English as a Second Language

English as a Second Language (ESL)

Course Framework

ESL

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers

- enterprising problem-solvers

- skilled and empathetic communicators

- informed and ethical decision-makers

- environmentally and culturally aware citizens

- confident and capable users of technologies

- independent and self-managing learners

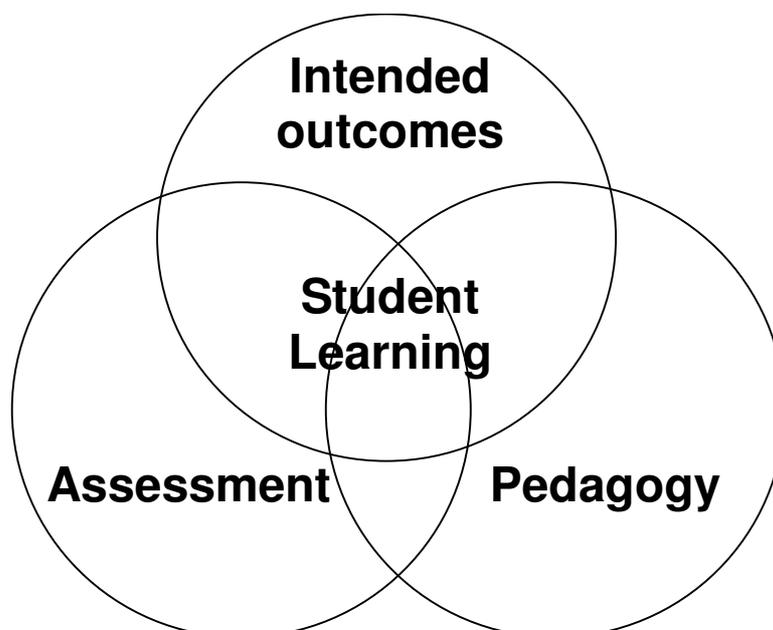- collaborative team members

and provide students with:

