

The jewellery shop

Teacher guidelines

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|--------|-------------------------------------|
| Prep | Language learning and communication |
| Year 1 | English |

Children interpret and construct spoken text to communicate in a jewellery shop. Transcripts will provide evidence to assess speaking and listening in this context.

Time allocation 15 minute session

Context for assessment

This is a play-based assessment which allows children to demonstrate their understanding about the purpose and structure of spoken texts within a transacting context. They are able to take on the different roles and explore the communication relationships that exist when a transaction takes place.

This assessment is not exclusive to *The jewellery shop* as it can be contextualised around any transacting situation. This assessment links to *Mathematics: Patterns with jewellery*.

This assessment provides opportunities for children to demonstrate the identified P–3 Literacy and Numeracy Indicators in Speaking and Listening and Number.

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| Early Years Curriculum Guidelines — Preparatory Year | Year 1 Learning Statements | English | Essential Learnings by the end of Year 3 | | | | | | | | | | | | |
|--|--|--|--|-----------------|--------------------|---|--------------------|---|------------|---|------------------------------------|--|-----------------------------|--|--|
| <p>Language learning and communication</p> <p>Oral Language</p> <p>Children expand their oral language by:</p> <ul style="list-style-type: none">• using spoken language (including home language, or signed or augmentative communication) for a range of purposes• exploring the patterns and conventions of spoken, signed or augmentative language• interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening. | <p>Language learning and communication — Speaking and listening</p> <p>Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none">• communicate for different purposes including to build relationships, express and explore ideas, tell stories, identify feelings and opinions, give and follow directions and instructions, describe events, and to get things done• interpret and construct a range of text types for different purposes and contexts in Standard Australian English (SAE) including explanations, oral recounts, simple rhymes and stories, greetings and farewells, and observation-comments• participate in conversations and discussions in one-on-one, small and large group situations• use and respond appropriately to statements, questions and commands to support the purpose for speaking• reflect on how or why people, characters, places, events and things have been represented in particular ways in texts and generate possible alternatives. | <table><tr><th>Assessable elements</th><th>Ways of working</th></tr><tr><td>Interpreting texts</td><td><p>Students are able to:</p><ul style="list-style-type: none">• identify audience, purpose and text type• recognise and select vocabulary to describe subject matter</td></tr><tr><td>Constructing texts</td><td><ul style="list-style-type: none">• construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose</td></tr><tr><td>Reflecting</td><td><ul style="list-style-type: none">• reflect on learning to identify new understandings.</td></tr><tr><td colspan="2">Knowledge and understanding</td></tr><tr><td>Knowledge and understanding</td><td><p><i>Speaking and listening</i></p><p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p><p><i>Language elements</i></p><p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p><p><i>Literary and non-literary texts</i></p><p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p></td></tr></table> | Assessable elements | Ways of working | Interpreting texts | <p>Students are able to:</p> <ul style="list-style-type: none">• identify audience, purpose and text type• recognise and select vocabulary to describe subject matter | Constructing texts | <ul style="list-style-type: none">• construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose | Reflecting | <ul style="list-style-type: none">• reflect on learning to identify new understandings. | Knowledge and understanding | | Knowledge and understanding | <p><i>Speaking and listening</i></p> <p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <p><i>Language elements</i></p> <p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <p><i>Literary and non-literary texts</i></p> <p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p> | |
| Assessable elements | Ways of working | | | | | | | | | | | | | | |
| Interpreting texts | <p>Students are able to:</p> <ul style="list-style-type: none">• identify audience, purpose and text type• recognise and select vocabulary to describe subject matter | | | | | | | | | | | | | | |
| Constructing texts | <ul style="list-style-type: none">• construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose | | | | | | | | | | | | | | |
| Reflecting | <ul style="list-style-type: none">• reflect on learning to identify new understandings. | | | | | | | | | | | | | | |
| Knowledge and understanding | | | | | | | | | | | | | | | |
| Knowledge and understanding | <p><i>Speaking and listening</i></p> <p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <p><i>Language elements</i></p> <p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <p><i>Literary and non-literary texts</i></p> <p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p> | | | | | | | | | | | | | | |
| Source: Queensland Studies Authority 2006, <i>Early Years Curriculum Guidelines</i> . QSA, Brisbane. | Source: Queensland Studies Authority 2009, <i>Year 1 Learning Statements</i> . QSA, Brisbane. | Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 3</i> . QSA, Brisbane. | | | | | | | | | | | | | |

Identify curriculum

What learning will be assessed?

