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.

S — **Strong** Immediate and confident understanding and application. Extension of task expectations required. Leads peer learning.

Moderately high

M — **Moderate** Self-motivated desire to improve. Sound application in most aspects of task.

Moderately low

L — **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.

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 differing contexts require different oral traditions that influence how meaning is constructed such as stories told through drama performance.	⟷
	Language for interaction	Can distinguish how word choices present different evaluations of a character and can then use this information to write and present a soliloquy in the role of a familiar character.	⟷
	Text structure and organisation	When construction an information text in character role, can adjust language and text choices to communicate theme, purpose, characterisation and setting (time/place) whilst all the while, maintaining connection with audience.	⟷
		Can recognise both grammatically accurate and inaccurate usage of the apostrophe.	
	Expressing/ developing ideas	Can understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement when creating information text.	
		Can exploring 'doing' and 'saying' verbs in narrative texts to show how they give information about what characters do and say.	⟷
	Texts in context	Can discuss how a text presents the point of view of the main character and can speculate on what other characters might think or feel.	⟷
	Interacting with others	Plan and deliver short presentations, providing some key details in logical sequence.	⟷
	Interpreting, analysing, evaluating	Can use metalanguage to interpret, analyse and evaluate imaginative texts.	⟷
		Can select chapter books to read for pleasure.	
	Creating texts	Can maintain cohesion between text choices and ideas.	
		Can re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation.	⟷
	Literature and context	Can discuss and compare different narrative texts in which characters, events and settings are portrayed in different ways.	⟷
	Responding	Can select and discuss chapter books and explain reasons for assigning greater or lesser merit.	⟷
	Creating literature	Can innovate on texts by creating and performing a roleplay based on text.	⟷
The Arts – Drama	ACADRM031	Can explore, devise and present roles using elements of drama to innovate on a storybook character. Can shape improvisations to communicate theme, purpose, characterisation and setting (time/place) whilst all the while, maintaining connection with audience.	⟷
	ACADRM032	Can use voice, body, movement and language to sustain a role such as varying facial expressions, vocal tone and body movement to portray a storybook character. Creates dramatic action with words anchored in a select time and place.	⟷
	ACADRM033	Can shape and perform dramatic action using narrative structures and tension in devised and scripted drama such as a one scene play based on a familiar story as well as roleplay, where the character is giving a set of instructions to audience.	⟷
	ACADAR008	Can identify and discuss with others the meaning and intended purposes of their own drama using drama terminology.	⟷