- a comprehensive body of specific knowledge, principles and concepts

- a basis for self-directed and lifelong learning

- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix C**.*

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.

```
                    Intended
                    outcomes


                 Student
                 Learning


     Assessment            Pedagogy
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Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
   (*Prior knowledge*)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (*Deep knowledge and connectedness*)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (*Metacognition*)

4. Learners' sense of self and motivation to learn affects learning.
   (*Self-concept*)

5. Learning needs to take place in a context of high expectations.
   (*High expectations*)

6. Learners learn in different ways and at different rates.
   (*Individual differences*)

7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
   (*Socio-cultural effects*)

8. Learning is a social and collaborative function as well as an individual one.
   (*Collaborative learning*)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (*Explicit expectations and feedback*)

RATIONALE

English is the official language of Australia and is increasingly the language of international communication. Effective participation in Australian society requires an ability to understand the various uses of the English language and to employ them successfully.

Students from Culturally and Linguistically Diverse Backgrounds who require English as a Second Language (ESL) provision should have access to programs which address their specific language needs.

The study of ESL is designed for students for whom English is an additional language. It facilitates the acquisition of skills for communication and learning in an English language context. It enables students to develop critical and creative thinking and strategies to meet the demands of their current studies while embracing a new culture. In addition, the study of ESL can assist students in their personal lives, employment, future learning and participation in a democratic society.

Students studying ESL have the right to learn and succeed within a curriculum, which is sensitive to and inclusive of their prior learning and experiences. As an integral part of an inclusive curriculum, ESL courses value and affirm the diversity of interests, backgrounds, knowledge and abilities of all students. The study of ESL fosters students' self-esteem by enabling them to use the English language confidently.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- understand, analyse and critically reflect on a broad variety of texts - written, visual and multimodal

- demonstrate knowledge and understanding of the relationships between texts and their social and cultural contexts

- compose coherent and cohesive texts for social, creative and academic purposes

- locate, evaluate, interpret and synthesise information from a variety of sources

- exchange opinions and convey information appropriately

- communicate effectively when listening, speaking and writing.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

- communicating effectively in English for a range of purposes
- knowledge of the underlying structures of the English language
- understanding the influence of cultural concepts and perspectives on the English language.

Skills

- interacting competently in English in a variety of contexts
- critically responding to written, spoken, visual and multimodal texts
- proficiently reading, writing, speaking, listening and viewing in English
- analysing, synthesising and applying language structures in context
- independent and reflective learning.

Recommended Content

The ESL Course Framework does not mandate the use of any specific content, however it encourages the inclusion of texts which reflect Australia's multi-cultural society. Content that increases understanding of Australian social and educational contexts enhances students' ability to relate to and learn from their new environment. Where possible, content should also reflect the variety of cultures and experiences of the student group

Vocational Courses

There are no vocational courses under this Course Framework.

PEDAGOGY

Teaching Strategies

Course developers are encouraged to use teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

As ESL students are learning English and learning through English, the following teaching strategies are particularly relevant and effective:

- Flexibility in catering for individual needs, e.g. recent arrivals to Australia and those with disrupted educational backgrounds
- Adapting tasks to suit different levels and learning styles within the class, e.g. 3 level guides
- Building on prior knowledge by using scaffolding techniques.
- Encouraging participation and cooperative learning, e.g. brainstorming, individual, pair and group work
- Clarify learning context and teacher expectation, e.g. modelling, practice assessment tasks
- Establishing context and teaching relevant vocabulary of texts
- Providing new experiences through excursions
- Highlighting problems related to plagiarism and memorising, and teaching accepted strategies, e.g. note-taking and referencing
- Outlining examination techniques, e.g. time management, approaches to multiple choice questions, AST preparation
- Guiding students through research techniques, e.g. accessing information, note-making, summarising, synthesising, referencing
- Promoting and developing analytical and critical thinking skills, e.g. text analysis and comparison, problem-solving techniques
- Providing guidance for oral presentations/seminars/tutorials, e.g. structure, eye contact, body language, pronunciation, clarity, stress and intonation
- Encouraging the forming and expression of ideas and opinions through questioning, debating, short talks and discussion

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Assessment Task Types

It is recommended that 3 – 5 assessment items be used in each standard unit (1.0) and 2 – 3 assessment items be used in a half standard unit (0.5).
Assessment tasks in both 1.0 and 0.5 standard units should address reading, writing, listening and speaking. Note that oral and written tasks comprise listening and reading skills. Texts are not limited to written texts and include aural texts; comprehensions may be written or aural; oral presentation tasks must include a listening component such as unprepared questions.

	Oral	Written	
Task Type	Interpretation and analysis	Interpretative Response	Analytical Response
Examples of which include	Oral presentations Role plays Interviews Debates Simulations e.g. news program Performances Seminars	Creative responses to texts, e.g. • diary entries • alternative endings • different genres • artistic responses (with rationale) • short responses Extended pieces of writing, e.g. • interviews • review • report • retelling • short story • narrative essay • scripts Anthology with rationale Film study	Comprehensions including critical/interpretive thinking (aural /written) Taking notes and rephrasing (aural /written) Paragraph writing Summarising Short responses Character analysis Extended pieces of writing, e.g. • biography • descriptive essay • argumentative essay • analytical essay • research report • survey report • review