This assessment gathers evidence of learning for the **Early Years Curriculum Guidelines Learning Statements, Year 1 Learning Statements** and **Essential Learnings** shown on the previous page. The statements support continuity in learning between Prep and Year 1 and also link to future learning by providing a foundation that leads to the demonstration of Essential Learnings by the end of Year 3.

Sequence learning

What prior learning experiences do students need?

Listed here are suggested **learning experiences** for children before implementing this assessment.

- Establish the purpose and context for a jewellery shop (or any other shop/bank) by exploring materials and prompts.
- Pose the question: Why do we have jewellery shops?
- Explore and discuss the purpose of transactional texts and special vocabulary within the context, e.g. We have to speak to ask for something and ask questions to determine if it is what we need. We also have to interpret social conventions for this spoken text.
- Build a Word Wall modelling vocabulary for transactions, e.g. more than, less than, how much, cost, price, could I please see/have, would you like to try this on?
- Explore speaking and listening required for different roles, e.g. as a shopkeeper, as a customer.
- Explore oral, aural and gestural elements of this text type.
- Compare and contrast formal and informal speaking conversations. How do we talk with respect? What is the difference between formal and informal conversations? How do we use our voice to convey different meanings, e.g. loud, soft? How do we talk differently to our friends and to people we do not know?
- Identify how spoken language in texts can represent people and events in different ways.
- Explore tenor of formal language and social conventions in this context.
- Reflect on when and why we speak to transact in formal and informal conversations.
- Set up a jewellery shop — negotiate displays, needs, etc.
- Discuss jewellery value and that it costs money. Explore ways that we can pay for things, e.g. bank cards, cash.
- Review money: discuss values, play with money, look at sizes and compare, make money (rubblings or stamps).
- Model equivalent value, e.g. \$1= 5 x 20c or 10 x 10c. Use mathematical vocabulary: same as, equal to, together, etc.

- Develop swap sheets using coins first and then notes, e.g. trace around two one dollar coins and one two dollar coin. Physically swap money maintaining value.
- Make jewellery. Children may like to draw designs and decide on their own materials. Linked to *Mathematics: Patterns with Jewellery*.
- Price jewellery. Encourage the children to use whole amounts.
- Develop vocabulary associated with the context. Introduce words such as *dazzling diamonds*, *radiant rubies*.
- Model spoken texts in transactions and communication which may occur in the jewellery shop, including constructing language of describing, i.e. *I would like to look at the large, gold bangle with the 6 diamonds, please.*
- Encourage children to play in the shop and take on different roles.

Inclusive strategies

Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

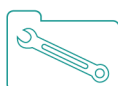
A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005* Cwlth).

Adjustments made to teaching, learning and assessment should not impact on judgments made about student achievement.

Adjustments to teaching, learning and assessment can be grouped into five broad areas:

1. Timing — the amount of time allocated
2. Scheduling — when assessment occurs
3. Setting — where assessment is completed
4. Presentation — how an assessment appears or is communicated to a student
5. Response — how a student responds to the assessment.

Note: More than one inclusive strategy can be used.



Teacher resources

- Queensland Studies Authority 2006, Early Years Curriculum Guidelines, QSA, Brisbane.
- Introducing Prep: Curriculum implications:
<www.qsa.qld.edu.au/downloads/p-9/ey_prep_for_staff.ppt>.
- Negotiating curriculum — A project approach:
<www.qsa.qld.edu.au/downloads/p-9/ey_lt_negotiating_curric.pdf>.
- Following Play <www.qsa.qld.edu.au/downloads/p-9/ey_case_study_play.pdf>.

For a [resource](#) to support planning for teaching, learning and assessment of literacy and numeracy for children from P to Year 3, refer to the “P–3 Literacy Indicators” and the “P–3 Numeracy Indicators”: <www.qsa.qld.edu.au> under Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9).

This assessment identifies relevant Literacy and Numeracy Indicators on pages 7–10.

Preparing

Consider these points before implementing the assessment.

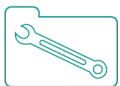
It is important that children have exposure to and experiences with play-based contexts where they roleplay and develop spoken texts such as questioning, making statements and using language for transacting.

Consider any modifications to this assessment that are necessary for particular children in your class. Consider:

- if the context is familiar to all of your class before you implement this assessment
- providing cues and prompts
- allowing wait time
- assigning a peer buddy.

