

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 4 ENGLISH

This portfolio provides the following student work samples:

- | | |
|----------|--|
| Sample 1 | Persuasive letter: <i>The Red Poppy</i> |
| Sample 2 | Written response to questions: <i>The Burnt Stick</i> and <i>Stolen Girl</i> |
| Sample 3 | Information report: Puppies |
| Sample 4 | Character portrait: <i>The Little Wooden Horse</i> |
| Sample 5 | Sharing of ideas: <i>Stranded</i> |
| Sample 6 | Interview: Jeannie Baker |
| Sample 7 | Comparing texts: The thylacine |
| Sample 8 | 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, WS5, WS6, WS7, WS8) and expresses a point of view about texts (WS1, WS2, WS4, WS8). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8). The student collaborates with others in group discussions and presents engaging, oral presentations (WS5, WS6, WS8).

COPYRIGHT

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, you may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you retain this copyright notice. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials and you cannot sub-license any of these materials to others. Apart from any uses permitted under the Copyright Act 1968 (Cth), and those explicitly granted above, all other rights are reserved by ACARA. For further information, refer to (<http://www.australiancurriculum.edu.au/Home/copyright>).

English

Year 4
Satisfactory

Persuasive letter: *The Red Poppy*

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 Red Poppy* by David Hill as part of a unit on Anzac Day. Students were asked to write a letter to the school teacher-librarian asking her to acquire this book for the library. The teacher re-read the book aloud, students discussed the different themes of the book and key words were written on the board. Students had a brief planning time and wrote this first draft in approximately 40 minutes. They were asked to edit their work in red pencil.

English

Year 4
Satisfactory

Persuasive letter: *The Red Poppy*

Write a letter to your school librarian explaining your opinion on whether your school library should have a copy of *The Red Poppy* or not.

Dear Mrs 'teacher's name'

My opinion is that our school should have this AMAZING book called *The Red Poppy*.

It talks about all of the friendships like how Jim and Karl are supposed to be enemys. Then turn into friends.

Then it talks about heroism like Jim saving Karls life. Then Jim's crew saved Karls life. Also when Nipper gets the crew.

It also talks about mateship, compassion and believe. Compassion is like Jim did not let Karl bleed to death.

Also All of the pictures look so realistic I feel like every one was real.

It also makes you remember the memories of all the people that fought for us. also died for all of us.

yours Sincerely,
'student's name'

27th September 2012

Annotations

Uses an appropriate level of formality for the audience.

Uses some expanded noun groups/phrases, for example, 'this amazing book called *The Red Poppy*'.

Writes a structured persuasive text.

Responds to the characters and events in a text.

Uses new vocabulary to express greater precision of meaning.

Uses accurate sentence boundary punctuation with some capitalisation for proper nouns.

Responds to print and visual information in texts and makes inferences.

Uses mostly accurate spelling and attempts unknown words, for example, 'fought/fought'.

Uses a variety of sentence structures including some complex sentences.

English

Year 4
Satisfactory

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

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

The teacher read the texts *The Burnt Stick* by Anthony Hall and *Stolen Girl* by Trina Saffioti while students took notes about connections made, wrote questions they had and made comments about the illustrations.

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 Sefilas

REFLECTING AND QUESTIONING:

What are your reactions to the text? What does it make you think, feel, wonder?

The men are trying to teach the Aboriginal kids how to do stuff like white men. The kids got taken away from their family and were taken to a special camp.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

When the author said the hot days and sand it reminded me of when I was in Uluru.

POINT OF VIEW:

Explain the points of view presented in the text.

(John Jagamurra's point of view)

"How am I going to hide from the people who are trying to take me away from my loving family."

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about?

Anthony is trying to tell the readers of the book that you shouldn't take children away from their true family and culture.

Annotations

Recalls literal information from a text.

Makes a personal connection to an event in a text.

Identifies the point of view of a character in a text.

Uses learned vocabulary appropriate to the topic, for example, 'true family' and 'culture'.

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?

It is quite heart-breaking when you read this book because it's sad when you are taken away from your family.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

I made a connection to a book called "The Burnt Stick" because they are both about Aboriginal children getting taken away from their family.

POINT OF VIEW:

Explain the points of view presented in the text.