Weightings in A/T 1.0 Units	25 - 40%	25 - 40%	25 - 40%
Weightings in A/T 0.5 Units	25 - 40%	60 - 75%	

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

Higher Order Thinking

- critical analysis

- understanding of context

- insight and creativity

Technical Awareness

- knowledge of the language

- control of structure

- use of research and reference skills

Appropriateness

- appropriate selection of material

- appropriate selection of style

Additional Assessment Advice

- Over the course it is expected that a variety of assessment tasks be used within any task type.

- To avoid plagiarism, at least 50% of assessment must be completed in class or under test conditions. However it is strongly recommended that 80% of assessment be completed under these conditions, or that evidence* of other strategies to avoid plagiarism are in place. Preparation for the task may take place outside the classroom. This is particularly relevant to ESL courses since plagiarism is not a matter of concern in some cultures.

- As a guide, a piece of Year 11 extended writing in a **T** ESL course would be between 400 and 600 words. For Year 12, this would increase to between 500 and 800 words. A shorter word length would be appropriate in an **A** ESL course.

- Oral presentations should gradually increase from 5 – 12 minutes over the length of a **T** ESL course. 3 – 6 minutes would be appropriate in an **A** ESL course. An oral presentation should always include unprepared questions from the teacher and/or class.

- It is imperative for parallel classes being tested at different times to be set separate questions.

- Students may only use paper dictionaries for assessments under test conditions.

- Where notes are allowed as reference material for an assessment task, students are limited to one page of paraphrased dot points.

* evidence should not be limited to a signed cover sheet, but should include, for example, point form notes, drafts for written responses, an impromptu element in oral presentations.

Assessment Rubrics have been developed for all of the Task Types. It is envisaged that teachers would use these rubrics as the basis for their assessment amending them where appropriate. These are included at *Appendix A*.

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A – E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

UNIT GRADE DESCRIPTORS FOR A COURSE

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher order thinking • critical analysis • understanding of context • insight and creativity	• demonstrates a very high degree of reflection • demonstrates knowledge and understanding of the relationships between texts and their social and cultural contexts • responds to texts with insight and creativity	• demonstrates a degree of reflection • demonstrates a degree of understanding of the relationships between texts and their social and cultural contexts • responds to texts with some insight and creativity	• refers to some relevant examples of the text • demonstrates some understanding of the relationships between texts and their social and cultural contexts • responds creatively to text	• demonstrates little understanding of the relationships between texts and their contexts • responds to texts with some creativity	• demonstrates little or no understanding of the texts • responds to texts with minimal or no creativity
Technical awareness • knowledge of the language • control of structure • use of research and reference skills	• employs vocabulary and syntax confidently • demonstrates excellent oral skills • displays a competent use of a variety of forms and structures • locates and competently interprets relevant information from varied sources	• employs vocabulary and syntax competently • demonstrates effective oral skills • displays a competent use of a forms and structures • locates and interprets relevant information from sources	• employs vocabulary and syntax appropriately • demonstrates satisfactory oral skills • displays some use of different forms and structures • locates and selects relevant information	• employs limited vocabulary and syntax • demonstrates limited oral skills • displays some use of forms and structures • locates and selects information	• employs basic vocabulary and syntax • demonstrates minimal oral skills • displays minimal use of forms and structures • locates (with assistance) and records information
Appropriateness • appropriate selection of material • appropriate selection of style	• selects relevant ideas and information • appropriately applies the language learned in a familiar and predictable range of contexts and purposes	• selects some relevant ideas and information • appropriately applies the language learned in familiar and predictable contexts and purposes	• selects simple, relevant ideas and information • applies the language learned in familiar and predictable contexts and for a limited range of purposes	• selects simple ideas and information • applies the language learned with limited understanding of contexts and purposes	• selects ideas with assistance • very limited application of language

UNIT GRADE DESCRIPTORS FOR T COURSE

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher order thinking • critical analysis • understanding of context • insight and creativity	• Demonstrates a very high degree of critical analysis • Demonstrates detailed knowledge and understanding of the relationships between texts and their social and cultural contexts • Responds critically to texts with a high degree of insight and creativity	• Demonstrates a high degree of critical analysis • Demonstrates considerable knowledge and understanding of the relationships between texts and their social and cultural contexts • Responds critically to texts with insight and creativity	• Demonstrates a sound degree of critical analysis • Demonstrates a degree of knowledge and understanding of the relationships between texts and their social and cultural contexts • Responds critically to texts with some insight and creativity	• Demonstrates some degree of critical analysis • Demonstrates limited knowledge and understanding of the relationships between texts and their social and cultural contexts • Responds critically to texts with limited insight and creativity	• Demonstrates little or no knowledge and understanding of the relationships between texts and their social and cultural contexts • Responds critically to texts with minimal insight and creativity
Technical awareness • knowledge of the language • control of structure • use of research and reference skills	• Employs sophisticated vocabulary and syntax • Excellent oral skills • Displays a sophisticated use of a wide variety of forms and structures • Locates, evaluates, interprets and synthesises information from a variety of sources in a highly effectively manner	• Sometimes employs sophisticated vocabulary and syntax • Highly competent oral skills • Displays a highly competent use of a variety of forms and structures • Locates, evaluates, interprets and synthesises information competently from a variety of sources	• Employs vocabulary and syntax competently • Satisfactory oral skills • Displays a satisfactory use of a variety of forms and structures • Locates, evaluates and interprets information from a variety of sources	• Employs limited vocabulary and syntax • Limited oral skills • Displays some use of different forms and structures • Locates and records appropriate information from a limited number of sources	• Employs basic vocabulary and syntax • Minimal oral skills • Displays minimal use of forms and structures • Locates and records appropriate information with assistance
