

VCAL provider name: Geelong Baptist College
VCAL unit name: 'Our Space'
VCAL unit: Foundation Reading and Writing

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

Geelong Baptist College's VCAL Students chose a classroom in the school's Creative Arts block for their own use, and in particular, for their VCAL classes. Students have begun to refurbish the classroom so that it can be used for teaching and learning purposes. Students have been encouraged to engage in various theoretical and practical activities in this Integrated Project entitled 'Our Space'. In order to develop and improve skills in literacy, numeracy and practical skills, students have participated in discussion activities, brainstorming, presenting ideas and viewpoints, question and answer times, writing letters, problem solving, keeping the wider school community informed by writing newsletter articles, excursions and organising the College's 'Pancake Day'.

Another aspect of 'Our Space' is the designing of a vegetable garden; this garden will be located close to the VCAL classroom. Students will work on setting up the VCAL classroom primarily in Term One, and in Term Two students will complete the plans for a garden and work on preparing this garden. There may be several tasks to do with the setting up of the classroom that will overflow into Term Two. It is intended that all of the Learning Outcomes for the Literacy strand will be met within the 'Our Space' project.

Student roles and responsibilities in relation to the task:

The student roles and responsibilities include:

- Writing articles for the School's fortnightly newsletter.
- Taking photographs of student progress, for example, sanding, painting, setting up shading.
- Students will be required to advertise for fundraising days – for example, Geelong Baptist College's Pancake Day (proceeds partly going to the VCAL Program 'Our Space'). Students will be required to Design a poster and display this poster around the school.
- Students are required to write a letter to the principal seeking permission to run the Pancake fundraising event.

Some of the practical tasks that students will be engaged in will be:

- deciding on a particular form of shading for the classroom
- setting up desks and tables with chairs for their own use
- setting a whiteboard up in the classroom
- painting the walls within the classroom
- one of the walls will be used for communication – i.e. assignments, notes, upcoming dates
- a part of the classroom will contain an area for each individual student to display items or projects, etc.

Level of teacher support:

The Literacy teacher will provide a model of what is expected of each writing task, for example, what information goes into a school newsletter. The teacher will support students in the drafting process, for example, the teacher may prompt students when students find difficulty in expressing their thoughts in their writing. The teacher will instruct students how to paragraph their work and help students complete their paragraphs using TEEL (Topic sentence, Elaborate, Examples or Evidence and a Link to the topic). Support will also be given to students in editing their work during the drafting process. In the drafting process students are asked to write a handwritten first draft, then proof-read and edit the first draft. Students are to write the second draft and proofread and edit this draft. Once the second draft is edited, students are asked to type up a good copy using a word processor.

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

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Plan, edit and draft a Recount for the school's newsletter	X							
Write an Instructional Piece on 'how to operate a digital camera' and 'how to download photos from a digital camera'.		X						
Read a set of instructions and demonstrate understanding. Compare and contrast two sets of instructions.						X		
Research two different types of gardens using the Internet. Demonstrate competency in using search engines and show your understanding of what was read in a discussion.							X	

Comment [01]:

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	Our Space	F	W	R/W	O/C	R/O/C		R	R	
Numeracy	Our Space	F	X	X	X	X	X	X		
Work Related Skills	Our Space	F	X	X	X	X	X	X		
Personal Development Skills		I								

Comment [02]: You only need to type R/W for Reading and Writing or O/C for Oral Communication or U1 for Unit number

Comment [03]: You only need to type F for Foundation or I for Intermediate or S for Senior

Teacher name: Peter Lamprecht

Date: 2 April, 2009

Assessment Template:

Literacy Skills Foundation Reading and Writing

Learning outcome 1

Writing for self expression

Write a short recount, narrative or expressive text on a familiar subject.

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

- Students wrote a short recount of what they did in setting up the classroom.
- The recount was made up of a description of the VCAL classroom before work had begun, and a description of what jobs had to be completed at the various stages of the classroom refurbishment.
- The purpose of this recount was to inform the school community about the VCAL program entitled 'Our Space'.
- Students had to complete three drafts, consisting of two handwritten drafts and a typed draft using a word processor.
- Students had to plan and discuss what information needed to go into particular paragraphs, proofread and edit their three drafts.

Elements

All elements must be met in the one assessment task/activity:

Writing process

1.1 Use simple planning, drafting and editing processes to produce written texts.

Purpose

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

Structure

1.3 Sequence and structure ideas, information and/or events coherently.

Length/complexity

1.4 Write at least one paragraph or equivalent.

Mechanics

1.5 Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Learning outcome 2

Writing for practical purposes

Write a short instructional or transactional text on a familiar subject.

