Example assessment task, Level 3 –   
Stories that teach and make us think

Overview

While exploring the informative picture narrative *Iceberg*, students examine the way that language can evoke images and emotional responses. They investigate the connection between text structure and purpose, experiment with features of voice for impact and meaning and explore the way authors tell a story to share information.

This summative assessment task allows students to apply their learning by creating a multimodal informative narrative of their own, innovating on the structural and language techniques discovered in *Iceberg*. The mode of this assessment is written, digital, visual and/or oral.

Achievement standard extracts

By the end of Level 3, students demonstrate the following skills in English:

**Speaking and Listening**

When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice.

**Reading and Viewing**

They explore how different types of texts across the curriculum, both print and digital, use different structures for purpose and navigation. They identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning.

**Writing**

When creating written and spoken texts to inform, narrate, explain or argue, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and they include appropriate multimodal elements. They re-read their texts and edit for meaning, structure and grammatical choices.

They extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts.

Assessment task

Context

While reading *Iceberg*, the author’s use of structural and language features was explored. *Iceberg* uses the iceberg as the main character to provide information about the way the natural environment changes over time, tracking the changes to its surroundings as the seasons turn.

Required knowledge

* How text structure supports narrative
* Language can be used to convey images and impact the reader
* Meaning can be created through different modes
* Scientific knowledge of change over time

Task

Demonstrate knowledge of the way texts can narrate and inform.

To do this, students create an informative narrative that uses structural and language features similar to those explored while reading *Iceberg*. They include a multimodal element to demonstrate understanding of the way structural and language features can enhance the meaning of a story.

Session 1 (one lesson)

Students choose a feature of the natural environment to portray asthe main character in their multimodal text.

They use personification and vivid verbs to describe the feature.

They consider how their chosen natural feature and its surroundingschange during the day, over the year or during its lifetime.

Students describe at least 3 more stages of change using personification and vivid verbs.

Session 2 (2 lessons)

Students create a multimodal text that shows the changes that occur over time to their natural feature.

Multimodal options may include:

* soundscape, using manufactured or found instruments
* digital artwork/images
* illustrations
* 3D sculpture or collage, using elements found in a natural environment
* dance or movement.

Session 3 (one lesson)

Students use the descriptive writing created in Session 1 to create a spoken text script that adds meaning to their multimodal text. They rehearse reading the script using features of voice to enhance meaning.

Students share their work with a peer and give each other feedback on the effectiveness of their texts (note, the teacher leads determination of peer review criteria). They revise and edit their texts based on the feedback they receive.

**Session 4 (one lesson)**

Students perform or record a multimodal presentation that combines their multimodal text and their spoken text.