Appropriateness • appropriate selection of material • appropriate selection of style	• Selects relevant and sophisticated ideas and information • Appropriately applies the language learned in a wide range of contexts and purposes	• Selects relevant and detailed ideas and information • Appropriately applies the language learned in a range of contexts and purposes	• Selects relevant ideas and information • Appropriately applies the language learned in familiar and predictable contexts and for a limited range of purposes	• Selects simple ideas and information • Applies the language learned with limited understanding of contexts and purposes	• Selects ideas and information with assistance • Applies the language learned with minimal understanding of contexts and purposes

MODERATION

Moderation is a system designed and implemented to:

• provide comparability in the system of school-based assessment

• form the basis for valid and reliable assessment in senior secondary schools

• involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

• maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

• a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

• a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

Quality Teaching Model

Every chance to learn, Curriculum Framework for ACT schools (Pg 10)

In particular, at the time of publication, the website addresses of the Departments of Education in the various Australian States and Territories are:

http://www.decs.act.gov.au/

http://www.schools.nsw.edu.au/

http://www.deet.nt.gov.au/education/

http://education.qld.gov.au/

http://www.decs.sa.gov.au/decs_home.asp

http://www.education.tas.gov.au/

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Jenny Rae	Dickson College
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Heather Donohoe	Lake Ginninderra College

The group gratefully acknowledges the work of previous groups who developed and revised the ESL Course Framework.

A Course Rubric for Interpretive Response

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Insight and creativity	responds with a high level of insight and creativity	shows insight and creativity	shows some insight and creativity	shows little insight and creativity	shows very little insight and creativity
Understanding of meaning, purpose and context	expresses a range of ideas and expands and initiates ideas	expresses and explores key ideas	expresses some ideas	expresses ideas in a limited way	expresses one idea
Technical Awareness					
Control of technical aspect of language	writes with accurate and clear expression, demonstrates a competent control of the creative medium	writes with generally accurate and clear expression, demonstrates a control of the medium	writes with generally clear expression and awareness of the medium	writes with some clear expression	writes with minimal control of language
Appreciation of the construction and conventions of texts	creates sustained and well focussed work which is internally consistent, complete and well constructed	creates sustained work which is consistent, complete and satisfactorily constructed	creates work which is satisfactorily constructed and addresses the requirements of the task	creates a piece of work which attempts to address the requirements of the task	writes a brief response
Appropriateness					
Effective use of language for a range of purposes and audiences	engages audience through the open expression of ideas and effective use of language	engages audience through expressing ideas clearly	engages audience through expressing ideas	expresses ideas	is barely able to engage audience

Completion requirements: Rationale submitted and task substantially completed.   Yes/No

Comments: ....
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Teacher's Name: ....**Date:** ....**Grade:** ....

A Course Rubric for Literary Responses

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Understanding of meaning purpose and content of texts	understands and explores key ideas	understands key ideas	responds to key ideas	understands straightforward ideas	understands simple and concrete ideas
Ability to respond critically and analytically to texts	initiates, organises and expands ideas through a sustained and comprehensive point of view	initiates, organises and presents ideas in a sustained way	expresses opinions, paraphrases ideas and retells narrative	expresses and presents opinions and ideas and retells narrative	restates simple ideas within structured guidelines
Technical Awareness					
A command of the technical aspects of language	writes with accurate and clear expression	writes with generally accurate and clear expression	writes with overall control of the technical aspects of language	writes with some control of the technical aspects of language	writes with minimal control of the technical aspects of language
Appropriateness					
Effective use of writing for a range of purposes and audiences	writes effective, well focussed responses	writes focussed responses	writes sustained responses	writes brief responses	writes brief responses

Comments:...
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Teacher's Name: ....**Date:** ....**Grade:** ....

A Course Rubric for Oral Presentation

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Understanding of meaning purpose and content of texts	understands and explores key ideas	understands key ideas	responds to key ideas	understands straightforward ideas	understands simple and concrete ideas
Technical Awareness					
Effective use of research skills/ability to synthesise material from various sources	shows evidence of a sophisticated choice of relevant material, shows initiative in research, synthesises ideas from a range of sources, makes a skilful and effective use of support materials	shows evidence of a sound choice of relevant material, has researched material beyond the classroom, draws on ideas from a range of sources, makes effective use of support materials	selects relevant research material, draws on ideas from a range of sources, makes effective use of support materials	selects research material, draws on ideas from a very limited range of sources	draws on simple ideas only
Control of the medium used	expresses ideas, presents information and opinions clearly and coherently within a specified time framework	expresses ideas, presents information and opinions clearly within a specified time framework	expresses ideas and opinions or presents information within a specified time framework	expresses ideas or presents information briefly but with some coherence	presents information with little coherence or impact
Appropriateness					
Effective and accurate use of spoken language for a set purpose and audience	engages audience through the open expression of ideas and effective use of eye contact and audibility of speech	engages audience through expressing ideas well and making good use of eye contact and audible speech	engages audience through expressing ideas and making good use of eye contact and audible speech	expresses ideas, has limited eye contact but is audible	is barely audible, has no eye contact

