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| **Assessment Task Cover Sheet** |
| **Personal Details** |
| Name: (your name)  Organisation: |
| **Task** |
| Write a set of instructions to complete ONE of the following tasks:   1. Changing the oil in your car 2. Making your favourite recipe 3. Withdrawing cash from an ATM 4. Changing the battery in a smoke detector 5. Changing a flat tyre on a car 6. Choose a topic of your own. |
| **Performance Variables** |
| Support: learner worked in small group with four other class members. During the delivery of this assessment task the teacher was available for ongoing support. She spent a lot of time with this learner reminding him on the work they had done in class on writing instructions. She also provided the spelling for specific words, e.g. *wheel, evenly, brace.* The learner required constant support and encouragement and significant time in order to complete the task..  Context: this assessment task was delivered at the end of a series of lessons on ‘writing instructions’. The class included material on numbering and sequencing instructions; keeping a pattern to each instruction, e.g. start each statement with a doing word; including all steps in a procedure.  Text Complexity: the learner chose the topic and was encouraged to choose a topic that they were familiar with, including particular words that they felt comfortable writing.  Task Complexity: task included a limited number of familiar steps and limited sequencing. This was a formative assessment task delivered after the text type had been practised in class. This is a multi level task particularly suitable for ACSF Writing levels 2 and 3. |
| **ACSF Assessment** |
| With a lot of teacher support the learner was able to write 6 steps in the instructional text following a pattern learned in previous classes. The learner worked very slowly and needed constant encouragement. He took about 30 minutes to complete the activity. He was able to sequence the items though some important detail was left out, e.g. loosing nuts before jacking car up, block the wheels to prevent car from rolling. The appropriate tone is used and the text conveys its intended meaning for this topic which was familiar to the learner. With assessor support the learner should some attempt to review his writing. He attempted to self correct *tyre* in statement 5, however was not able to identify the correct spelling of *tyre* in the title or in statement 2. He was unable to recognise the error in *thight* (statement 6) and although the teacher provided the correct spelling and word form, he was unable to correct this in the repeat use of the word in the same statement. Although the learner felt conformable with the topic of choice, he was not able to correctly spell key words, e.g. tyre, weel brace (correct in statement 4 but not statement 6). *Chainge,* although incorrect does follow a familiar spelling pattern and incorrect spelling doesn’t interfere with meaning. The spelling of *cervece* however does make more demands on the reader. Although encouraged to use a dictionary, the learner did not make any attempt to do so. Although the layout was appropriate there is no evidence of punctuation. Script legible.  The learner demonstrated some performance features of ACSF levels 1 and 2. Assessment ratings take into account the significant amount of support and time required to complete the task.  Final assessment: 2.05 1.06 |