VCE English Unit 1 Assessment Advice
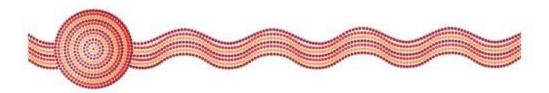
Crafting Texts

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Welcome

This on demand video:

- is presented by experienced senior English teacher Helen Billett
- will explore assessing the new area of study in Unit 1 – Crafting texts through the perspective of a teacher
- will offer some ideas and suggestions about assessing including creating rubrics
- is advice only

Assessing - Crafting Texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Rubrics are based on Key Knowledge

- vocabulary, text structures and language features used in effective writing
- different strategies to generate and develop ideas
- the ways purpose, context and audience shape writing
- different language modes and their effects on structure and meaning
- the power of language when deployed by an author to achieve their aims
- the range of ideas presented in various ways in mentor texts
- writing processes including drafting, refining and considering feedback
- the value of collaboration and discussion
- standard and non-standard conventions of language, including syntax, punctuation and spelling

And Key Skills

- employ and experiment with vocabulary, text structures and language features for effective writing
- write with a clear purpose (to express, to reflect, to explain or to argue) and an awareness of context (including mode) and audience
- explore voices appropriate to audience, purpose and context (including mode)
- experiment with vocabulary for effective writing
- plan, create, draft, refine and complete individual writing
- recognise and comment on vocabulary, text structures, language features and ideas used in effective writing
- apply standard and non-standard conventions of language, including syntax, punctuation and spelling, as appropriate.

Unit 1 Outcome 2 and suggested tasks

On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry / songs, feature articles (including a series of blog postings) and memoirs

A description of writing processes

Assessment Key Skills could be:

Knowledge and understanding of context in relation to writing

Knowledge and understanding of audience in relation to writing

Knowledge and understanding of purpose in relation to writing

Use of text structures and features to convey ideas in written texts

Development of an individual voice

Coherence and control of language

	Level 1	Level 2	Level 3	Level 4	Level 5
Knowledge and understanding of context in relation to writing	Presents a text.	Demonstrates an awareness of context.	Implicit acknowledgement of context.	Deliberate use of form and structure and language choices to purposefully embed text in/respond to the context.	Demonstrates an understanding of the interplay between voice, tone and structure in relation to context.
Knowledge and understanding of audience in relation to writing	Presents a text	Demonstrates an awareness of audience	Language choices and structure indicate an implicit understanding of audience.	Engages deliberately with audience through the use of form, structure and language choices.	Demonstrates an understanding of the interplay between voice, tone and structure in relation to audience
Knowledge and understanding of purpose in relation to writing	Presents a text	Demonstrates an awareness of purpose.	Language choices and structure indicate an implicit understanding of purpose.	Engages deliberately with purpose through the use of form, structure and language choices.	Demonstrates an understanding of the interplay between voice, tone and structure in relation to purpose.
Use of text structures and language features to convey ideas in written texts	Evidence of sequencing of ideas.	Demonstrates a sequence of ideas and demonstrates language features.	Use of appropriate strategy to sequence ideas and evidence of controlled use of language features.	Deliberate use of structure and language features to facilitate clear communication.	Demonstrates an understanding of the interplay between structure and language features to facilitate powerful communication
Development of an individual voice	Presents a text	Able to transcribe own oral language to present text.	Sustains a voice to enhance communication	Deliberate use of tone and word choice to connect with reader	Demonstrates an understanding of the interplay between tone, language features and pacing to establish a voice.

Contentious – recognition of process.

Consideration of factors:

Valuing authentic process

Habits formed for Unit 3

Workload in record keeping

Explicitly teach process and explicitly teach exam writing

One enriches the other – avoid 'training'

Rubric for Written Description of Writing Process

	Level 1	Level 2	Level 3	Level 4	Level 5
Involvement in prewriting creative process	Gives ideas some thought.	Brainstorms ideas	Plans text	Plans text with an awareness of context, purpose and audience.	Plans text and revises plan in relation to context, purpose and audience.
Involvement in writing process	Produces a text	Produces a text and proofread it	Produces a text and edited in response to peer/teacher feedback	Produces a text and reflected on choices of form, structure, language features and vocabulary choice. Drafted and developed it	Produces a text and reflected on authorial decisions with self and others. Evidence of experimentation of language choices and structure to compare effect in consideration of context, audience and purpose to arrive at a final piece.
Articulation of authorial decisions made during writing processes	Recounts the experience of writing a text	Describes some successes and failures of writing a text	Explains how elements of mentor texts were used/adapted subverted in text	Reflects on the creative process and explains how language and structures are considered and developed in piece	Identifies own creative process and explores how understanding of others' creative process impacts their practice. Articulates how decisions are made and reflects on success in relation to context, audience and purpose
Coherence and control of language	Uses language with some acknowledgment of reader's needs. understanding text	Uses language inconsistently	Uses language that offers reader the opportunity to engage with the text	Makes effective language and punctuation choices to communicate with reader	Uses language in powerful ways to allow the reader to work with the text and create complex meaning

Assessment of language is not Maths

Complex interconnected skills cannot be reduced to a numerical equation

Remember *Dead Poets Society*

The Prichard Scale of Understanding Poetry is a simple formula that measures the greatness of a poem. It is a simple taxonomy. In the P-I plane of a Poem, one can measure the greatness with the formula **Greatness = Perfection * Importance**. *Dead Poets Society* from 1989

Consider the value of holistic assessing

Consider the spirit of the Study Design

- Exams form part of assessment
- We teach for exams and for life!

- Teaching for life informs exams!

Rubrics need to be:

- Flexible enough to meet the needs of a range of student capacities
- Flexible enough to meet the needs of a range possible assessment conditions
- Constantly reviewed and improved

The rubric is the assessment tool not the assessment rule.

Contact

- **Dr Annelise Balsamo**
- Curriculum Manager: English
- T: 03 9059 5141
- M: 0429 924 972
- E: Annelise.Balsamo@education.vic.gov.au

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