

Prep Language learning & communication: Baa, baa white sheep

Name

Purpose of assessment: To design, write and present a simple innovation on a traditional rhyme.

Assessable elements Task-specific assessable elements	Task-specific descriptors			
	Becoming aware	Exploring	Making connections	Applying
Oral language Children expand their oral language by: <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. 	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.
Early Literacy Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.	With explicit support, the child participates in writing and shaping experiences and draws on personal understandings to interpret their own or shared texts.	With support, the child experiments with writing and shaping using approximations of conventional symbol systems for personal purposes.	With prompts, the child uses emergent understandings of conventional symbol systems to write and shape texts for a small range of personal and classroom purposes.	The child writes and shapes texts, mainly using conventional symbol systems, for a range of personal and classroom purposes.

Guide to making judgments	Overall:	Becoming aware	Exploring	Making connections	Applying
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Teacher feedback

Parent feedback

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Name

Literacy Indicator		✓
Speaking and Listening		
SL P xiv	Talk about why they speak and listen, and identify one thing they do to speak, listen and comprehend spoken texts.	

Numeracy Indicator		✓
Writing and Designing		
WD P viii	Can identify phonemes in words and attempt to spell words using the most prominent sounds they hear in the words.	

Feedback

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Purpose of assessment: To design, write and present a simple innovation on a traditional rhyme.

Knowledge and understanding Interpreting	Knowledge and understanding Constructing texts	Reflecting	
Interprets imagery of a traditional rhyme through voice, pitch, volume, facial expressions and gestures in an oral performance	Plans and organises an innovation using the structure of the traditional rhyme Selects vocabulary that maintains rhyme and matches the imagery of the traditional rhyme and demonstrate strategies to spell unfamiliar words	Reflects on the construction of their innovation and their interpretation of imagery in their performance. Identifies performance elements they would try to improve	
<div>▲</div> <div>Skilfully interprets innovation, identifying imagery and altering voice, pitch, volume, facial expressions and gestures to match.</div>	<div>▲</div> <div>Utilises the structure of the traditional rhyme by integrating prior experiences to construct an innovation that includes vocabulary to enhance meaning and rhyme. Demonstrates a variety of spelling strategies.</div>	<div>▲</div> <div>Clearly outlines the decisions and vocabulary choices they have made in constructing their innovation and links them to traditional rhyme elements. Details how they interpreted the imagery in their performance and identifies several areas for improvement.</div>	A
<div>▲</div> <div>Uses changes in voice, pitch, volume, facial expressions and gestures to suit imagery.</div>	<div>▲</div> <div>Uses the structure of the traditional rhyme to construct an innovation and uses vocabulary that maintains meaning and rhyme. Demonstrates strategies to spell unfamiliar words.</div>	<div>▲</div> <div>Describes some decisions and vocabulary choices they have made in constructing their innovation and how they interpreted the imagery in their performance. Identifies an area for improvement.</div>	B
<div>▲</div> <div>Makes minor changes to voice, pitch, volume, facial expressions and gestures.</div>	<div>▲</div> <div>Crosses out text and writes some words or symbols. Only phonetic spelling strategies used.</div>	<div>▲</div> <div>Points out specific words they have changed and describes their performance in simple terms.</div>	C
			D
			E

Feedback

Literacy Indicator		✓
Speaking and Listening		
SL 1 xiv	Talk about their own speaking and listening and identify some of the strategies they use to speak, listen to and comprehend spoken texts.	

Numeracy Indicator		✓
Writing and Designing		
WD 1 xiii	Attempt to spell unfamiliar words using phonological knowledge, sound–symbol relationships, short vowels and simple long-vowel patterns by listening for rhyming patterns, looking for common letter sequences and onset and rime, and making analogies between words that look similar.	

Feedback

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