

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:

Sample 1	Character reflection: <i>Pearl Barley and Charlie Parsley</i>
Sample 2	Information text: Koalas
Sample 3	Reading aloud: <i>Dogs Don't Do Ballet</i>
Sample 4	Personal connection to text: Reflecting on learning
Sample 5	Responding to text: Character clues
Sample 6	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. Informative writing shows evidence of recalled information (WS2), with characters and events created for imaginative writing (WS1). The student uses familiar and new vocabulary including modelled words and groups/phrases (WS1, WS2, WS4, WS5, WS6) and a range of sentence structures (WS1, WS2, WS4). The portfolio demonstrates attention to spelling and punctuation and, with teacher assistance, the ability to make editing changes and publish final drafts (WS2). The student is confident when reading aloud to peers and familiar adults (WS3) and when making presentations (WS6).

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Character reflection: *Pearl Barley and Charlie Parsley*

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 and discussed the text *Pearl Barley and Charlie Parsley* by Aaron Blabey. They were asked to reflect on what a character might be thinking and feeling at selected points in the story. Students were asked to draw their chosen character and write what that character might be thinking or feeling. They also completed a diary entry as if they were that character.

Character reflection: Pearl Barley and Charlie Parsley

I am pearl barley.
 I like to yow.
 I like to play the drums.
 I like to go Bear Hunting.
 and i like to sing vere
 lawn: i dot like dowing
 quiet stuff. i dot like
 reading books. i dot like
 dogs. i like to decn
 i like to be in the
 music bench. i like to
 do Bake flips. i like to
 be vere Nici. i dont
 like to have cup d
 tes. i like to play on
 the trampoline. i dot
 like to do gun dan
 i dont liked to
 put the rubi hin
 out

Annotations

Writes a short text to describe a character's thoughts and feelings, giving details about a character's personal preferences.

Responds from the character's point of view using first person, for example, 'I like...', 'I don't like...'

Writes legibly, forming some unjoined upper- and lower-case letters correctly.


Spells some words with regular spelling patterns correctly, for example, 'like', 'play', 'bake', 'flip'; and uses sound and letter knowledge to attempt unfamiliar words, for example, 'dowing' (doing), 'vere' (very).

Writes accurate elaborated sentences that provide details.

Uses capital letters and full stops for sentence boundary punctuation.

Character reflection: *Pearl Barley and Charlie Parsley*

Dear Diary I forgot my mittens because I was in a rush and and got freezing cold and then Charlie came and wome my hands up. then i feet womeo.



Annotations

Writes a diary entry from a character's perspective using first person.

Gives logical reasons for character's actions, for example, 'I forgot my mittens because...'

Writes using a logical sequence of ideas, connecting ideas with conjunctions.

Creates an image to support the text.

Information text: Koalas

Year 1 English achievement standard

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

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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 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

Koalas

Koalas are marsupials.
They have sharp teeth and sharp claws. They have sharp teeth because they need to eat gum leaves. They live in gum trees. Gum trees are only in australia.

Annotations

Writes short informative multimodal text.

Uses some technical vocabulary, for example, 'marsupial', 'gum leaves'.

Includes title and begins with a statement that classifies: 'Koalas are marsupials'.

Structures information in a logical sequence using simple and complex sentences which provide relevant detail.

Spells high-frequency words and words with regular spelling patterns accurately.