Teachers model interactions so that children see and hear appropriate communication and imitate correct patterns during their roleplay.

- Prepare badges to support the assessment as these will help the children to stay in their roles, e.g. customer, shop owner.
- Copy transcript record (Appendix A or B)
- Price some jewellery in whole dollars for Indicator demonstration.



Resources for the assessment

Appendix A Transcript record — Prep

Appendix B Transcript record — Year 1

Implementation

Consider these points when implementing the assessment.

Throughout this assessment children work individually with an adult in the following capacities.

- The teacher or aide records using Appendix A or B what is said and by whom for a set period (perhaps 1 minute) as the children roleplay in the jewellery shop.
- The teacher can then checklist and highlight evidence of assessable elements and Indicators.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part or none of the table. You may customise the table to suit your children and their school environment.

| Suggested time | Student activity | Teacher role |
|---|---|---|
| Preparing — Model interactions | | |
| Over several days | Observe modelled interactions. | <p>Model the roles of the people in the jewellery shop.</p> <p>Make explicit appropriate speaking and listening including drawing inferences from voice, pitch, volume, facial expression and gestures.</p> <p>Highlight questions and comments for the different roles.</p> |
| Section 1. Identify roles | | |
| 15 minutes | <p>Discuss and identify roles in the jewellery shop.</p> <p>Make badges.</p> | <p>Prompt discussions about roles and the spoken texts and social conventions particular to each role.</p> <p>Help identify roles and support the making of badges.</p> |
| Section 2. Record transcript | | |
| Individually 5 minutes | Take on a role and enact a transaction in the jewellery shop. | Write what the speakers say word for word in a transaction (Appendix A or B). |
| Optional 2–3 minutes per pair of children | <p>Prep: use correct money to transact (in whole dollars).</p> <p>Year 1: exchange a single coin or note for multiples of one type of a lesser value coin or note.</p> | <p>Note children's transaction.</p> <p>Ask children to buy something for \$1 or \$2 and ask them to only use multiples of either 50c, 20c or 10c.</p> <p>Record on Indicator checklist.</p> |
| Section 3. Reflect on roleplay | | |
| 10 minutes | <p>Respond with a drawing of their time in the jewellery shop.</p> <p>Attempt to use speech bubbles to represent parts of the spoken text.</p> <p>Discuss conventions used, e.g. turn-taking dialogue, greetings, please and thank you.</p> | <p>Listen to children recount the experience and write comments relating to sequencing and recall of important elements of particular types of communication.</p> <p>May need to assist with speech bubbles.</p> <p>Annotate children's drawings to highlight deeper understandings.</p> <p>Alternative modes can be used for collecting reflections.</p> |

Make judgments

Where is evidence found and how are judgments made?

Using the Observation record

Step 1

Focus on the assessable element for which evidence is being considered.

Step 2

Locate all the evidence for an assessable element in the child's response.

| Language learning and communication: Oral language | Becoming aware | Exploring | Making connections | Applying |
|--|---|--|---|--|
| Name | With explicit support, the child uses simple language patterns and limited vocabulary and listens to discussions about using language conventions in social and learning situations | With support, the child tries out new language patterns and vocabulary and shares some ideas about language conventions used in social and learning situations | With prompts, the child chooses appropriate language patterns and vocabulary for identified purposes and contributes to discussions about the appropriate use of language conventions | The child uses vocabulary needed for classroom learning experiences and adjusts the use of language patterns and conventions for familiar social and learning situations |
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Step 3

Observe, listen to and interact with students to deliberately and purposefully gather information about and interpret children's learning. Record observations and the children's learning in relation to the assessment.

Step 4

Repeat for each assessable element.

Prep Literacy and Numeracy Indicators

This assessment provides opportunities for children to identify the following Literacy and Numeracy Indicators. Teachers will be able to monitor and assess progress using the Indicator checklist provided in the GTMJ.