Comments:..
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Teacher's Name: ....**Date:** ....**Grade:** ....

A Course Rubric for Formal Report

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Evidence of and reflection on task	shows evidence of ongoing thought about the task	shows evidence of reflection and thought about the task	shows evidence of thought about the task	shows some thought about the task	shows evidence of having approached the task
Technical Awareness					
A command of the technical aspects of writing	expresses ideas with a high degree of clarity and organisation	expresses ideas with clarity and organisation	organises and sequences ideas in an orderly way	has ideas and expresses them with some organisation	has ideas which are expressed in a limited way
Use of research and reference skills	makes perceptive use of wider reading or sources beyond the classroom	makes good use of wider reading or sources beyond the classroom	refers to wider reading or sources beyond the classroom	uses classroom resources only	uses classroom resources only
Control of construction and conventions of the research medium	writes with fluent control of language in the research medium	writes with effective control of language in the research medium	writes with control of language in the research medium	demonstrates some control of the research medium	attempts to write in the research medium
Appropriateness					
Effective use of writing for purpose and audience	writes with accurate and clear expression, demonstrates a competent control of writing	writes with generally accurate and clear expression	writes with generally clear expression and awareness of the medium	writes with some clear expression	writes with minimal control of language

Comments: ....
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Teacher's Name: ....**Date:** ....**Grade:** ....

A Course Rubric for Written Tasks

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Imagination and originality, a distinctive and confident style	Expresses some of her/his own experience and perspectives, has a freshness and openness as well as working within the conventions of the medium used	Presents work that is consistent with the conventions of the medium used	Presents work that shows some knowledge of and capacity to imitate the conventions of the medium used	Presents work that shows some capacity to imitate the conventions of the medium used	Presents work that shows some indication of the medium used
Understanding of meaning, purpose and context	Expresses a range of ideas and expands and initiates ideas	Expresses and explores key ideas	Expresses some ideas	Expresses ideas in a limited way	Expresses one idea
Technical Awareness					
Appreciation of the construction and conventions of texts	Creates sustained and well focussed work which is internally consistent, complete and well constructed	Creates sustained work which is consistent, complete and satisfactorily constructed	Creates work which is satisfactorily constructed and addresses the requirements of the task	Creates a piece of work which attempts to address the requirements of the task	Writes a brief response
Appropriateness					
Effective use of writing for a range of purposes and audiences	Writes with accurate and clear expression, demonstrates a competent control of writing	Writes with generally accurate and clear expression	Writes with generally clear expression and awareness of the medium	Writes with some clear expression	Writes with minimal control of language

Comments: ....
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Teacher's Name: ....**Date:** ....**Grade:** ....

A Course Rubric for Written Tasks

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Imagination and originality, a distinctive and confident style	Expresses some of her/his own experience and perspectives, has a freshness and openness as well as working within the conventions of the medium used	Presents work that is consistent with the conventions of the medium used	Presents work that shows some knowledge of and capacity to imitate the conventions of the medium used	Presents work that shows some capacity to imitate the conventions of the medium used	Presents work that shows some indication of the medium used
Understanding of meaning, purpose and context	Expresses a range of ideas and expands and initiates ideas	Expresses and explores key ideas	Expresses some ideas	Expresses ideas in a limited way	Expresses one idea
Technical Awareness					
Appreciation of the construction and conventions of texts	Creates sustained and well focussed work which is internally consistent, complete and well constructed	Creates sustained work which is consistent, complete and satisfactorily constructed	Creates work which is satisfactorily constructed and addresses the requirements of the task	Creates a piece of work which attempts to address the requirements of the task	Writes a brief response
Appropriateness					
Effective use of writing for a range of purposes and audiences	Writes with accurate and clear expression, demonstrates a competent control of writing	Writes with generally accurate and clear expression	Writes with generally clear expression and awareness of the medium	Writes with some clear expression	Writes with minimal control of language

Comments:..

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Teacher's Name: ....**Date:** ....**Grade:** ....

T Course Rubric for Interpretive Response Tasks

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Insight and creativity	responds with a high level of insight and creativity	shows insight and creativity	shows some insight and creativity	shows little insight and creativity	shows very little insight and creativity
Evidence of and reflection on task	shows evidence of ongoing thought about and sophisticated refinement of the task	shows evidence of ongoing thought about and refinement of the task	shows evidence of thought about and refinement of the task	shows a thoughtful approach to the task	shows evidence of having approached the task
Technical Awareness					
A command of the technical aspects of writing	expresses ideas with a high degree of clarity and organisation	expresses ideas with clarity and organisation	organises and develops ideas	has ideas and expresses them with some organisation	has ideas which are expressed in a limited way
Use of research and reference skills	makes sophisticated use of wider reading or sources beyond the classroom	makes perceptive use of wider reading or sources beyond the classroom	refers to wider reading or sources beyond the classroom	uses classroom resources only	uses classroom resources only
Control of construction and conventions of medium used	writes with a fluent, sophisticated control of language in the genre selected and/or demonstrates a sophisticated control of the medium used	writes with effective control of language in the genre selected and/or demonstrates a sound control of the medium used	writes with control of language in the genre selected and/or demonstrates good control of the medium used	writes in the genre selected and/or demonstrates some control of the medium used	attempts to write in the genre selected and/or present work in a particular medium
Appropriateness					
