# Learner worksheet – Level 2

Dear student, this note is about your ideas for an excursion for our class.

Please talk to the people at your table and decide on some choices for a place to go – and write down the ideas and why it is interesting.

When you finish, send me an email about some places you would like to visit.

* Write the names of the class-mates at your table, in the email.
* Please don’t’ send me more than three options.
* In your email, please use dot-points (ask for help if you need it).
* For each dot-point, write the name of the place and one sentence about why your class-mates want to go there.
* Please spend some time reading and checking your grammar, spelling and sentences before you click ‘send’.

Thanks,

Your teacher.

# Learner worksheet – Level 3

Dear students,

This email is a request for information. I need you to write some ideas about electives you’d prefer to study next Semester. Can you please write me a Word Document with some ideas and options and reasons why you and your classmates would benefit from these choices?

Please attach the document to an email.

* Write the names of yourself and the classmates you discussed options with at the top of your document.
* Write no more than one page.
* Please keep the language in the document formal – I may need to show it to the Manager, if your suggestions are likely to need extra money or teachers.

Thanks! I’m looking forward to reading your ideas.

Cheers,

Karen.

Focus: Assessment of Level 2 & 3 writing tasks.

# What is this?

This is an example of how the Sample Activities in the ACSF can inspire lessons leading to assessment. If you’re working in the SEE program, you may have read the advice of Verifiers, when they return your materials, advising you to ‘see the Sample Activities’ for appropriate activities. Hopefully, this assessment, lifted as it is directly from pages 82 ( Level 2) and 86 (Level 3), will make you confident that your materials are on the money. Read the ‘Education & Training’ sections for both levels.

## ACSF levels, performance criteria, focus areas and support:

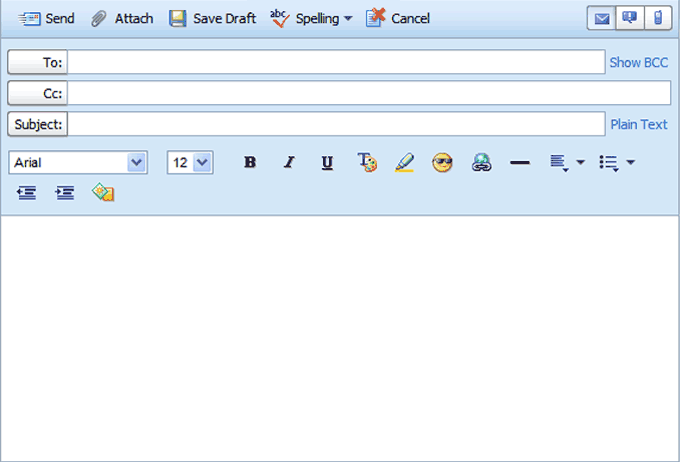
|  |  |  |  |
| --- | --- | --- | --- |
| Writing | Level 2 | Conveys intended meaning on familiar topics for a limited range of purposes and audiences. | 2.05 |
|  |  | Produces familiar text types using simple vocabulary, grammatical structures and conventions | 2.06 |
|  | Level 3 | Communicates relationships between ideas and information in a style appropriate to audience and purpose. | 3.05 |
|  |  | Selects vocabulary, grammatical structures and conventions appropriate to the text | 3.06 |
| **SUPPORT** | | | |
| Level 2 | May work with an expert/mentor where support is available if requested | | |
| Level 3 | Works independently and uses own familiar support resources | | |

# Anything to be aware of, with this activity?

It is assumed you will have had the chance to give your learners – especially Level 3 – the chance to learn and practise the required technical and writing skills.

There’s a logical inconsistency in asking all students to send the summary of a discussion (normally, one person would be appointed to report back). Remind the learners you need evidence of their improved writing skills, as well as in oral communication AND discussion.

