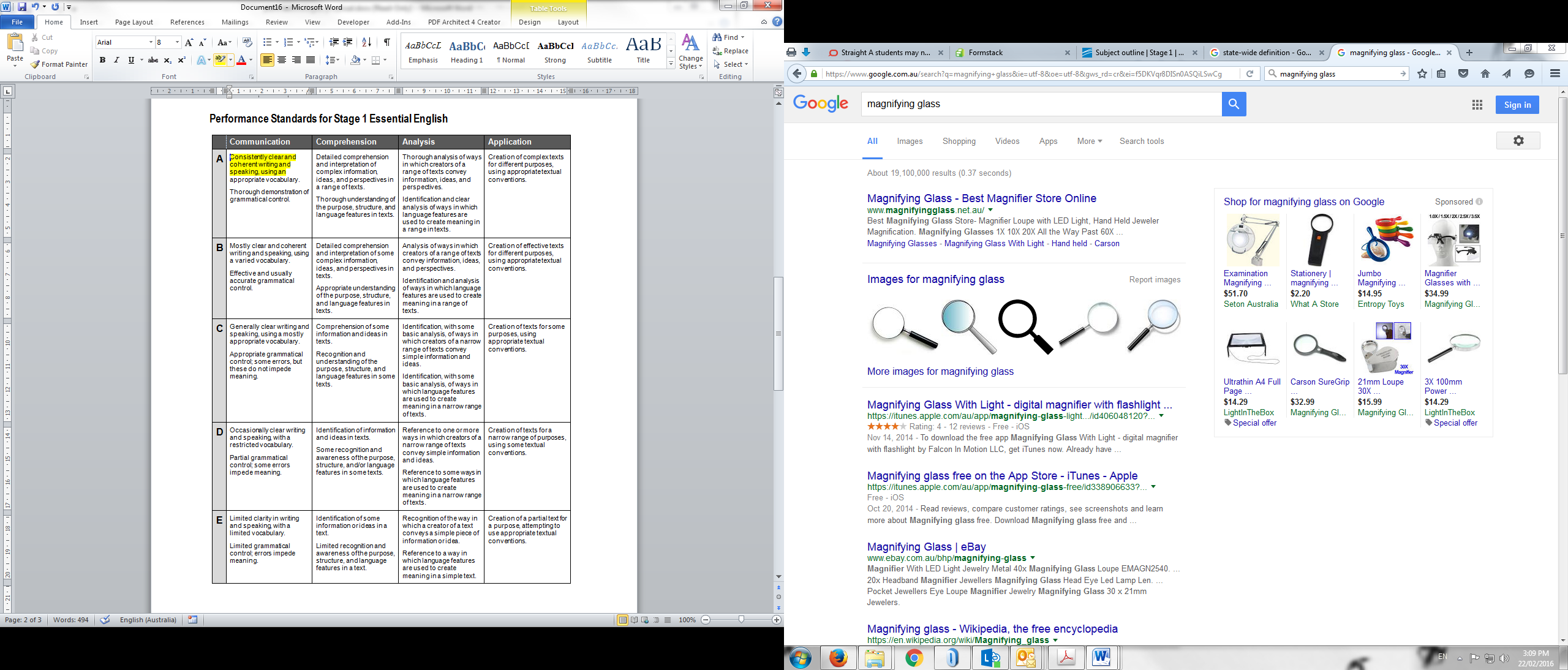
View the performance standards, assessment task

and student evidence on the

following pages.

Performance Standards for Stage 1 Essential English

Consider using the MS Word highlight tool to highlight the performance standards as you make your assessment decision.



| - | Communication | Comprehension | Analysis | Application |
| --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |

**Assessment Task**

**Stage 1 Essential English**

**Assessment Type 1: Responding to Texts**

**Task 1: Reading Analysis**

**Aim:** Analyse the differences between three different texts – one aimed at children, one aimed at workers and one from an Indigenous perspective.

**Task:**

1. Examine the three posters provided
2. For each poster answer the following questions:
   1. What is the purpose of the text?
   2. Who is the target audience of this text? How do you know this?
   3. What type of text are these posters?
   4. Examine the language features used to persuade the audience to wash their hands? Give an example for each feature.
   5. Why do you think the author created the text this specific way? What else could the author have done to meet this objective?
   6. What is your personal opinion of the text? What is good? What could be improved on?

**Assessment Conditions:**

* Maximum of 500 words or the equivalent in multimodal form

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| --- |
| **Assessment Design Criteria** |
| **Communication**  C1 Clarity and coherence of written and spoken expression, using appropriate vocabulary.  C2 Demonstration of grammatical control**.**  **Comprehension**  Cp1 Comprehension of information, ideas, and perspectives in texts.  Cp2 Understanding of the purpose, structure, and language features in texts.  **Analysis**  An1 Analysis of ways in which creators of texts convey information, ideas, and perspectives.  An2 Identification and analysis of ways in which language features are used to create meaning in texts.  **Application**  Ap1 Creation of texts for different purposes using appropriate textual conventions, in real or imagined contexts. |

**Text 1**

<http://evaq8.co.uk/How-To-Wash-Your-Hands-Poster-laminated-59cm-X-42cm.html>

**Text 2**

<http://www.kamsc.org.au/resources/resourceposters.html>

**Text 3**

[http://www.wash-hands.com/the\_campaign/sammy\_soap\_the\_clean\_team](http://www.wash-hands.com/the_campaign/sammy_soap_the_clean_team_education_pack)

*Kindly provided by Cherie Przedworski from the Youth Education Centre*

**Student Evidence**

