

Let's recount

Teacher guidelines

Year 1

English

Children sequence photographs to plan and write a recount of a familiar shared experience.

Time allocation 3–4 x 20-minute sessions

Context for assessment

Recounts are written about real-life experiences and provide a purposeful assessment focus. Photographs provide a visual prompt for children, assist them with planning their writing, and provide scaffolding for their writing.

In preparing for this assessment, children undertake a range of language or literacy-based activities that develop their vocabulary, knowledge of content, ability to sequence events, and knowledge of the recount genre and its associated language features. They will draw on this knowledge to sequence photographs and write a recount.

Teachers will use the children's sequenced photographs and written recount to assess Writing and Designing using the Year 1 Learning Statements.

This assessment provides opportunities for children to demonstrate the identified P–3 Literacy Indicators in Writing and Designing.

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Year 1 Learning Statements	English Essential Learnings by the end of Year 3	
<p>Active learning processes — English</p> <p>Language learning and communication</p> <p><i>Writing and designing</i></p> <p>Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • select vocabulary that relates to the topic and maintains the meaning of the text • use correct grammar and punctuation for proper nouns and simple sentences including statements, questions and commands • spell high-frequency words and familiar words correctly. 	Assessable elements	Ways of working
	Constructing texts	<p>Students are able to:</p> <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 • recognise and select vocabulary to describe subject matter
	Reflecting	<ul style="list-style-type: none"> • reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways.
		Knowledge and understanding
Source: Queensland Studies Authority 2009, <i>Year 1 Learning Statements</i> , QSA, Brisbane.	Knowledge and understanding	<p><i>Writing and designing</i></p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for 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 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 **Year 1 Learning Statements** and **Essential Learnings** shown on the previous page. The statements support continuity in 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.

In this assessment children will be demonstrating a variety of language elements when they write a recount. Children need to be taught that recounts:

- have meaning — they tell what has happened to the person
- link purpose to the audience — in this assessment the audience is children's peers
- have a purpose and an audience — to retell events in sequence and to inform or entertain
- have personal comments
- use a variety of spelling strategies
- use high-frequency words
- use words to indicate sequence including first, then, later after
- use correct punctuation (use of capital letters to start sentences and for proper nouns and full stops at the end of a sentence.)
- use grammar, e.g. past tense for recounts and maintaining tense in subject–verb and use of correct referent noun.

These language elements can be highlighted and taught in the following learning experiences.

- Read shared texts, e.g. *Stone Soup*, *The Enormous Turnip*, *The Enormous Watermelon*, *The Very Hungry Caterpillar*. Practise orally recounting these stories using selected sequenced images as prompts, and roleplaying the stories.
- Develop a cloze or partly scripted text to explore time-sequence words, e.g. first, next, then, after that, later.
- Individually sequence a set of photographs of a personal experience, e.g. getting ready for school, holidays.
- Highlight the “doing” words that create meaning in recounts.

- Read or retell sample recounts.
- Develop a class word wall to identify and use new vocabulary associated with the experience and recounting.
- Play with sentences to change them from observation to comment, e.g. Sally is a dog (observation). I love my dog (comment).
- Write captions for photographs.
- Oral recounts
- Co-construct a whole-class recount about an event that has taken place. Use photographs to sequence and recall. Make explicit the following text structure:
 - the order of events
 - use of time-sequence words
 - use of topic or related vocabulary to maintain meaning
 - a written summative sentence
 - comparisons of the recount of a shared experience , identifying similarities and differences in vocabulary, grammar and punctuation .
- Explicitly teach the purpose and features of recounts.
- Model the process of reflecting to identify similarities and differences in writing.

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.

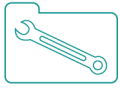
A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005* Cwlth).

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

Websites

- Jenny Eather's *Writing for fun* provides organisers for the writing process: <www.writingfun.com>.
- *MyRead* is an Australian Government Department of Education, Science and Training website: <www.myread.org>. Select Classroom organisation > Cooperative learning strategies.

Books

Looking after the Egg, Hooper, M 1995, Ginn & Company, Essex, UK.

The Emperor's Egg, Jenkins, M. 2000, Walker Books, London.

