

VCAL provider name: Terang College
VCAL unit name: Literacy Skills
VCAL unit: Senior Reading and Writing

Overview of the assessment task and the project/theme it is linked to:

The students, a class of two boys were initially planning and constructing a bridge for the wetland area recently revegetated by other students in the school. This bridge was to become a memorial place of reflection in memory of past students who have lost their lives through road accidents. However, a few weeks into the project the students had to rethink the bridge idea. They were unable to get planning approval for a bridge in this area. After discussion with school council, and the wetlands committee, they decided on a board walk instead.

Student roles and responsibilities in relation to the task:

The students' role for this task will be to plan, organise, budget and build a boardwalk. There are two Senior students in the class and they need to liaise with three staff members, the principal, the wetlands committee and the school council.

Upon completion of the project the students will demonstrate practiced skills and show an understanding of all areas of the VCAL program including the outcomes of VCAL Literacy Skills at a Senior level.

The students are working together on the project. As a team they will:

- Identify and prioritise the tasks required
- Investigate, plan and finalise an overall design brief for the boardwalk
- Consult with the wetlands committee, school council, principal and classroom teachers
- Design letters and information packages for relevant parties
- Speak to students, staff and the community at public fundraising and promotional events
- Consult and negotiate with their peers, staff and relevant parties to gain information and share information required
- Investigate, plan and undertake fundraising activities
- Use time management and self management skills.

Level of teacher support:

- Teacher guidance and assistance as requested
- Photographic record of students project and fundraising activities
- Proofreading of written documents
- Assistance to create and complete action plans
- Assistance with phone calls, letters, permission notifications for parents

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence (refer to Portfolio of Evidence in section 1)	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
Design brief outlining task.		X	X			X	X	
Student journal of progress and tasks completed day to day.								
Comparison of <i>Too Much Too Soon</i> Articles								X
Argumentative essay <i>Too Much Too Soon</i>				X				X
Portfolio of communication eg. Email, fax, phone		X	X					

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log, newsletter items									
Photos of boardwalk construction									
Students' source read and interprets plans, detail tools and materials required. Create a budget									
Descriptive report to school council prior to funding		X	X						
Individual and team evaluation of project			X						
Teacher observation, checklists, attendance and assessment records		X	X						

Is the activity included in this template part of an integrated program?

Yes	No
X	

Please indicate the other VCAL units and learning outcome/s that are also met by this integrated program

	Unit title	Level	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Literacy Skills	R/W O/C	S	S	S	S	S	S	S	S	S
Numeracy Skills		S								
Work Related Skills										
Personal Development Skills	S		S	S	S	S	S	S	S	S

Teacher name: Julie – Ann Kelly / Narelle Holliday

Date: 2 May 2008

Assessment Template: Literacy Skills Senior Reading and Writing

Learning outcome 2

Writing for practical purposes

Write a complex instructional or transactional text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Write a proposal of their plan to build a boardwalk and submit it to school council. Include all relevant details, timelines and approximate costs in their proposal to allow the council to fully understand the project.
- Create a design brief of their planned boardwalk. They will include step by step instructions for the construction for the Intermediate students assisting in the construction.
- Create a portfolio of communication that includes phone and fax logs, emails, notes of conversations held with relevant parties and a daily work journal.
- Plans are prepared for fundraising activities

Letters/brief are discussed, planned, drafted, and edited with the literacy teacher. 2.1, 2.2, 2.3,2.4,2.5, 2.6
Engineering & OH&S documents researched to include information in the design folio. 2.2, 2.4
Design folio must have appropriate layout and pictures. 2.3, 2.6

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

2.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

2.2 Use language and tone appropriate to text purpose and audience.

Structure

2.3 Organise information and/or ideas logically to suit purpose.

Length/complexity

2.4 Present specialist and/or technical knowledge, highlighting features of special note.

2.5 Present information accurately, clearly and concisely.

Mechanics

2.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 3

Writing for knowledge

Write a complex report or explanatory text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students prepare a report as part of their design brief outlining why they have used their chosen plans and why the bridge idea has been dismissed.
 - On completion prepare a descriptive report of the project for the school newsletter.
- Reports are researched (engineering & OH&S, boardwalks) discussed, planned and drafted before editing with the literacy teacher. Correct version sent to relevant persons.
Students prepare a formal cover letter for school council. They create new items for the newsletter and use relevant terms in the plans for the boardwalk. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

3.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

3.2 Use language and tone appropriate to text purpose and audience.

Structure

3.3 Sequence and structure information and ideas logically to suit purpose.

Length/complexity

3.4 Present a range of concepts and facts within a specialist field of knowledge including some abstract or technical concepts.

