

### Student Self-assessment Tool

At the start of the unit, assess your prior capability for each of the learning intentions for this term by marking with a lead pencil where you think you are on the sliding scales. Then choose one to set as your learning goal. At the end of the unit you will reassess your capability.



Use this key to help:

- Strong** I feel confident and would like to challenge myself further.
- Moderately high**
- Moderate** I am challenged but feel confident I will achieve success.
- Moderately low**
- Limited** I want to concentrate on less so that I can accomplish more.

My learning goal is:

- Student discussed learning intentions with parent.
- Parent would like to discuss learning intentions with teacher. My preferred email address is:

Student Signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

#### Note to Parent/care-giver

Please assist your child to read through this term's expectations below. It will let you both know what learning your child will be doing. Discuss possible home/class learning support activities we can organise together, and tick the relevant box if you wish to meet or communicate via email. A copy will be given to your child at the end of the term. Please sign above so I know your child has shared this with you.

Yours in education,

Australian Curriculum  
Description Codes

# Learning Intention

Sliding Scales  
**S M L**

ENGLISH	Lang. variation/change	I can view and discuss different ways of communicating.	
	Language for interaction	I can identify my role and that of others during group work. I can work with others for example initiate a topic, change a topic through negotiation, encourage others to share, asking relevant questions, providing useful feedback, and check I understand the task.	
	Text structure and organisation	I can express my opinions using language that contains adjectives and verbs.	
		I can write a sentence that communicates my ideas, knowledge and feelings.	
		I can identify nouns and verbs in my sentences.	
		I can take notes.	
		I can plan and present an oral procedure.	
	ACELA1482	I am attempting to write paragraphs that have an opening statement which expresses my opinion. I can write at least two more sentences that explain why I hold that opinion.	
	Phonics/word knowledge	Can identify features of online texts that help me research.	
	Interacting with others	I am beginning to explore the use of relating verbs.	
		I can tell others about how I learn spelling in my classroom.	
		I can listen and contribute successfully when communicating ideas with others.	
	Interpreting, analysing, evaluating	I use appropriate tone, pace, pitch and volume when speaking to others.	
		I can plan and deliver short presentations, providing some key details in logical sequence when presenting an oral procedure.	
		I can identify an author's purpose in different texts.	
		When reading, I can self- monitor, predict, confirm, reread, read on and self-correct.	
		I can read aloud with fluency and intonation.	
	Creating texts	I can identify main idea.	
		I can identify sequence of ideas that build on main idea.	
		I can use a have-a-go sheet and editing marks.	
	My sentences start with a capital letter and finish with a punctuation mark: full stop, question mark or exclamation mark.		