The Very Hungry Caterpillar, Carl, E 2000, Penguin Books, Camberwell, Victoria.

This assessment identifies relevant Literacy Indicators on page 10.

For a resource to support planning for teaching, learning and assessment of literacy and numeracy for children from Prep 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 and Numeracy Indicators (P–Year 9).

Preparing

Consider these points before implementing the assessment.

- Display co-constructed recounts, word lists and exemplars to assist children in demonstrating what they know and can do.
- Decide on the format children will use to present their recount, e.g. children might create small booklets or write a poster with the photos displayed at the top.
- Copy a maximum of four (wallet-sized) photographs of a familiar shared experience for each child to cut out and sequence.
- Consider the adjustments to the assessment that may be needed for particular children in your class. Consider:
 - scribing or prompting
 - allowing them to use a computer rather than writing
 - developing a cloze to provide scaffolding for early learners.

Suggested implementation plan

Suggested time	Children activity	Teacher role	Resources
Setting the scene			
10 minutes	Participate in discussion recalling their experience.	<p>Remind children that they have learnt that the purpose of recounts is to share experiences with others. Recall some examples.</p> <p>Tell them, “We are going to share our experience with others (select audience) by reading our recount to them.”</p> <p>Use the individual photographs to prompt the children to talk about their experience.</p> <p>Use sequencing words, e.g. first we ... then we ...</p>	<p>Photographs</p> <p>Word wall</p>

Section 1. Developing photo stories			
20 minutes	Sequence four photos in order. Glue them left to right.	Remind children that these photographs of the experience will help them to remember the order of events when they are writing their recount. Remind	A3 paper (or material for a specific recount format) Glue Scissors
Section 2. Writing recount			
30–40 minutes	Participate in discussion and identification of language elements. Write own recount using the photographs provided.	Select a collaboratively constructed recount and highlight key language elements of vocabulary, tense, time sequence words and punctuation. Collect drafts of Individual, unassisted writing as evidence for making judgments about the assessable elements.	Writing paper (or material for a specific recount format) Pencil Word lists Co-constructed models
Section 3. Reflecting			
15–20 minutes	Share recounts. Reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways.	Organise grouping of children for the purpose of sharing recounts. Facilitate discussion of the similarities and differences in language elements. Prompt questions could include: “Do both recounts have the same characters? Is the setting the same? Are both recounts about the same event/s? Is the sequence the same? “Have different words been used to describe the people, characters, places, events and things? “Have capital letters and full stops been used to show sentences? Do names of people have capital letters? Have the same verbs / processes/ doing words been used to describe what happened? Do the verbs / processes/ doing words show that the experience is in the past? Are time sequence words used?	Completed recount
Section 4. Feedback interview			
2–3 minutes (each child)	Read own recount and respond to questions.	Listen and provide feedback. Ask questions and record responses anecdotally. Ask child to talk about the similarities and differences they have noticed in the recounts. Prompt children to describe purpose and audience for a recount.	Completed recount

Make judgments

Where is evidence found and how are judgments made?

Using the Guide to making judgments (GTMJ)

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 student's response.

Assessment name
Student booklet

Name: _____

ELA

Year: 101

Read assessment content as directed by teacher. In response to the questions recording answers. For short length, and which has been used 'Task 1' (the target)

Assessment booklet details

Knowledge and understanding Constructing texts	Reflecting
Uses language elements to match audience and purpose	Reflects to identify how language elements represent people, characters, places, events and things in similar and different ways
<ul style="list-style-type: none"> Constructs recount, accurately and consistently linking personal comment to audience and purpose. Uses conventional spelling, grammar and punctuation. Selects vocabulary that provides detail about people, places and events. Constructs recount with personal comment to match audience and purpose. Uses capital letters at the beginning of sentences and for proper nouns. Writes in past tense and uses full stops to show the end of sentences. Organises ideas using time sequence words. Uses vocabulary that describes the people, places and events. Sequences photographs. Describes isolated photographs. 	<ul style="list-style-type: none"> Reflects to describe audience and purpose of a recount. Reflects to identify their own use of vocabulary, grammar and punctuation. Reflects to identify similarities and differences in use of language elements in recounts. Identifies capital letters. Identifies similarities in recounts.
	A
	B
	C
	D
	E

Step 3

Match the evidence to a descriptor:

- begin at the bottom of the continuum
- choose the position on the continuum that best matches the evidence
- look at model and sample responses for clarification if necessary.

