



Teacher guidelines

Storybook characters

Year 3

English

Students identify the words that describe a storybook animal character and then research the same animal in information books to compare the similarities and differences between the descriptions.

Time allocation 2 hours

Student roles Work individually

Context for assessment

Authors and illustrators represent a character's personality and actions using devices such as words, phrases, pictures, images and colours. Students can explore a range of storybook characters, such as animal characters, to identify the language choices that create these representations. They can also compare these language choices with those found in information books for the same type of animal and reflect on the way words and visuals are used differently to match their audience and purpose.

Identify curriculum

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

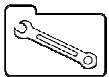
English		Essential Learnings by the end of Year 3
Ways of working Students are able to: <ul style="list-style-type: none">• recognise and select vocabulary to describe subject matter• interpret how people, characters, places, events and things have been represented• construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose• reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways.	Knowledge and understanding Reading and viewing Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts. <ul style="list-style-type: none">• Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings.• Readers and viewers make connections between their prior knowledge and the subject matter of the text.• Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. Language elements 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. <ul style="list-style-type: none">• Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways.• Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things. Literary and non-literary texts Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure. <ul style="list-style-type: none">• Texts are produced for particular audiences and their interests.	
Assessable elements <ul style="list-style-type: none">• Knowledge and understanding• Interpreting texts• Constructing texts• Reflecting		
Source: Queensland Studies Authority 2007. <i>English Essential Learnings by the end of Year 3</i> . QSA, Brisbane.		

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Read a range of storybooks, watch animated films, and use concept maps to tease out the language choices that represent characters (e.g. big bad wolf, noble bird, sly fox, fine donkey or stubborn mule).
- Describe the characters (particularly animal characters) and explore how the author develops representations of the characters using words, phrases, visuals, age, actions, props, stance, posture, body language, etc.
- Create a word bank of describing words and key words such as illustrator, author, information book, personality, etc.
- Introduce metalanguage by asking the students to identify describing words as adjectives or noun groups.
- Explore the notion of stereotypes found in storybooks, such as cruel wolf and cute kitten, and discuss whether or not these representations and descriptions are accurate portrayals.
- Identify and discuss descriptions of animals in information books and compare similarities and differences with animals depicted in storybooks.
- Compare word and visual choices in storybooks and information books, and explore how these language choices match the purpose and audience.
- Practise research skills, including locating information books and taking notes.



Teacher resources

Listed here are suggested resources that students will need prior to and during the assessment.

- Library and internet access.
- Storybooks (including fairytales, fables, picture books), including electronic stories.
- Information books and/or websites about animals.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing the assessment.

- Storybooks or literary texts create mental images of characters through word choice and visuals. As students identify characters in familiar storybooks, encourage them to explore how characters are described and represented in different ways. This exploration should include identifying the many stereotypes that may or may not reflect accurate representations or descriptions.
- This assessment focuses on animals in storybooks. This ensures a safe environment for questioning texts, including identifying similarities and differences between literary and non-literary texts (storybooks and information books).
- Teachers may need to be sensitive to cultural or individual issues when exploring stereotypes and should:
 - model appropriate responses to sensitive topics
 - listen to students as they share their thoughts and feelings.
- Ensure students develop their reading skills by connecting their own inferences and experiences with conclusions drawn from evidence found through research.
- Storybooks can be preselected or students may choose. If students choose the same storybook as a class member, they could focus on a different animal character.

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 students and their school environment.

Suggested time	Student activity	Teacher role
Section 1. Identify descriptive words		
10–15 minutes	Read through the assessment with teacher guidance.	Guide students through the assessment.
30–45 minutes	<p>Read a storybook that has animal characters.</p> <p>Explore the storybook's animal characters. Choose one animal character and identify words that describe the character.</p> <p>Complete the concept map on page 2 of the <i>Student booklet</i>.</p>	<p>Provide a range of storybooks.</p> <p>Assist students as they read storybooks, choose one animal character, and identify and list words that describe the animal character.</p>
Section 2. Compare books		
45 – 60 minutes	<p>Read at least one information book about the animal explored in Section 1.</p> <p>Identify words that describe the animal.</p> <p>Complete the concept map on page 4 of the <i>Student booklet</i> by identifying the similarities and differences between the two text types (storybook and information book), particularly the language choices.</p> <p>Make a list of words to talk about (optional).</p> <p>Students will describe and explain their reflection in a discussion with the teacher.</p>	<p>Provide a range of information books and/or internet access.</p> <p>Assist students in identifying descriptive words. It may be necessary to teach the students how to take notes (e.g. use post-its to record describing words).</p> <p>Listen to each student present their thoughts about similarities and differences of word choices in the two text types (storybook and information books).</p>

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).

Making judgments about this assessment

You may choose to take anecdotal notes to support making judgments about the students' reflections in Section 2. It is the student's reflection skills that are being assessed not their speaking and listening skills.



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Use feedback

Using feedback to enrich teaching and learning.

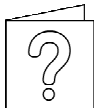
Evaluate the information gathered from the assessment to inform teaching and learning strategies.

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

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

Giving feedback about this assessment

Reflecting is an integral part of this assessment as students talk to their teacher about the differences and similarities between text types, and how language choices match the purpose and audience. This also provides an opportunity to implement self-assessment principles that will create a feedback loop and assist in future planning.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.