(Main character)
I can't believe that that man just took me away from my family and I didn't even get to say goodbye.

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about?

I think the author is trying to say there is no happiness in being taken away from your family.

Annotations

Expresses an opinion based on events in a text.

Uses compound and complex sentences to express and link ideas.

Uses mostly accurate spelling and punctuation.

Identifies the author's purpose in writing a text.

Information report: Puppies

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

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: Puppies

Puppies Information report plan

Definition: Pets that you take care of.

What to give: Food, water, exercise etc

What do they like: R They like to play with toys, go out for a walk etc.

What can you do with them: Train them, feed them, etc.

Conclusion: Puppies are dogs that you love and take care of.

Annotations

Constructs a plan to guide writing.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

English

Year 4
Satisfactory

Information report: Puppies

Information about Puppies and dogs.

Puppies are animals that you can take care of. They are small, cute and shake their tail when they are happy. They need proper care, they need to have food, water, exercise and grooming. There is lots and lots of types of breeds.

Types of dogs:

The border collie is a herding dog. Herding dogs were breed to keep farm animals from straying.

Chihuahuas are toy dogs. The Chihuahua is one of the most popular toy dogs.

A golden Retriever is a very sportive dog. It can do such ama-zing tricks! ^{If you train them!}

Facts about puppies and dogs:

A dog's ^{nose} can smell ^{stuff} better than a humans nose.

Annotations

Writes an information report using elements of the basic structure.

Uses simple, compound and complex sentences to provide and link information.

Selects and organises researched information.

Uses the language of factual reporting rather than of opinion.

Uses some new vocabulary encountered in research, for example, 'golden retriever', 'herding dog'.

Shows evidence of editing by adding words to improve clarity of meaning.

Includes relevant detail and provides some technical information relevant to the topic.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Information report: Puppies

Information ~~g~~ about puppies and dogs.

A dog can hear better than a human.

It might take ~~E~~ 4 weeks for a puppie to get a little ^{big} big.

Puppies can be trained to do tricks such as sit down, lie down, shake, beg, roll over, jump, spin, etc.

Bones are good for a puppies teeth because it makes them nice and strong, and sometimes they dig and put them under the ground.

~~What~~ ^{some} do dogs dislike:

Dogs dislike cats. They chase ~~the~~ them around. Cats do not like dogs either. So make sure you don't put your cat near a dog. ^{if it doesn't like} dogs.

Conclusion:

Puppies are ~~animals~~ ^{animals} that you can take care of. They are small, cute and shake their tail when they are happy.

Annotations

Uses accurate spelling and punctuation.

Uses subheadings and paragraphing to organise information in a text.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

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.

Character portrait: *The Little Wooden Horse*

3

2-7-12

Description of Elizabeth

Elizabeth had never had nice cloths. Every night after working 15 hours every day she would crawl into bed bruised and tired. She helps a young boy to escape the orphanage. Not^{that} she cares about her safty or health she gives all her food to Tom, a youngh boy about five. She had never known her parents. She has tattered cloths and has nearly bean killed when her hair got caught in the rollers back at the cotton mill. She thinks if Tom hadnt followed her she and him wouldnt have became a conriet and living in constant terrifieing fear. of being on the first fleet on the Lady Pennin to go to Botany Bay.

Annotations

Recalls literal information and events from a text.

Uses mostly accurate spelling and punctuation.

Uses noun group/phrases to create an effective description, for example, 'a young boy about five'.

Uses simple, compound and complex sentences to express and link ideas.

Adds detail to a description to highlight social, cultural and historical context.

Demonstrates understanding of the point of view of a child convict.

English

Year 4
Satisfactory

Sharing of ideas: *Stranded*

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 *Stranded* by Jan Ramage and engaged in various activities to explore the text, the main character and his motivations. They considered how he displayed the emotions and qualities of fear, loyalty and bravery in his actions with the stranded whale.

Students were asked to discuss the text and illustrations and to consider the events and the feelings and motivations of the main character.

English

Year 4
Satisfactory

Sharing of ideas: *Stranded*



Annotations

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Interview: Jeannie Baker

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 were asked to create and conduct an interview with the author Jeannie Baker. Students took on different roles: media reporter, interviewer and the author. They had researched online background information about Jeannie Baker which was incorporated into their script. The students wrote the script and selected prompts and costumes suitable for the task. This work sample is of two students presenting a mock interview.