| Literacy Indicators | | By the end of Prep |
|------------------------|---|---|
| Indicators | | Source of evidence |
| Speaking and listening | | |
| Children: | | |
| SL P i | Speak and listen in informal and familiar situations to meet personal, social and learning purposes. | Section 2 Uses appropriate spoken text and social conventions in roleplay |
| SL P iii | Speak to make friends, get things done, get information and find out, e.g. making requests, asking questions, recounting events, engaging in dramatic roleplay. | Demonstrates understanding by following structure of the spoken text when transacting: <i>How much is that?</i> |
| SL P vi | Use social conventions and agreed protocols, with prompts, in conversations and supported situations. | Uses appropriate social conventions in spoken text: Turn-taking, greeting/farewell, please/thank you. |

| | | |
|-----------------|---|---|
| SL P vii | Use appropriate language structures including simple sentences when: <ul style="list-style-type: none"> • asking modelled questions to seek permission, seek assistance, find out more information • using commands to give simple instructions in collaborative play • making statements based on personal experience to express opinions, give information, answer questions and initiate conversations. | Asks questions to gain information: <i>Do you have ...?</i> Uses a command to give simple instructions. Makes a statement: <i>I like this one/ this one is ... /do you like ...?</i> |
| SL P xi | Interpret and use everyday language and new vocabulary related to the school context. | Interprets and uses new vocabulary drawn from language experiences. |
| SL P xii | Respond to prompts to sequence an informal presentation and maintain a topic in spoken texts. | Stays in role and the sequence of the conversation/interactions make sense. |

Source: Queensland Studies Authority 2009, *P–3 Literacy Indicators*, QSA, Brisbane.

| Numeracy Indicators | | By the end of Prep |
|----------------------------|---|---|
| Indicators | | Source of evidence |
| Number | | |
| Children: | | |
| N P x | Identify numerals on coins and notes and match them to representations of money and the value of transactions involving dollar coins. | Section 2 Identifies values of coins and count out representations, e.g. 5, 10, 20 cent pieces – counting out. |

Source: Queensland Studies Authority 2009, *P–3 Numeracy Indicators*, QSA, Brisbane.

Year 1 Guide to making judgments — where to find the evidence

In this assessment teachers have been asked to make A to E judgments around the identified Assessable elements.

| Assessable elements | Knowledge and understanding Interpreting texts | Constructing texts | Reflecting |
|---------------------|---|--|--|
| Name | Interprets the spoken text required for the roleplay when transacting and responding using vocabulary and dialogue sequences. | Constructs spoken text by using prior knowledge and experiences when participating in shopping roleplay. | Reflects on the purpose of roleplay, by drawing pictures and selecting parts of the text to represent in speech bubbles. |
| e.g. Manu | Identifies and interprets with appropriate text type, sequenced stages of dialogue in this context. | Constructs the text specific to roles and vocabulary drawn from a new experience. | Understands and explains the different roles for transactions in speech bubbles. |

Demonstrated in Sections 1 and 2.

Look for evidence of:

- matching audience and purpose for roles in buying and selling transactions
- using appropriate spoken text for roleplay
- using and responding to statements, questions and commands.

Demonstrated in Section 2.

Look for evidence of:

- matching roles with vocabulary drawn from new experiences
- writing non-literary text in speech bubbles.

Demonstrated in Section 3.

Look for evidence of:

- applying knowledge of the speech of different buyer and seller roles when creating speech bubble texts.

Year 1 Literacy and Numeracy Indicators

This assessment provides opportunities for children to identify the following Literacy and Numeracy Indicators. Teachers will be able to monitor and assess progress using the Indicator checklist provided in the GTMJ.

| Literacy Indicators | | By the end of Year 1 |
|-------------------------------|--|---|
| Indicators | | Source of evidence |
| Speaking and listening | | |
| Children: | | |
| SL 1 i | Speak and listen in informal situations and identifies the purpose, audience and topic when asked. | Section 1 Identifies a role by selecting a badge. Is able to briefly summarise that role by identifying position, other roles and what they are doing. |
| SL 1 iii | Speak to form relationships, organise self or others, explain ideas or experiences, give opinions, make observations, e.g. greetings and farewells, making arrangements in dramatic roleplay, explaining an experience to peers. | Section 2 Follows a meaningful sequence of speaking and listening text during the interaction and there is evidence of approximate stages. |
| SL 1 vi | Use social conventions and agreed protocols in conversations and supported groups. | Uses social conventions: greeting/farewell, please/thank you in roleplays. |
| SL 1 vii | Use appropriate language structures including a few sentence structures when: <ul style="list-style-type: none"> asking questions to confirm meanings using modelled questions to contribute to discussions using commands to instruct peers to carry out simple tasks during games or group work making statements to express, respond to and explain ideas related to the topic; to identify the feelings being expressed by the speaker; and to offer evidence for a point of view. | Asks questions to confirm meaning: <i>Is it gold?</i> Uses modelled questions: <i>Do you think ...? Which one ...? How much?</i> Commands: <i>Please show me ...</i> Statements: <i>I like this one/this one is .../do you like ...?</i> |
| SL 1 xi | Interpret and use vocabulary about the topic and new vocabulary drawn from language experiences to label, categorise, describe and explain. | Uses new words associated with the topic to label, categorise and describe and transact, e.g. jewellery, piece, bangle, gold, diamond. |
| SL 1 xii | Plan for spoken presentations by: <ul style="list-style-type: none"> sequencing events and ideas collecting visual resources responding to prompts to organise information when speaking. | Communicates using appropriate, sequenced spoken text patterns. |