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

- Students wrote an instructional piece about how to operate a digital camera.
- Students were required to write an introductory paragraph on what their instructional piece is all about and a general overview of their instructions.
- Students listed in numerical order and used dot points to convey particular instructions to do with operating the digital camera.
- Some of the instructions that were covered were: how to place the batteries in the camera; how to get the most out of the camera; some of the functionality; and how to download the photos to a computer.
- The purpose for the instructions on how to use a digital camera was for the students to learn to write a detailed instructional piece for someone who has never used a digital camera before.
- Students drafted two copies, one handwritten copy and one typed up copy using a word processor.

Elements

All elements must be met in the one assessment task/activity:

Writing process

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

Purpose

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

Structure

2.3 Sequence and structure information and/or ideas coherently.

Length/complexity

2.4 Write at least one paragraph or three to four pieces of information in point form.

Mechanics

2.5 Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Learning outcome 3*Writing for knowledge*

Write a short report or explanatory text on a familiar subject.

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

-

Elements

All elements must be met in the one assessment task/activity:

Writing process

3.1 Use simple planning, drafting and editing processes 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 coherently.

Length/complexity

3.4 Write at least one paragraph or equivalent.

Mechanics

3.5 Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Learning outcome 4*Writing for public debate*

Write a short persuasive and/or argumentative text expressing a point of view on a familiar subject.

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

-

Elements

All elements must be met in the one assessment task/activity:

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 Sequence and structure ideas and arguments coherently.

Length/complexity

4.4 Write at least one paragraph or equivalent.

4.5 Provide supporting evidence, which may be broad or general, for a point of view.

Mechanics

4.6 Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Learning outcome 5

Reading for self expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.

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

-

Elements

All elements must be met in the one assessment task/activity:

Purpose

5.1 Identify the purpose of the text.

Comprehension

5.2 Identify main ideas and key descriptive details in the text.

5.3 Explain the meaning of key words and phrases.

Application

5.4 Identify similarities/differences between texts on similar subjects or with similar text types.

Critique

5.5 Express an opinion on the text or on its subject matter.

Learning outcome 6

Reading for practical purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text.

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

- In setting up the classroom with the particular shades for the windows, students had to locate the instructions in the packaging and read and follow them carefully.
- Students had to identify the various components of the shades and work out where the shades needed to be positioned in relation to the windows.
- Students explained what they needed to do once they read the instructions, in order to demonstrate their understanding of what to do.
- They needed to compare the instructions given in the packaging with another set of instructions for a completely different object, for example, the instructions for the digital camera.
- Students needed to identify which set of instructions were more straightforward and explain, for example, why particular terminology was used, and the 'user-friendliness' of the instructions.

Elements

All elements must be met in the one assessment task/activity:

Purpose

6.1 Identify the purpose of the text.

Comprehension

6.2 Identify the main ideas and/or key procedures.

6.3 Explain the meaning of key words and phrases.

Application

6.4 Identify similarities/differences between texts on similar subjects or with similar text types.

Critique

6.5 Express an opinion on the text or its subject matter.

Learning outcome 7

Reading for knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.

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

- Students had to research an Asian garden and an African garden using the Internet.
- Identifying particular key words used in search engines to get a refined search result was, in some part, the objective of this exercise.
- Another objective of this research task was to get students to read and understand the information found in particular websites that could help them design a vegetable garden.
- Students learnt that a set of criteria was needed to narrow down their search results and this was discussed.
- Students had to sift through the list of websites, by choosing the titles of websites that closely matched what they needed for their research, for example, 'how to design an Asian garden'.
- Once students chose the website to read, they identified its purpose, for example, was the website selling a product? Or was it simply an informative/ instructional website?
- Students had to read the information carefully in the websites they chose and identify what information would be useful for the planning of the garden.

Elements

All elements must be met in the one assessment task/activity:

Purpose

7.1 Identify the purpose of the text.

Comprehension

7.2 Identify the main ideas and key factual data in the text.

7.3 Explain the meaning of key words and phrases.

Application

7.4 Identify similarities/differences between texts on similar subjects or with similar text types.

Critique

7.5 Express an opinion on the text or its subject matter.

Learning outcome 8

Reading for public debate

Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

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

-

Elements

All elements must be met in the one assessment task/activity:

Purpose

8.1 Identify the explicit and/or underlying purpose of a text.

Comprehension

8.2 Identify the main ideas and key information and arguments in the text.

8.3 Explain the meaning of key words and phrases.

Application

8.4 Identify similarities/differences between texts on similar subjects or with similar text types.

Critique

8.5 Identify any persuasive devices used in the text.

8.6 Express own view on the subject/text giving reasons.