

## English Years 7–10 sample assessment for learning activity

### Stage 4

(linked to *The storyteller and the story* sample unit)

**Activity name:** Review of the features of a good story

### Context

In the unit, *The storyteller and the story*, students have been exploring the place of stories in our world. They have been developing an appreciation and understanding of the features of engaging and enduring stories from around the world.

Students have read, listened to and viewed a number of stories and discussed their own ideas about what makes a story engaging. They have also learned about techniques, including language choice, that composers use to shape meaning. They have read or listened to some examples of early traditions of storytelling, such as bush ballads, legends and myths.

### Description of activity

Students choose one story from those they have studied in class and explain how the elements of engaging storytelling are apparent in the story and why the story has endured through time.

### Areas for assessment

- Reading, listening
- Writing, speaking
- Interpretive thinking
- Analysing language
- Expressing views

### Outcomes

**EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

**EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

### **Criteria for assessing learning**

Students will be assessed on their ability to:

- analyse a story interpretively through:
  - identification of storytelling conventions, including effective language choice
  - analysis of techniques to explain their effects
- demonstrate an understanding of one story:
  - plan, compose and edit an accurate, clear and coherent text
  - make consistent and appropriate choices about language for purpose, audience and context in order to explain personal response to, and analysis of, a text.

### **Feedback**

Students will undertake self-assessment of their learning in relation to the assessment criteria in this activity. They will also receive peer and teacher feedback through the use of an evaluation sheet. During the teaching–learning experiences, students will receive oral and/or teacher feedback in relation to:

- their use of appropriate language forms and features and structure in their own writing, including appropriate editing strategies
- their analysis and interpretation of engaging storytelling techniques, including language choice using appropriate metalanguage.

### **Recording evidence of learning**

Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. This may include:

- anecdotal records
- comments or notations
- conversations
- marks
- grades
- digital recordings and/or audio or visual representations.