Step 4

Repeat for each assessable element.

Step 5

Make an on-balance judgment to arrive at an overall grade by considering:

- the judgments recorded on each continuum
- the relative significance of each assessable element to the stated purpose of the assessment.

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.

Knowledge and understanding Constructing texts		Reflecting	
Uses language elements to match audience and purpose		Reflects to identify how language elements represent people, characters, places, events and things in similar and different ways	
<p>Constructs recount, accurately and consistently linking personal comment to audience and purpose. Uses conventional spelling, grammar and punctuation.</p> <p><i>Demonstrated in Section 2.</i></p> <p>Look for evidence of:</p> <ul style="list-style-type: none"> • Use of language elements that match audience and purpose • the use of vocabulary about the experience — noun groups, “doing” verbs • repeated topic words • the use of organising time-sequence words — first, next, and then • correct grammar — past tense • capital letters and full stops used correctly • correct spelling of high-frequency words • a range of strategies used to spell unfamiliar words, e.g. sound symbol, short vowel patterns, common letter sequences, analogies between words. • the correct ordering of photographs when organising ideas and sequencing the events • appropriate recount structure, indicating understanding of text type developed from prior learning. 		<p>Reflects to identify how language elements represent people, characters, places, events and things in similar and different ways</p> <p><i>Demonstrated in Section 3 and 4.</i></p> <p>Look for evidence of:</p> <ul style="list-style-type: none"> • factual details • statements about what happened • recognition of similar and different language elements • recognition that recounts are written to tell an audience exactly what happened • recognition of audience and purpose. 	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Year 1 Literacy Indicators

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

Literacy Indicators		By the end of Year 1
Indicators		Source of evidence
Writing and Designing		
Children:		
WD 1 ii	Write text types to describe, recount, instruct and respond	Section 2 Writes a personal recount to describe a personal experience.
WD 1 iii	Plan and organise writing through activities including drawings and conversations	Section 1 Plans using photographs and prior sequenced learning experiences.
WD 1 iv	Identify and approximate stages of a small range of modelled text types	Section 2 Recount approximates: <ul style="list-style-type: none">• a simple introductory statement• use of time-sequence words — first, then, next• use of topic words to maintain meaning• a concluding statement.
WD 1 vi	Attempt to use subject–verb agreement to maintain past tense	Section 2 Maintains past tense using subject–verb agreement in personal recount, e.g. We swam two laps of the pool.
WD 1 x	Maintain topic when writing, e.g. by using repeated words	Section 2 Contains no irrelevant details and maintains the experience throughout by using the topic words or action verbs repeatedly.
WD 1 xi	Use capital letters to begin sentences and full stops at the end of sentences, and experiment with question and exclamation marks, and use capital letters for proper nouns	Section 2 Evidenced in written personal recount.
WD 1 xii	Spell high-frequency words and familiar words correctly and spell consonant-vowel-consonant (cvc) words	Section 2 Spells high-frequency or sight words correctly for the particular time of year the assessment is being completed.

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

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

Involve children in the feedback process. Give 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

Feedback about this assessment could focus on the ways of working:

- Constructing — Comment on the level of detail and the correct sequencing of the personal recount. Let children know it is important to this text type that they retell all the elements of an experience in the correct order.
- Reflecting — Children read their recounts to highlight and identify their new understandings about:
 - their purpose and audience
 - the use of repeated words and time-sequence words
 - their factual nature and summative endings.

Feedback about children's knowledge and understanding of vocabulary, grammar, punctuation and spelling is an ongoing process given through different text types and language experiences.

This assessment will provide teachers with valuable information about children's abilities in writing and designing to use in planning for further teaching and learning.

Children need to be taught:

- a variety of ways to organise their writing
- explicitly about how repeated words in texts help to maintain meaning
- how subject–verb agreement maintains past tense in a variety of contexts
- strategies for recalling high-frequency words
- correct sentence structure and punctuation.



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.