Appropriate selection of material and style for audience	communicates with a sure command of the audience	communicates with a sure sense of audience	communicates with a sense of audience	communicates with a limited sense of audience	

Comments:..

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Teacher's Name: ....**Date:** ....**Grade:** ....

T Course Rubric for Argumentative Essay

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Understanding of meaning of topic and development of purpose and content for topic	presents a clear relevant line of argument, identifying and skilfully refuting alternative arguments	presents a clear line of argument and identifies and refutes alternative arguments	presents an argument and provides evidence to support the argument; may use emotional examples to support argument	presents a straightforward argument with some evidence to support a point of view	writes in an expository or other kind of style
Ability to respond critically and analytically to topic	analyses, interprets and argues both logically and in a sophisticated manner through the use of analogy and/or other techniques of argument	analyses, interprets and argues fairly, logically and coherently, using appropriate evidence	argues a case and provides some examples as support to reveal an awareness of the main implications of the topic	presents straight-forward ideas, retells narrative, showing a surface awareness of the main point of the topic	retells narrative, addresses topic indirectly or not at all
Insight and creativity	responds with a high level of insight and creativity	shows insight and creativity	shows some insight and creativity	shows little insight and creativity	shows very little insight and creativity
Technical Awareness					
A command of the technical aspects of language e.g. spelling, punctuation, paragraphs, topic sentences, vocabulary	writes clearly and fluently with some versatility of language	writes with a well developed control of language	writes with a developing control of language, textual organisation and cohesion	writes with partial control of the technical aspects of language	writes with assistance and encouragement
Control of the medium: e.g., clarity, fluency, structure, shows reflection and refinement	expresses ideas with a high degree of clarity and organisation using the conventions of the essay structure	expresses ideas with clarity and organisation using the conventions of the essay structure	organises and develops ideas, structures essay in correct way	develops and organises ideas to some extent, writes with some sense of essay structure	writes with a limited sense of the requirements of the essay form
Effective use of research and reference skills, synthesises information from a range of sources	synthesises material from various sources appropriately	includes material from various sources appropriately	includes material from various sources	includes some material from various sources	
Appropriateness					
Appropriate selection of material and style for audience	communicates with a sure command of the audience	communicates with a sure sense of audience	communicates with a sense of audience	communicates with a limited sense of audience	

Comments:...

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Teacher's Name: ....**Date:** ....**Grade:** ....

T Course Rubric for Analytical Response

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Ability to respond critically and analytically to topic	analyses and interprets both logically and in a sophisticated manner through the use of analogy and/or other techniques	analyses and interprets fairly, logically and coherently, using appropriate evidence	reveals an awareness of the main implications of the topic	presents straight-forward ideas, retells narrative, showing a surface awareness of the main point of the topic	retells narrative, addresses topic indirectly or not at all
Insight and creativity	responds with a high level of insight and creativity	shows insight and creativity	shows some insight and creativity	shows little insight and creativity	shows very little insight and creativity
Technical Awareness					
A command of the technical aspects of language e.g. spelling, punctuation, paragraphs, topic sentences, vocabulary	writes clearly and fluently with some versatility of language	writes with a well developed control of language	writes with a developing control of language, textual organisation and cohesion	writes with partial control of the technical aspects of language	writes with assistance and encouragement
Control of the medium: e.g., clarity, fluency, structure, shows reflection and refinement	expresses ideas with a high degree of clarity and organisation using the conventions of the essay structure	expresses ideas with clarity and organisation using the conventions of the essay structure	organises and develops ideas, structures essay in correct way	develops and organises ideas to some extent, writes with some sense of essay structure	writes with a limited sense of the requirements of the essay form
Effective use of research and reference skills, synthesises information from a range of sources	synthesises material from various sources appropriately	includes material from various sources appropriately	includes material from various sources	includes some material from various sources	
Appropriateness					
Appropriate selection of material and style for audience	communicates with a sure command of the audience	communicates with a sure sense of audience	communicates with a sense of audience	communicates with a limited sense of audience	

Comments: ....
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Teacher's Name: .... **Date:** ....**Grade:** ....

Appendix A

T Course Rubric for Literary Essay

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Understanding of meaning purpose and content of literature	interprets explicit and implicit meaning and purpose in texts	recognises some implied meaning and purpose in texts	recognises mainly surface features of texts	recognises literal meaning in text types	identifies types of text
Ability to respond critically and imaginatively to text	analyses, interprets and argues in a sophisticated manner, showing a comprehensive awareness and understanding of the implications of the topic	analyses, interprets and argues clearly and effectively, revealing an understanding and awareness of most of the implications of the topic	argues a case and provides some examples as support to reveal an awareness of the main implications of the topic	presents straight-forward ideas, retells narrative, showing a surface awareness of the main point of the topic	retells narrative, addresses topic indirectly or not at all
Insight and creativity	responds with a high level of insight and creativity	shows insight and creativity	shows some insight and creativity	shows little insight and creativity	shows very little insight and creativity
Technical Awareness					
A command of the technical aspects of language e.g. spelling, punctuation, paragraphs, sentence structure, topic sentences, vocabulary	writes clearly and fluently with some versatility of language	writes with a well developed control of language	writes with a developing control of language, textual organisation and cohesion	writes with partial control of the technical aspects of language	writes with assistance and encouragement