English

Year 4
Satisfactory

Interview: Jeannie Baker



Annotations

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Comparing texts: The thylacine

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)

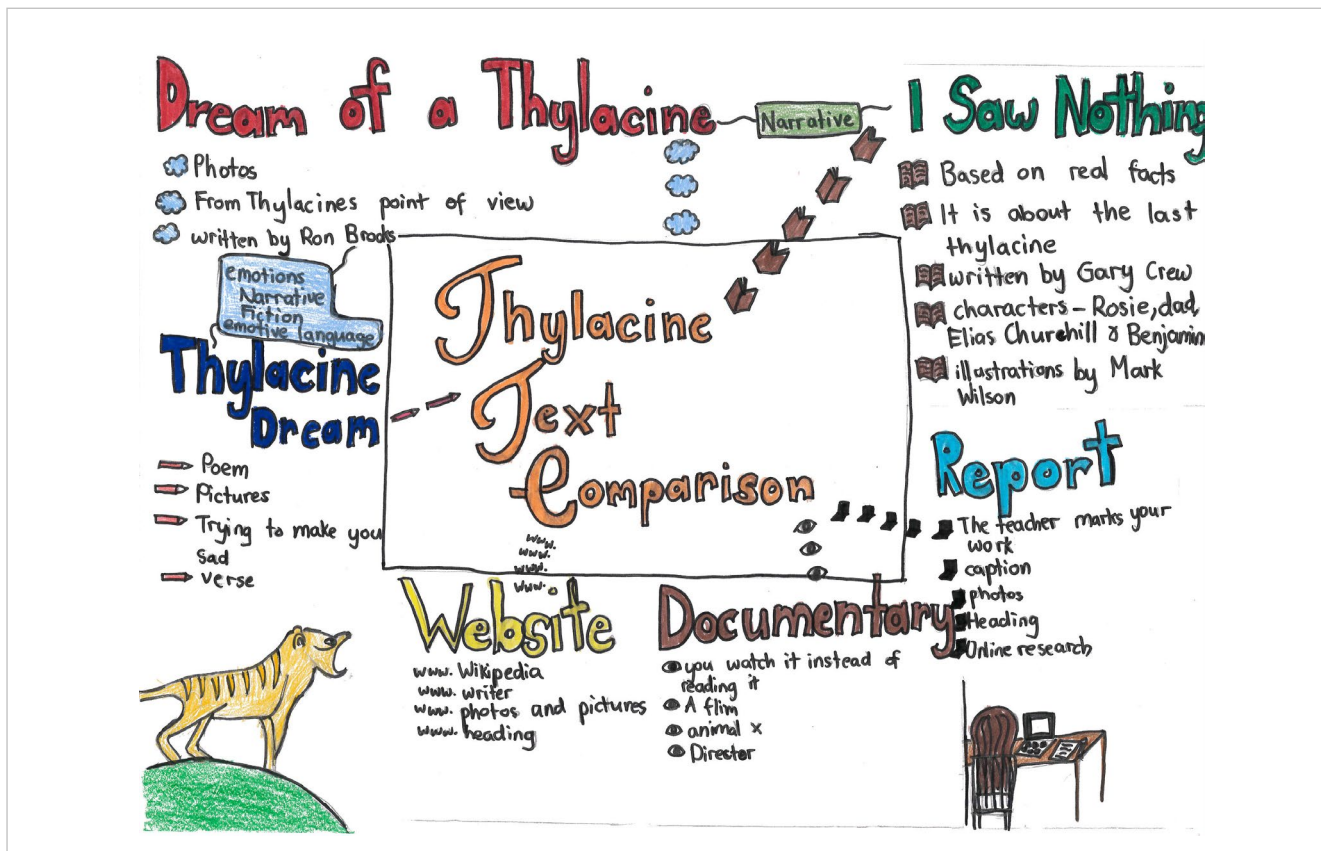
Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

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 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

Creates a detailed mind map listing information about different types of texts, and includes references to specific texts to illustrate comparison.

Recognises facts in an informative text.