3.5 Present information accurately, clearly and concisely.

Mechanics

3.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 4

Writing for public debate

Write a complex argumentative or discursive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

They're 18 and they can have it all – cars, alcohol, marriage – but is it too much too soon? Class room activity. Write an argumentative piece. Discuss, brainstorm, research and plan ideas before drafting. Self correct before receiving assistance.

Three drafts are written including presenting final piece for assessment. 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Evidence from personal experience and research is included to support the chosen arguments and opposing points must be discussed. 4.4, 4.5

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

4.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

4.2 Use language and tone appropriate to text purpose and audience.

Structure

4.3 Organise ideas and arguments to suit purpose.

Length/complexity

4.4 Acknowledge opposing point/s of view.

4.5 Provide evidence to support own argument.

Mechanics

4.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 6

Reading for practical purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Source, read and interpret plans and ideas about boardwalk construction to determine the viable options for their boardwalk. Read about OH&S and workplace safety to assist them to plan their construction and to ensure that their building activities do not put others at risk.

- Students scan information to determine relevance to the task. Then thoroughly read information and note relevant OH&S and building restrictions. (Worksafe and Department policies, procedures and websites focusing on restrictions in building construction, and safe work practises. The Worksafe website is reread and compared to the 2007 website when the students first completed their OH&S training prior to commencing work in the building industry. 6.1, 6.2, 6.3, 6.4
- The students present their opinions about the building regulations and determine that they have to build a boardwalk instead of a bridge. 6.1, 6.2, 6.3, 6.4, 6.5
- Design a safe boardwalk 6.1, 6.2, 6.3, 6.4
- Provide information to other students about safety issues before and during construction. Students take notes of key instructions and inform their classmates and teacher in the briefings prior to building. 6.1, 6.2
- Explain construction and safety requirements included in the brief to the School Council and its representatives.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

- 6.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

- 6.2 Identify the key instructions and any interpretations.
- 6.3 Identify (if any) misleading information in the text.

Application

- 6.4 Compare and contrast with other known texts.

Critique

- 6.5 Present an opinion on the text taking into account the content and its effectiveness.

Learning outcome 7

Reading for knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Students will read and dissect information provided to them from engineers and local council relating to OHS for bridge and boardwalk construction and use. Students source and read information about OH&S and public safety concerning the boardwalk construction they identify areas relevant to their project and completed online activities they sourced about ladder safety. Students ensure that the information is relevant to a class of secondary students building on school grounds. Information relating to Victorian workplaces and DEECD is extracted from other state and departments guidelines. The regulations relating to bridge construction and boardwalk construction where compared and the bridge idea was abandoned. The decision to build a boardwalk was made and a new proposal was sent to school council and the wetlands committee.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

- 7.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

- 7.2 Differentiate between information and interpretation in the text.
- 7.3 Extract information relevant to given research task.

Application

- 7.4 Compare and contrast with other texts.

Critique

- 7.5 Analyse the conclusions reached.
- 7.6 Present an opinion on the content and effectiveness of the text.

Learning outcome 8

Reading for public debate

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- The students read and discussed a series of articles about ‘Too Much Too Soon’. These articles related to the students turning 18 and having legal licence to drink, vote, drive get married etc. They completed an essay on their findings and views of this topic. See LO 4

The students’ read the articles printed in the Herald Sun and the Age referring to 18 year olds being given a range on adult responsibilities on the day of their 18th birthday. The featured issues were discussed with the class teacher before an essay was drafted and written.

Students identified the Australian Values in the text in relation to teenagers coming of age.

Students analysed the opinions of each writer and compared them to their own opinions in their essay. A conclusion of the students’ understanding of the text was included in their essay

This essay was written outlining the media opinion and the opinion of the students. Facts and figures were included to emphasise specific points.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

- 8.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

- 8.2 Identify the underlying values system implicit in the text.

Application

- 8.3 Compare and contrast with other texts.

Critique

- 8.4 Evaluate the arguments and evidence given.

- 8.5 Present an opinion on the text, taking into account the content and the effectiveness of the text.