Control of the medium: e.g., clarity, fluency, structure, shows reflection and refinement, integrating quotations	expresses ideas with a high degree of clarity and organisation, using the essay structure with flair, adeptly integrates quotations	expresses ideas with clarity and organisation, using the essay structure competently effectively integrates quotations	organises and develops ideas, structures essay correctly appropriately integrates quotations	develops and organises ideas to some extent, writes with some sense of essay structure; uses quotations	writes with a limited sense of the requirements of the essay structure
Appropriateness					
Appropriate selection of material and style for audience	communicates with a sure command of the audience	communicates with a sure sense of audience	communicates with a sense of audience	communicates with a limited sense of audience	

Comments: ....
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Teacher's Name: ....**Date:** ....**Grade:** ....

T Course Rubric for Formal Report

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Ability to respond critically and analytically to topic	analyses and interprets information logically and in a sophisticated manner, referring effectively to supporting evidence	analyses and interprets information logically and coherently, using appropriate evidence	presents information and provides some supporting evidence to reveal an awareness of the main implications of the topic	presents straight-forward ideas, showing a surface awareness of the main point of the topic	presents limited information, addresses topic indirectly or not at all
Technical Awareness					
A command of the technical aspects of language e.g. spelling, punctuation, paragraphs, topic sentences, vocabulary	writes clearly and fluently, demonstrating good command of vocabulary	writes with a well developed control of language	writes with a developing control of language, textual organisation and cohesion	writes with partial control of the technical aspects of language	writes with assistance and encouragement
Control of the medium: e.g. clarity, fluency, structure, shows reflection and refinement	expresses ideas with a high degree of clarity and organisation, using the conventions of the report structure correctly	expresses ideas with clarity and organisation, using the conventions of the report structure correctly	organises and develops ideas, structures report in correct way	develops and organises ideas to some extent, writes with some sense of report structure	writes with a limited sense of the requirements of the report form
Effective use of research and reference skills, synthesises information from a range of sources	effectively synthesises material from a number of sources appropriately, references sourced material correctly	includes material from various sources appropriately and correctly references sourced material	includes material from various sources, references sourced material	includes some material from various sources, references sourced material	
Appropriateness					
Appropriate selection of material and style for audience	communicates with a sure command of the audience	communicates with a sure sense of audience	communicates with a sense of audience	communicates with a limited sense of audience	

Comments:...
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Teacher's Name: ....**Date:** ....**Grade:** ....

T Course Rubric for Oral Presentation

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
Ability to respond critically and analytically	analyses, interprets and argues in a sophisticated manner	analyses, interprets and argues clearly and effectively	argues a case showing an understanding of key issues	understands straightforward ideas	understands simple ideas
Technical Awareness					
A command of the technical aspects of language, clarity and fluency, control of medium	expresses ideas with a high degree of clarity and organisation, makes excellent use of eye-contact and voice, engages audience through non-verbal cues of posture, gesture and expression	expresses ideas clearly and effectively, engages audience through good use of eye-contact and voice, through non-verbal cues of posture, gesture and expression	speaks clearly, organises material, makes good use of eye-contact and voice	speaks with generally accurate expression, organises material, speaks audibly and makes eye contact	speaks poorly and makes little eye contact
Effective use of research skills / ability to synthesise material from various sources	shows evidence of a sophisticated choice of relevant material, shows initiative in research, synthesises ideas from a range of sources, makes a skilful and effective use of support materials	shows evidence of a sound choice of relevant material, has researched material beyond the classroom, draws on ideas from a range of sources, makes effective use of support materials	selects relevant research material, draws on ideas from a range of sources, makes effective use of support materials	selects research material, draws on ideas from a very limited range of sources	draws on simple ideas only
Appropriateness					
Ability to select material appropriate to the audience / effective and accurate use of spoken language for the set purpose and audience	gives an oral presentation with a mature empathetic awareness of audience, and selects relevant stimulus; responds to audience cues, structures and organises material/ sustains presentation for the prescribed length communicates with a sure sense of audience in language appropriate to the task	gives an oral presentation with an awareness of audience, and selects relevant stimulus, organises material, sustains presentation for the prescribed length communicates with a sense of audience in language appropriate to the task	gives an oral presentation with an awareness of audience, and selects relevant stimulus, organises material, sustains presentation for the prescribed length, communicates appropriately for the task	gives an oral presentation with an awareness of audience, organises material, communicates about the task, presents a brief talk	reads speech, has a monotonal delivery, presents a brief talk

Comments:..
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Teacher's Name: .... **Date:** ....**Grade:** ....

T Course Rubric for Reading Log/Journal

Name: .... **Year:** .... **Topic:** .... **Unit:** ....

CRITERIA	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Higher Order Thinking					
READING LOG/NOVEL: Positive engagement with the novel; comprehension/appreciation of themes, characters, and library devices (e.g. symbolism, metaphor)	records responses frequently, revealing a sophisticated grasp of literature, film or performance, and an insightful command of key elements or issues	produces detailed entries in response to literature, film or performance, demonstrating a critical grasp of key elements	makes regular journal entries demonstrating a practical grasp of literature, film or performance	responds to obvious questions or issues in response to literature, film or performance when prompted	relies on received opinion in response to literature, film or performance