Identifies language used to express emotion, for example, 'emotive language'.

Identifies characteristic features of different types of texts on the same topic.

Provides details of characters found in text.

Includes personal statement explaining the development of a report, for example, 'the teacher marks your work'.

Recognises the purpose and structure of a poetic text, for example, 'verse'.

Provides details about digital texts and makes comparison between written texts, for example, 'you watch it instead of reading it'.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Descriptive sensory poem: A walk in the bush

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.

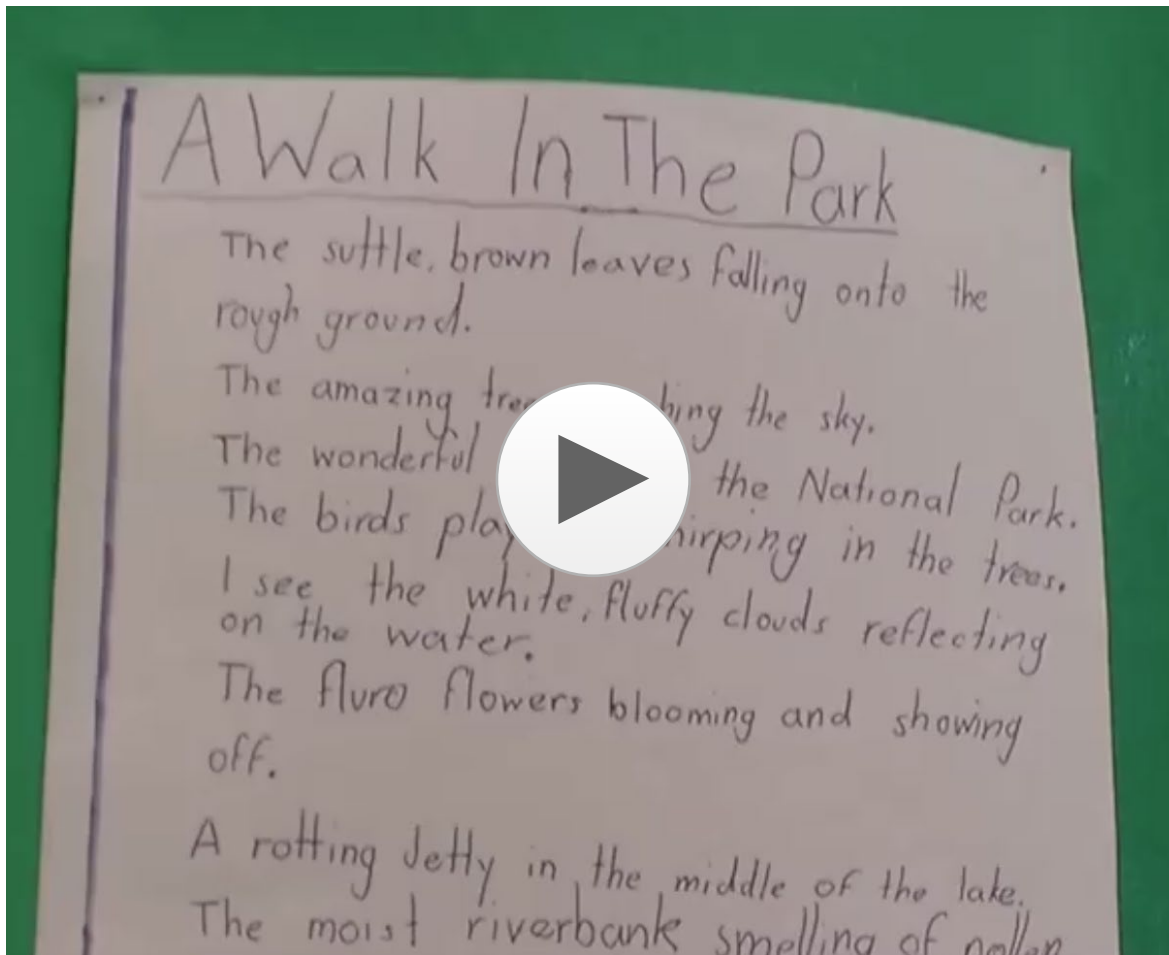
Summary of task

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 upon 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



Annotations

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).