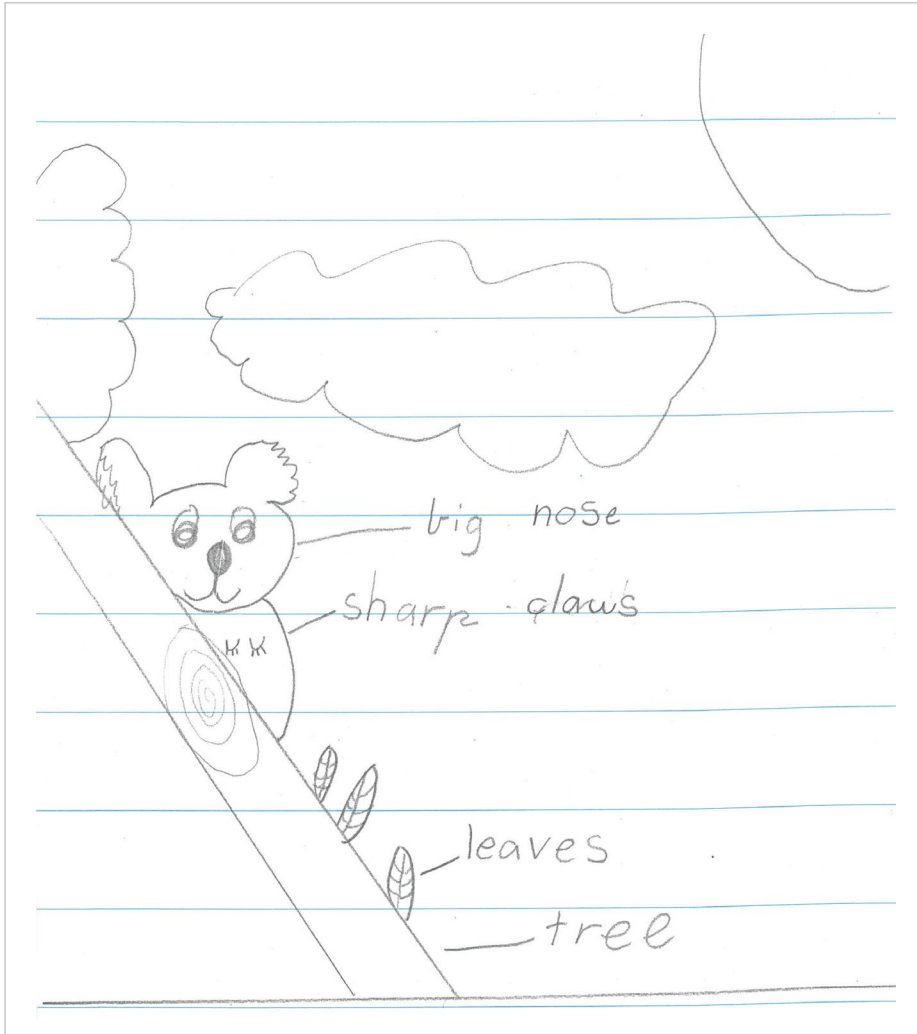
Uses capital letters and full stops for sentence boundary punctuation.

Forms unlinked upper- and lower-case letters correctly.

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Information text: Koalas



Annotations

Provides additional information in labelled diagram.

Reading aloud: *Dogs Don't Do Ballet*

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 were asked to select a favourite book and to prepare a poster using words and illustrations to say why they liked the book. They were asked to make a short presentation to the class, using their poster, to explain their reasons for their choice and to read aloud a part of the book.

Reading aloud: *Dogs Don't Do Ballet*



Annotations

Acknowledgement

Anna Kemp (Illustrated by Sara Ogilvie) *Dogs Don't Do Ballet*, Simon & Schuster UK 2010.

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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.

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 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



This reminds me of...

Draw your thoughts.



This reminds me of when I watched how to do origami. I did not need to practise. I had to copy their hands. It was hard then got easier. It took a very long time I need to make three of them.

Annotations

Creates a short text in response to a text viewed in class.

Makes a personal connection to a main idea from a text viewed, giving some detail.

Creates a relevant illustration that supports the text.

Uses a sequence of simple and complex sentences to provide details about an idea, for example, 'It was hard then [it] got easier (easier)'.

Uses capital letters and full stops for sentence boundary punctuation.

Spells high-frequency words correctly and uses sound and letter knowledge to attempt unfamiliar words, for example, 'easier' (easier), 'very' (very).

Writes legibly using unjoined lower-case letters correctly.

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Responding to text: Character clues

Year 1 English achievement standard

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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)

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

In class students discussed their favourite characters in a series of books that were read to the class. They were asked to construct a series of clues that would enable the reader to guess their favourite character. This work sample is the student's first draft.

Responding to text: Character clues

I am very greedy and selfish. I like to eat little children
 I live in a swamp.
 I have clever tricks to catch little children
 I can pretend to be a green seesaw
 I can pretend to be a little coconut tree.
 I can pretend to be a seat at the
 beach playground I can pretend to
 be a wooden crocodile on the merry go round
 humpy rumpy ~~pro~~ throws me up into
 the sun and I ~~sissled~~ sissled
 like a ~~sashis~~ sausage.

 I AM the
 ENORMOUS crocodile

Annotations

Expresses personal preference for a character by choosing to create character clues about a particular character.

Provides details about ideas using a series of elaborated simple sentences.

Rereads own writing to check spelling.

Uses full stops and capital letters for sentence boundary punctuation.

Spells words with regular spelling patterns accurately, for example, 'green', 'seat'.

Story map: *Tiddalik*

Year 1 English achievement standard

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Receptive modes (listening, reading and viewing)

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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*



Annotations

Annotations (Overview)

Makes a presentation for a familiar audience using an introduction and a series of well-connected and sequenced sentences.

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