

Scaling Success

The All-in-One Formative & Summative Assessment Tracker

Use the evidence scale to pinpoint focus for student improvement. Use a pencil to first assess the formative task. This information can assist with providing intervention if required. When assessing the summative task, simply adjust the scales before awarding a final grade.

	<p>Strong Immediate and confident understanding and application. Extension of task expectations required. Leads peer learning.</p> <p>Moderately high</p> <p>Moderate Self-motivated desire to improve. Sound application in most aspects of task.</p> <p>Moderately low</p> <p>Limited Has retained minimal grasp of the learning intentions. Has made little progress on task application even with considerable, one on one support and/or extensive adjustment to task and/or text complexity. Personal Learning Plan recorded. Contacted parents.</p>
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Details of support and adjustments provided for this student (if required).

- Discussed with student during conferencing.
- Personal Learning Plan* recorded.
- Parent or other stakeholders informed of adjustments.

Description Codes	Learning Intention	Evidence Scale
ENGLISH	Lang. variation/change Can understand that languages have different written and visual communication systems, such as Aslan.	←————→
	Language for interaction Can identify roles and collaborative patterns for example initiating a topic, changing a topic through negotiation, affirming and building on comments, asking relevant questions, providing useful feedback, prompting and checking own and group understandings. Can explore how evaluative language can be varied to be more or less forceful	←————→
	Text structure and organisation Can understand and apply text choices such as sentence construction and verb tense, which are depended on purpose and context, such as note-taking, reflection and persuasive letter. Is beginning to apply a suitable paragraph structure with opening sentence that links with previous paragraph. Paragraph also has extending details and links to following paragraph. Can recognise both grammatically accurate and inaccurate usage of the apostrophe in contractions. Can identify features of online texts that enhance navigation when using word processing software.	←————→
	Expressing and developing ideas Can use metalanguage to explain that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement. Can note persuasive techniques used to depict the relationship between characters d in illustrations such as a book cover: through the positioning of the characters, distance between them; facial expressions and body gesture. Is building vocabulary to express judgement and opinion when reflecting on learning experience.	←————→
	Responding to literature Can explore texts that highlight issues and problems and discuss these with others. Can discuss relevant prior knowledge and past experiences to make meaningful connection.	←————→
	Texts in context Can identify the point of view of potential audience when creating persuasive text.	←————→
	Interacting with others Can listen and contribute successfully when communicating ideas and negotiating. Can use interaction skills including active listening behaviours to communicate in a clear, coherent manner using a variety of everyday and learned vocabulary such as metalanguage. Exhibits appropriate tone, pace, pitch and volume when speaking in various contexts. Can plan and deliver short presentations, providing some key details in logical sequence.	←————→
	Interpreting, analysing, evaluating Can use metalanguage to identify and classify the audience of text types such as persuasive letter. Can identify author's purpose. When reading, can self- monitor, predict, confirm, reread, read on and self-correct. Can comprehend literal and inferred meaning by identifying text choices such as mode, medium, sentence and paragraphing style, images and other features and vocabulary selection. Can identify main idea and connect personally to text, for example sketch-notes.	←————→
	Creating texts Can create, re-read and edit own and other's text by applying classroom processes and strategies such as have-a-go sheet. Can gather information from various sources and can choose appropriate text devices such as sentence length, punctuation as well as relevant vocabulary when notetaking. Can use software including word processing programs with growing speed and efficiency to construct and edit text.	←————→