Sample text type – Email, ACSF level 2

****

Dear teacher,

I talk with my friends about next excursion. We are: Ba, Ma, Bir and Van. And I am Purna. We talked about these place:

* Darwin Crocodile Farm. Because is always interesting and photos are good
* Nightcliff Swimming Pool. Because we can swim and have lunch on grass after, or make barbecue. This good to relax.
* Darwin Museum and Are Gallery. Because we learn about the Cyclone Tracy and it very interesting for us. If we go we can look at the Cyclone dispay.

Than you teacher.

Purna G

# Sample completed cover sheet 2.05

**Learner’s name**: Purna

**Program/Class**: Class E

**Teacher/assessor’s name**: Debbie

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences**

|  |  |  |  |
| --- | --- | --- | --- |
| **SUPPORT** | **CONTEXT** | **TEXT COMPLEXITY** | **TASK COMPLEXITY** |
| expert/mentor/teacher/  tutor/  assistance available to support as requested | Familiar, predictable, limited range: all stories are from the learner’s personal history. | Simple and familiar text, with clear purpose – writing personal history. Familiar vocabulary. | Explicit task, limited number of familiar steps,  Identifying texts,  Interpreting appropriate words  Simple sequencing to make text cohesive |
| **FOCUS AREA** | **PERFORMANCE FEATURES INCLUDE** | | |
| **Range** | Creates **one** text type (email)  Focuses on topics relevant to personal needs and interests – plans for local excursions, after class discussions  Writes at least one paragraph (prose text) n/a  Writes factual or personal information using notes of dot point lists | | |
| **Audience and purpose** | Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose – has written for audience and purpose  Makes some connections between own knowledge and experience and the ideas, events and information in written texts the reasons given for the options show these connections. | | |
| **Structure and cohesion** | Recognises that texts have a structure, e.g. beginning, middle and end email has salutation and closing structure, showing Purna has understood lessons surrounding these conventions.  Begins to sequence writing with some attention to organising principles of time and importance sequence is as requested in rubric | | |
| **Register** | Recognises some differences between the formal and informal registers of familiar written texts - n/a for this sample | | |
| **Plan, draft, proof, and review** | Begins to plan writing, using strategies such as listing to organise information-some changes were made, after discussed ( the second use of ‘talk’ was changed to simple past, after my suggestions  Begins to review writing, incorporating teacher/mentor comments into the drafting process. Purna reviewed his work, and made some (not all) correction of errors | | |

Note the other text type used for this demonstration of 2.05 was –narrative storytelling.