Source: Queensland Studies Authority 2009, *P-3 Literacy Indicators*, QSA, Brisbane.

| Numeracy Indicators | | By the end of Year 1 |
|--|--|--|
| Indicators | | Source of evidence |
| Number | | |
| Children: | | |
| N 1 xiii | Maintain equivalent value when exchanging a single coin or note for multiples of one type of a lesser value coin or note, using skip counting. | Section 2 Identifies values of coins and apply skip counting, e.g. 50 cents can be exchanged for 5 x 10 cent pieces – counting out. |
| Source: Queensland Studies Authority 2009, <i>P–3 Numeracy Indicators</i> , QSA, Brisbane. | | |

Use feedback

How can feedback be used?

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give the children opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the child's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a child with their classmates.

Giving feedback about this assessment

Specific feedback to children about their performance may occur in the form of refocusing them during the associated play-based roleplay and demonstrating correct patterns of communication in this context.

This assessment will provide teachers with valuable information about children's achievement in speaking and listening and numbers to use in planning for further teaching and learning.

Further teaching for speaking and listening may include:

- purposes for speaking and listening and explore the texts and contexts
- strategies for speaking and listening. Identifying the approximate stage of text types
- the textual features of particular spoken texts
- vocabulary appropriate for the spoken text type.

Further teaching in number may include:

- experiences manipulating money to maintain equivalence.



More information about providing feedback to children is contained in a series of professional development packages entitled *Assessment for learning*, available in the resources section of the Assessment Bank.

See <www.qsa.qld.edu.au> Prep–Year 9 > Assessment Bank.

Transcript record — Prep: 1 minute**Children:** **Role:**

| Record: Write exactly what the children say | Analysis: Use highlighter pens |
|---|---|
| | <p>Oral language</p> <p>Children expand their oral language by:</p> <ul style="list-style-type: none"> • using spoken language (including home language, or signed or augmentative communication) for a range of purposes • exploring the patterns and conventions of spoken, signed or augmentative language • interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening. <p>Indicator evidence:</p> <p>i Uses appropriate spoken text and social conventions in roleplay.</p> <p>iii Demonstrates understanding by following structure of the spoken text when transacting: <i>How much is that?</i></p> <p>vi Use appropriate social conventions in spoken text: Turn-taking, greeting/farewell, please/thank you.</p> <p>vii Asks questions to gain information: <i>Do you have ...?</i> Uses a command to give simple instructions. Makes a statement: <i>I like this one/this one is.../do you like ...?</i></p> <p>xi Interprets and uses new vocabulary drawn from language experiences.</p> <p>xii Stays in role and the sequence of the conversation/interactions make sense.</p> |

Transcript record — Year 1: 1 minute

Context **Children:** **Role:**

| Record: Write exactly what the children say. | Analysis: Use highlighter pens to mark evidence of assessable elements and Indicators |
|--|--|
| | <p>Knowledge and understanding — interpreting</p> <p>Interprets the spoken text required for the role when transacting and responding using appropriate vocabulary and dialogue sequences.</p> <p>Constructing</p> <p>Constructs spoken text by using prior knowledge and experiences when participating in shopping roleplay.</p> <p>Indicator evidence:</p> <ul style="list-style-type: none"> i Identifies a role by selecting a badge. Is able to briefly summarise that role by identifying position, other roles and what they are doing. iii Follows a meaningful sequence for speaking and listening text during the interaction and there is evidence of approximate stages. vi Social conventions: greeting/farewell, please/thank you vii Asks questions to confirm meaning: <i>Is it gold?</i> Uses modelled questions: <i>Do you think ...? Which one ...? How much?</i> Commands: <i>Please show me ...</i> Statements: <i>I like this one/this one is ... /do you like?</i> xi Uses new words associated with the topic to label, categorise and describe and transact, e.g. jewellery, piece, bangle, gold, diamond. |