# Sample Formal Assessment Task Notification

# English Studies – Year 12 – Portfolio of Classwork

**Context:** This assessment task reflects the requirement for all students to submit a collection of classwork. Throughout the Year 12 course, students will study a minimum of three modules and will compose a variety of texts in relation to their study of each module. In the course of their studies, particularly through the study of Module D: *Digital Worlds*, students will develop knowledge and skills in using the functions of online cloud systems, such as Google Drive, to add and store files, to engage in close editing and to receive feedback on their compositions. All tasks in the portfolio will be completed as part of the classwork in various modules.

| **Task number:** 4 | **Weighting:** 30% | **Timing:** Term 3 |
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| **Outcomes assessed**  **ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  **ES12-3** accesses, comprehends and uses information to communicate in a variety of ways  **ES12-4** composes proficient texts in different forms  **ES12-6** uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes  **ES12-7** represents own ideas in critical, interpretive and imaginative texts  **ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner | | |
| **Nature of the task**  Using the skills you have developed using cloud word-processing and/or storage technologies, compile a portfolio of classwork you have completed during your study of each module in the Year 12 course. There must be at least one piece of writing from each of the modules you have studied this year.  You must demonstrate close editing of each piece of work through use of tools such as comments and track changes. This anthology must include the following five types of texts:   * An imaginative text which could take the form of (although not limited to) narrative writing, fictional recount, poetry, song lyrics or a script * A persuasive text which could take the form of (although not limited to) a persuasive speech transcript, personal response, advertisement, editorial, or a letter to the editor * An analytical text which could take the form of (although not limited to) a review, essay, speech transcript, a series of extended answers in response to a text * An informative text which could take the form of a (although not limited to) factual recount, information report, newspaper report, or a procedure * A visual or multimodal text which could take the form of (although not limited to) a PowerPoint presentation, an infographic or brochure.   **The final text to be included in your portfolio will be a reflection statement of 300 words answering the following question:** *How does your anthology of work reflect your development as a thoughtful and effective communicator?*  *Note: You cannot include texts created for previous assessment tasks.* | | |
| **Marking criteria**  You will be assessed on how well you:   * communicate ideas in a variety of contexts * compose a variety of texts using language forms and features appropriate to audience, context and purpose * demonstrate close editing and proofreading skills to enhance the clarity and accuracy of your compositions * reflect on your learning. | | |
| **Feedback provided**  Ongoing feedback will be provided to students using comments and suggestions on files saved on Google Drive (or other cloud word-processing and/or storage tool) in order to support the close editing of the tasks included in the portfolio. Upon submission, comments that outline strengths and areas for improvement will be provided. | | |

**Marking guidelines**

| **A student:** | **Mark range** |
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| * communicates a range of ideas clearly and effectively * demonstrates a well-developed ability to use language, forms and structures appropriate to purpose, audience and context * demonstrates well-developed skills in drafting and editing * demonstrates well-developed skills in reflecting on own development as an effective communicator. | 25–30 |
| * communicates a range of ideas clearly * demonstrates a sound ability to use language, forms and structures appropriate to purpose, audience and context * demonstrates sound skills in drafting and editing * reflects competently on own development as an effective communicator. | 19–24 |
| * communicates some ideas clearly * demonstrates a developing ability to use language, forms and structures, appropriate to purpose, audience and context * demonstrates developing skills in drafting and editing * reflects satisfactorily on own development as an effective communicator. | 13–18 |
| * communicates some ideas in a basic manner * demonstrates a basic ability to use language, forms and structures, appropriate to purpose, audience and context * demonstrates simple skills in drafting and editing * demonstrates basic skills in reflecting on own development as an effective communicator. | 7–12 |
| * communicates a limited range of ideas in a simplistic manner * demonstrates a limited ability to use language, forms and structures, appropriate to purpose, audience and context * demonstrates ineffective skills in drafting and editing * demonstrates limited skills in reflecting on own development as an effective communicator. | 1–6 |