Example assessment task, Level 10 – Multimodal presentation

Overview

To complete this assessment task, students are required to put together a multimodal presentation of original content that uses the ‘power of your voice’ to explore a pertinent story, idea or issue. The presentation must include an oral component and be accompanied by a written explanation justifying the choices they made in creating their presentation.

Student tasks

Part A

* complete and submit a planning template as a record of their presentation development. (Refer to planning template on page 4.)

Part B

* complete a 3–5-minute presentation, which must include an oral component and various multimodal elements, and submit a video or voice recording of the oral component of their presentation. (Note: ‘multi’ means more than just one!)
* submit a typed draft of the oral component of their presentation.

Part C

* submit a typed written explanation of the decisions they made when creating their presentation. (Refer to Part C instructions and guiding questions on page 7.)

Achievement standard extracts

**Speaking and Listening**

When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice.

**Writing**

When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes. They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.

They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.

They use standard and non-standard spelling appropriate for purpose and audience.

Formative assessment rubrics

Teachers may develop their own formative assessment rubrics using the VCAA [Guide to Formative Assessment Rubrics](https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/Pages/default.aspx), which provides advice on how to develop formative assessment rubrics linked to the Victorian Curriculum F–10. This advice will assist teachers to identify the actual learning level of each student based on evidence of what the student knows and can do, and to understand what each student is ready to learn next.

To complement the Guide to Formative Assessment Rubrics, the VCAA has published 9 online professional learning modules, which can be accessed from the same webpage via the ‘Develop your own formative assessment rubrics’ link. Teachers can use these modules to develop, assess and review a formative assessment rubric, including designing a task to gather evidence of learning in the classroom. Schools may use these modules to support a consistent approach to understanding and using formative assessment rubrics.

Student task sheet

To complete this assessment task, you are required to put together a multimodal presentation of original content that uses the ‘power of your voice’ to explore a pertinent story, idea or issue. The presentation must include an oral component and be accompanied by a written explanation justifying the choices you made in creating your presentation.

Tasks you need to submit

Part A

* the completed planning template as a record of your presentation development. (Refer to planning template on page 4.)

Part B

* a 3–5-minute video or voice recording of the oral component of your presentation. (Your presentation must include an oral component and various multimodal elements. Note: ‘multi’ means more than just one!)
* a typed draft of the oral component of your presentation

Part C

* a typed written explanation of the decisions you made when creating your presentation. (Refer to Part C instructions and guiding questions on page 7.)

Part A: Planning your presentation

To plan your presentation, you will need to make the decisions listed in the planning template below. Record your notes and decisions in the spaces provided.

|  |  |  |
| --- | --- | --- |
| Decision | Explanation | Notes and decision |
| 1. **Choose your presentation focus**
 | Choose the story, idea or issue that will be the focus of your presentation.Make sure that your content is appropriate for a school setting. **Note**: While issues such as prejudice and discrimination, for example, can be explored, any content that could perpetuate (add to or worsen) the issue will not be tolerated. | Presentation focus:  |
| 1. **Decide on your purpose**
 | Consider the purpose of your presentation. It could be:* to express (convey and explore) an idea, thought or feeling
* to inform (pass on knowledge or aid understanding)
* to argue (persuade by presenting reasons for/against something).

It may help to think about the message you would like to send to your audience. * What do you want your audience to understand about your ideas at the end?
* How does your purpose connect to your target audience?
 | Presentation purpose:  |
| 1. **Decide who the audience is**
 | * Who, specifically, is your presentation aimed at – for example, your classmates or your local community? Select the group most relevant to the purpose you have determined. Ensure that your presentation is suitable for this target audience.
* What defines your audience? What do they care about?
 | Audience:  |
| 1. **Decide on text type(s)**
 | The text type you choose for the oral component of your presentation should be suitable for the purpose of your presentation and appropriate for your audience. These could include:* storytelling (anecdote)
* rap
* spoken word poetry
* song
* speech
* other (negotiated with teacher)
 | Text type(s): |
| 1. **Decide on multimodal elements**
 | Decide which elements to use in your presentation. These could include:* music
* still images (photos, illustrations, etc.)
* video
* animation
* additional voice recordings
* non-vocal sounds or sound effects
* props
* other
 | Multimodal elements:  |

Part B: Creating and delivering your presentation

Use this checklist to record your progress as you work through the tasks required to complete the presentation.

|  |  |  |
| --- | --- | --- |
| Step number  | Task | Completed? Checkmark with solid fill |
| **1.** | I have chosen my presentation focus (story, idea or issue) and my teacher has approved it. |[ ]
| **2.** | I have planned my presentation using the Part A planning template on page 4. |[ ]
|  | I have shared my planning template with my teacher for approval. |[ ]
|  | My teacher has approved my planning template.  |[ ]
| **3.** | I have written the draft of the oral component of my presentation. |[ ]
|  | I have sought and received feedback on my draft from my peers. |[ ]
|  | I have sought and received feedback on my draft from my teacher. |[ ]
|  | I have edited and proofread my draft. |[ ]
| **4.** | I have created my multimodal presentation. |[ ]
|  | I have recorded myself delivering the oral component of my presentation (as a voice or video recording).(Note: If you have made a voice recording, incorporate other chosen elements to create your multimodal presentation.) |[ ]
| **5.** | I have completed my written explanation.(Refer to Part C instructions on page 7.) |[ ]

Part C: Completing your written explanation

What is a written explanation?

Your written explanation is a short, written piece that introduces your presentation. It is intended to provide an indication of what the audience should expect from the presentation and explain the decisions you made during the creative process.

What will your explanation address?

* the story, idea or issue you have addressed, created and/or responded to
* the purpose of your presentation
* who your audience is
* the written, visual and spoken language choices you have made.

Instructions

* Use the guiding questions below and the information you recorded in your planning template on page 4 when completing your written explanation.
* Your written explanation should be between 400 and 500 words.

|  |  |
| --- | --- |
| Task | Guiding questions |
| 1. **Define purpose**

*Refer to planning template for ideas*  | In my written explanation, the purpose section is where I discuss the message I would like to send to my audience. * What is my purpose in creating this presentation?
* What am I trying to explore? What do I want my audience to understand about my ideas at the end?
* How does my purpose connect to my target audience?
 |
| 1. **Clarify who the audience is**

*Refer to planning template for ideas*  | * Who is my presentation specifically aimed at? What defines the audience? What do they care about?
* How is my presentation suitable for and relevant to my target audience?
 |
| 1. **Explain language and style choices made**

*Refer to planning template for ideas* | * Which spoken and written language choices did I include? Why?
* Which multimodal elements did I include? Why?
 |