**Learner’s name**: Purna

**Program/class**: Class E

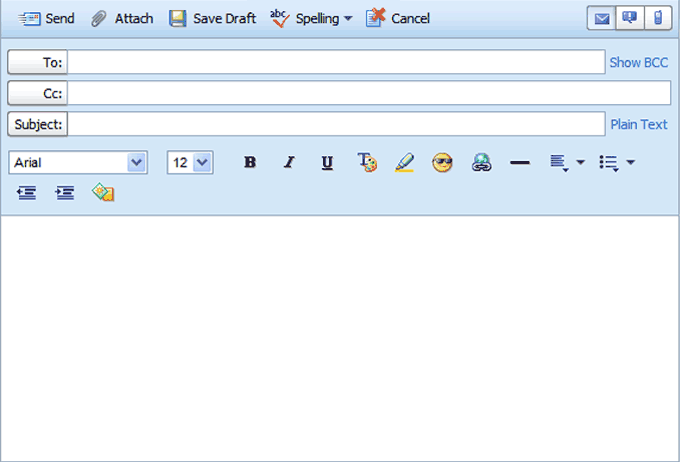
**Teacher/assessor’s name**: Debbie

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions**

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| --- | --- | --- | --- |
| **SUPPORT** | **CONTEXT** | **TEXT COMPLEXITY** | **TASK COMPLEXITY** |
| expert/mentor/teacher/tutor/  assistance available to support as requested | Familiar, predictable, limited range : all stories are from the learner’s personal history. | Simple and familiar text, with clear purpose – writing personal history. Familiar vocabulary. | Explicit task, limited number of familiar steps,  Identifying texts,  Interpreting appropriate words  Simple sequencing to make text cohesive |
| **FOCUS AREA** | **PERFORMANCE FEATURES INCLUDE** | | |
| **Vocabulary** | Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance note the options for the excursions were not supplied by the teacher – Purna and his class-mates improved on the original spelling choices to make them accurate.. | | |
| **Grammar** | Use action words and simple verb tenses in sentences of one or two clauses not fully demonstrated – most sentences are simple  Uses adjectives, pronouns and prepositions to describe people, places things, and events  Uses simple cohesive devices such as *and, but, then* – full control not demopstrated, although he did use ‘because’  Uses time/location markers such as *first, then, yesterday, in at* n/a | | |
| **Punctuation** | Uses basic punctuation, e.g. capital letters, full stops and commas  uses basic structures – not always accurately. Note caps used for titles of places reasonably accurately. | | |
| **Spelling** | Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and pre-fixes – attempted ‘display’ but couldn’t pick up on its inaccuracy.  Uses a spellchecker with support could not always make the changes needed – eg  Refers to a dictionary to check spelling or vocabulary choices - checked spelling during discussions  Shows some variation in spelling that does not interfere with overall meaning mis-spelled Art “Are”, but meaning still clear. | | |
| **Legibility** | Writes legible script - n/a  Consistently uses support or lower case and print or cursive scripts. n/a | | |
| Note: Purna showed a stronger demonstration of 2.06 in his narrative text, where he could re-write drafts and control the technical requirements of writing. There are still many elements of the indicator in this text. | | | |

# Sample text type: Email, ACSF Level 3

****

Dear Karen,

Here is my work! I hope it’s okay.

I have attached the document you asked us for. It was an’ interesting’ discussion we had and got heated. Because you asked us to be formal I didn’t say that we disagreed with you, about the Beatles being timeless!

Cheers,

Damo (Damien Green)

*Attachment – discussion doc*

My homework

# Sample text type – Summary of discussion (attachment to email), ACSF Level 3

## Discussion with class GV about semester 2 and electives

People in the discussion: Damien Green, Michael Yao, Matt Youngman, Scott Cameron, Jamie Gauci, Hassan Yunis. Please note: all these people are in CGEA C class.

Our preferred electives, in order:

1. We would like to study the White Card elective.
   1. Reasons – all of us are hoping to go straight into work, or study in the Constructions Courses next year. So everyone of us agreed this was useful for us. Some of us studied this before and need a refresher. It was the first choice for every person in the group.
2. First Aid – but only if we can get the level 2 certificate.
   1. Reasons – we studied it in the First term, but it was a Taster and didn’t lead to a First Aid Card. This is not helpful if we are looking for work. It can’t go on our resume. We all agree it’s a good topic to learn more about.
3. Current Affairs – we would like this to be one of our 5-week electives.
   1. Reasons- Some of us are not very interested in politics but in the discussions, we decided it’s a good chance to learn from listening and watching TV – not just from reading in class. We know it will give us the chance to write about different things, not just our own lives.
4. The Beatles and their Influence – this is our second choice for the 5-week electives.
   1. Reasons – having some music in class is always good. Although the Beatles songs are old, we agree that there’s a lot to discussion their lyrics we can learn about the influences they had on new bands.

Thanking you.

Damien Green

S123456.