EXPLORATORY WRITING: Insightful or empathetic response to literature, film or performance sources	displays an insightful appreciation of values and emotions; is sensitive to bias, prejudice and perspective as factors in interpretation	comprehends and appreciates the significant values and emotions; shows awareness of the function of bias, prejudice and perspective	identifies significant values or emotions; shows awareness of bias, prejudice and perspective	shows partial awareness of significant values, emotions or perspectives as factors	shows limited comprehension of values, prejudices and perspectives
Imagination and originality	develops and explores new perspectives; skilfully articulates own views and feelings	presents and discusses relevant alternative perspectives; clearly articulates own views and feelings	proposes interesting alternative perspectives; considers and expresses own views and feelings	imitates received or clichéd points of view, or relies solely on own feelings	repeats received points of view
Technical Awareness					
Control of the medium	fully engages intended audience; achieves fluent and imaginative expression	engages intended audience, through effective and stylish use of the medium	communicates with a sense of audience and in a manner consistent with the medium	communicates with a limited awareness of audience or application of the medium	communicates with a limited awareness of audience or medium
ANALYTICAL WRITING: A command of the technical aspects of language (e.g. spelling, vocabulary lists, punctuation, sentence structure)	communicates ideas with accuracy and technical expertise	writes with accuracy and a well developed control of language	writes with generally accurate expression and technique	writes with a partial control of the technical aspects of language	writes with little control of the technical aspects
Application or synthesis of resources	successfully extends or enhances interpretation through analysis and synthesis	successfully analyses and integrates a range of appropriate sources	incorporates analysis and comparison of sources	includes simple analysis or information from sources	responds to set questions when prompted
Appropriateness					
LANGUAGE: Style and expression	communicates with a sure sense of audience and appropriate style displaying originality, vitality and maturity of expression	exercises an independent voice and communicates with a sure sense of audience and appropriate style	communicates with a sense of audience and in an appropriate style	communicates with a sense of audience but inappropriate style	chooses an inappropriate style of delivery

Comments: ....

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Teacher's Name: ....**Date:** ....**Grade:** ....

Appendix B

Suggested further feedback comments for assessment items.

Listening and Speaking:
- comprehend a range of aural types
- select key information from a range of aural texts
- listen actively and make considered responses (either oral or written)
- participate actively and cooperatively in groups
- use spoken language for a variety of purposes (such as to narrate, explain, persuade, explore, report and describe) and in appropriate registers
- use appropriate language structures
- communicate ideas effectively

Reading and Responding:
- understand meaning and purpose in a range of text types
- identify specific structures and conventions of text types
- reflect upon the social and cultural contexts of texts
- use appropriate reading and research techniques
- critically analyse and synthesise material from a variety of texts
- respond with insight and creativity

Writing:
- communicate meaning clearly and fluently
- write effectively for a variety of purposes (e.g. to narrate, explain, persuade, explore, report, describe, etc.)
- synthesise information from a range of sources, refraining from plagiarism
- reference sources correctly
- respond critically and imaginatively to print, aural and screen-based texts
- understand and reflect on social and cultural contexts

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in **bold** relate particularly to the Employability Skills; those in *italics* to the Student Capabilities Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, **thinking laterally**, **generating ideas**, **inquiring and researching**, interrogating, conceptualising, collecting and **analysing data and information**, **classifying**, interpreting, formulating hypotheses, generalising, synthesising, **reflecting**, justifying conclusions, understanding different perspectives, **understanding and application of different thinking strategies, understanding of scientific and mathematical language**, **using scientific and mathematical techniques** (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing **initiative**, **resourcefulness**, resilience, persistence, assessing and taking risks, **recognising and seizing opportunities**, **problem-posing**, **problem-identification**, **problem clarification**, being practical, **being innovative**, using mathematical techniques, **using appropriate technologies**, **working independently** and/or **collaboratively** to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	**oral and written skills in Standard Australian English**, **matching communication to audience and purpose**, using terminology and style appropriate to particular disciplines, **using mathematical language**, creating and **communicating meaning** using multi-modal forms, **imagining the feelings and views of others**, respecting and valuing diversity
• informed and ethical decision-makers	**finding information** and using evidence as the basis for judgements and decisions, **developing awareness of differing perspectives**, having integrity, taking action, **exploring and critically reflecting on own values, attitudes and beliefs**
• environmentally and culturally aware citizens	understanding *the interconnectedness of the natural and constructed world*; the *multicultural nature of Australian society*; *Indigenous perspectives*; and global economic, social and *environmental* issues; *respecting difference*, exercising rights and responsibilities, **acting in the public sphere**, understanding consequences of choices and decisions
• confident and capable users of technologies	**having a range of IT skills**, accessing and evaluating *information*, **designing** and making, **communicating using technologies**, **choosing most appropriate technologies for the task**, refining processes, **willingness to learn new skills**
• independent and self-managing learners	eg **understanding self** (*including gender*), **having personal goals**, **evaluating and monitoring own performance**, **taking responsibility**, flexibility in adapting course of action, **openness to new ideas**, **managing time and resources**, **planning and organising**
• collaborative team members	eg **contributing to group effectiveness**, **building trust**, **capacity to take different roles within a team**, **respecting differing strengths** (*including contributions of boys and girls*), **skills in negotiation and compromise**, **sustaining commitment to achieve group goals**

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, **work experience**
• a basis for self-directed and lifelong learning	**through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility**
• personal attributes enabling effective participation in society	**developing social skills** and capabilities for citizenship, **work experience and recognition of outside learning;** through understanding of a globalised knowledge society