

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 3 ENGLISH

This portfolio provides the following student work samples:

- Sample 1 Information text: Vegetables
- Sample 2 Information text: Whales
- Sample 3 Reading aloud: *A Bike for Brad*
- Sample 4 Narrative text: How the kookaburra took a hot dog

This portfolio of student work includes responses to a variety of texts and the development of a range of written texts. The student reads aloud, utilising reading strategies to enhance comprehension (WS3). The student selects information from informative and visual texts to create imaginative and informative texts (WS1, WS2, WS4).

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Information text: Vegetables

Year 3 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 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

The class studied different types of vegetables as part of making a vegetable garden. The text structure of an information report was modelled and discussed and text features, particularly paragraphing, technical nouns and complex sentences were modelled.

Students were asked to write an information report about a vegetable of their choice for inclusion in a class book. They were asked to include:

- characteristics of the vegetable
- how the vegetable is grown
- how the vegetable is best eaten
- a list of the text structures and language features used in their report
- comments about the effectiveness of structures and language features they used.

Information text: Vegetables

Handwritten text and illustrations about carrots. The text includes:

It's a horn like a, shape, crisp texture and colour orange, purple, white, yellow, a root vegetable, grows underground.

Carrots are yummy nice to eat for dinner why because they are crunchy yummy and are the best vegetable I ever had for dinner.

what are carrots? They are yummy to eat decilishes to eat and crunchy to eat.

Carrots are yummy to eat for dinner.

Illustrations include: 'Carrots' with 'roots' and 'tops' labels, 'Photo' of carrots, 'Photo' of 'washed carrots', 'Photo' of 'fresh carrots', 'Photo' of 'Dirty Carrots', 'Photo' of 'Decay Carrots', 'Photo' of 'Fresh Crack Carrots', 'Photo' of 'Misshapen Carrots', and 'Photo' of 'Growth Cracks' and 'Insect' on carrots.

Annotations

Creates a limited informative text for a familiar audience with marked repetition of a few simple ideas, for example, 'They are yummy'.

Presents several labelled illustrations to add information to the text.

Uses some basic topic vocabulary, for example, 'carrot', 'vegetable', 'underground'.

Uses opinion rather than factual language, for example, 'The best vegetable I ever had'.

Uses relating verbs, for example, 'are' and maintains correct verb tense throughout.

Uses knowledge of sound-letter correspondence and high-frequency words to achieve accurate spelling of most words, for example, 'where' and attempt unknown words, for example, 'decilishes/delicious'.

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Information text: Whales

Year 3 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 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

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Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

Students studied the structure and features of information report texts. Students were asked to write an information report about whales after gathering and recording information as a class. Students completed a first draft, taking 40 minutes. The following day they edited their draft for punctuation, grammar and spelling.

Information text: Whales

Friday, 8th Of June 2012 3/6/12

Big Blue Whales

The Blue Whales are very intelegent very large mammals that live in the ocean.

Whales live the blue whale eats small pink creatures called krill when whales sing their song they are actually communicating when they dive they go deep underwater.

Blue whales are dark blue and they have eyes as black as the deep sea their ears are almost the size of an ant. Whales swallow in a different way then humans they scoop krill into their mouth and pick it out of their baleen plates with their tongue.

Annotations

Writes a short information report using some elements of the text structure, for example, opening statement.

Spells most words accurately and uses sound-letter knowledge to attempt unknown words, for example, 'intelegent' (intelligent).

Uses compound and complex sentences to link information and ideas.

Uses some accurate sentence boundary punctuation.

Uses paragraphs with some attempt to group information on a topic into the same paragraph.

Includes some relevant information, for example, appearance.

Chooses mostly everyday vocabulary with some learned vocabulary appropriate to the topic of the text, for example, 'mammals', 'krill'.

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Reading aloud: *A Bike for Brad*

Year 3 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 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

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Summary of task

The student read the text *A Bike for Brad* by Stephen Harrison aloud. The teacher asked literal and inferential questions about the purpose of the text and the information it contained.

Reading aloud: *A Bike for Brad*



The image shows an audio player interface. It features a black waveform representing the audio signal, with a central play button (a right-pointing triangle inside a circle). The waveform shows several distinct peaks, indicating the structure of the audio recording. The word "Audio" is written in a large, bold, sans-serif font in the bottom-left corner of the player area.

Annotations

A Bike for Brad used by kind permission of Nelson Cengage Learning.

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Narrative text: How the kookaburra took a hot dog

Year 3 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 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

Students undertook this task as part of an investigation into how the structure and features in narrative text contribute to its effectiveness. Prior lessons leading to this task included:

- shared reading of narrative texts and discussion of narrative features including sequence of events, dialogue and past tense verbs
- modelling of words to use instead of 'said', for example, 'whispered', 'announced', 'sighed'.

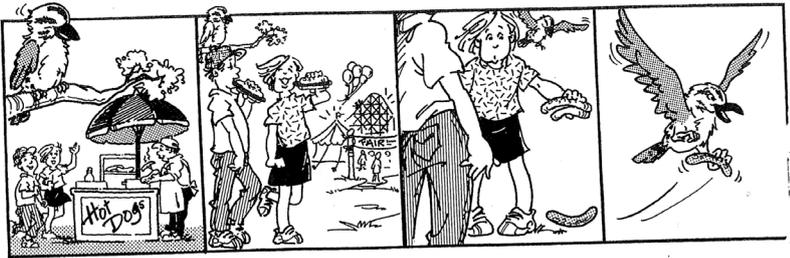
No extra support was given for this task other than an introduction and an explanation. Students worked in pencil and could make changes as they worked.

Students were asked to:

- study a series of four pictures and consider the story the pictures were telling
- use the series of pictures to create a sequential narrative incorporating dialogue.

Narrative text: How the kookaburra took a hot dog

The kookaburra how took a Hot dog



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 Macmillan English: Focus on Texts 3, page 11
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One morning I was walking down the street
 and I remed that there was a fair on today
 so I went back home. Mum said I
 go to the fair. Sally asked. Then when
 I was talking my brother Jacke said "can
 I go with her to the fair, asked Jacke
 'Sure you can. Heres your money.' said mum.
 So then me and my brother Jacke
 went to the fair. Look there's a Hot-
 dog stand. 'hey mister can I have a Hot-
 dog, I asked kindly.

Annotations

Creates a partial narrative text involving a short series of sequenced events based on familiar people and settings.

Writes several sentences presented in a single block of text.

Links events in the narrative using limited pronoun reference, for example, 'her' and word associations, for example, 'fair', 'hot dog stand', 'hot dog'.

Constructs some simple dialogue using common past tense saying verbs, for example, 'said', 'asked'.

Chooses mostly everyday spoken vocabulary, for example, after the word vegetable with one attempt at 'literary' vocabulary, for example, 'kindly'.

Demonstrates basic knowledge of sentence boundary punctuation, 'capital letters', 'full stops' and attempts to use quotation marks for dialogue.

Uses knowledge of letter-sound correspondence and high-frequency words to spell some common words accurately, for example, 'morning', 'walking' and to attempt unknown words 'mony/money', 'remed/remembered'.