# Sample completed cover sheet, 3.05

**Learner’s name**: Damien Green

**Program/class**: CGEA Class C

**Teacher/assessor’s name**: Karen Conroy

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.05 Communicates relationships between ideas and information in a style appropriate to audience and purpose.**

**NB – elements relating to this demonstration are in blue.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SUPPORT** | **CONTEXT** | **TEXT COMPLEXITY** | **TASK COMPLEXITY** |
| Works independently and uses own familiar support resources | Range of familiar contexts, some less familiar contexts  Some specialisation in familiar/known contexts  (specialises in knowing context of classes, options, reasons to study) | Routine texts  May include some unfamiliar elements, embedded information and abstraction  Includes some specialised vocabulary –limited to vocabulary about options. | Tasks involving a number of steps  Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting |
| **FOCUS AREA** | **PERFORMANCE FEATURES INCLUDE** | | |
| **Range** | Produces a range of text types (familiar and some unfamiliar) with appropriate structures.  Damien produced an email and discussion summary – the latter was a much less familiar task for him. Both show appropriate structures – although control is variable. | | |
| **Audience and purpose** | Demonstrates the need to vary written language to meet requirements of the audience and purpose  The different audiences and purpose are clearly demonstrated here – ie his classroom teacher and a hypothetical manager. | | |
| **Structure and cohesion** | Sequences writing to produce cohesive text  Interrelates ideas and information and some support materials when writing about familiar topics  Uses layout consistent with text type  All of these elements are demonstrated in the discussion summary- layout is consistent, although a writer more familiar with the genre may have used different signalling devices, like dot-points and a separate line for every supporting reason. | | |
| **Register** | Demonstrates an understanding of a range of formal and informal registers.  Clearly demonstrated | | |
| **Plan, draft, proof, and review** | Uses basic models to produce a range of text types, although may handle some more easily than others.  Uses the process of planning, drafting and proofreading  Self corrects own writing to check for consistency and accuracy  Damien checked his draft and has produced texts which show evidence of planning, drafting proofing and review. The comments in range and structure and cohesion, above, show that he handled the email better than the discussion summary but has produced an acceptable text in response to the rubric. | | |

# Sample completed cover sheet, 3.05

**Learner’s name**: Damien Green

**Program/class**: CGEA Class C

**Teacher/assessor’s name**: Karen Conroy

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.06 Selects vocabulary, grammatical structures and conventions appropriate to the text**

**NB – elements relating to this demonstration are in blue.**

|  |  |  |  |
| --- | --- | --- | --- |
| **SUPPORT** | **CONTEXT** | **TEXT COMPLEXITY** | **TASK COMPLEXITY** |
| Works independently and uses own familiar support resources | Range of familiar contexts, some less familiar contexts  Some specialisation in familiar/known contexts  (specialises in knowing context of classes, options, reasons to study) | Routine texts  May include some unfamiliar elements, embedded information and abstraction  Includes some specialised vocabulary –limited in this example. | Tasks involving a number of steps  Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting |
| FOCUS AREA | PERFORMANCE FEATURES INCLUDE | | |
| **Vocabulary** | Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available n/a  Uses vocabulary with increasing precision to show how words carry particular shades of meaning: increasing control and precision showed here, eg, ‘resume’ has a particular meaning in this context  Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank n/a  Uses some familiar acronyms n/a  Where appropriate to task or context, uses some common idioms n/a to task and context according to this rubric. | | |
| **Grammar** | Uses introductory phrases which indicate that an opinion, or a fact, is being offered particularly evident in Option 2, of summary  Uses some complex and compound sentences – not often in this task, but occasionally in the summary  Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints  Uses dependent clauses introduced by such words as, *although, when, if, while*,  see Option 4  Uses a range of tenses- this exercise doesn’t fully offer a ‘range’ but simple past and present used | | |
| **Punctuation** | Uses punctuation as an aid to understanding, eg capitalisation, full stops, commas, apostrophes, questions marks and quotation marks  | | |
| **Spelling** | Uses a spell checker with increasing understanding, independence and awareness of its limitations  Spells with reasonable accuracy  Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letters patterns, syllabification and word origin  Spelling is accurate, including classmates’ names | | |
| **Legibility** | Uses a legible handwriting style or a computer font appropriate to the audience and purpose – Chose Arial font for summary | | |

NB: a broad vocabulary and range of tenses are not called for into his sample; see the other example of his work – a narrative text on Juvenile Justice experiences.