

# Literacy 2019

Centenary Heights SHS Flexi Campus

Assessment 1B: Personal Identity and Education

## Student learning journal

This instrument requires teachers to match evidence in student responses to the characteristics described in the instrument-specific standards.

## Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

7. plan, implement and adjust processes to achieve learning outcomes
8. apply learning strategies

**Note:** Objectives 1–6 are not assessed in this instrument.

|                  |  |                       |      |
|------------------|--|-----------------------|------|
| <b>Subject</b>   | Literacy                                 | <b>Instrument no.</b> | IA1B |
| <b>Technique</b> | Student learning journal                 |                       |      |
| <b>Topic</b>     | Topic 1: Personal identity and education |                       |      |

| Summative internal assessment   |   |               |  |
|---|---|---------------|--|
| <b>Conditions</b>   |   |               |  |
| <b>Duration</b>   | For the duration of Topic 1 (in class and out-of-classtime) |               |  |
| <b>Mode</b>   | Written/digital   | <b>Length</b> | —  |
| <b>Individual/group</b>   | Individual  | <b>Other</b>  | The journal may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations. It may also contain annotated presentation notes, teacher observation sheets, and self and/or peer assessment. |
| <b>Resources available</b>  | Open access to resources                                    |               |  |
| <b>Context</b>  |   |               |  |
| The act of examining and reflecting on thoughts, ideas, feelings and your own learning develops thinking skills by helping you self-evaluate and sort what you know from what you don't know. This process is particularly helpful when you are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers.   |   |               |  |
| <b>Task</b>   |   |               |  |
| In a learning journal, explore your thoughts and reflect on the learning strategies and processes you are using to achieve the learning outcomes in this topic. Your learning journal will demonstrate your thinking and learning practices as they develop throughout the subject. You will also document the processes you used to prepare and write your blog.<br>Your journal may be presented in written or digital form.  |   |               |  |
| <b>To complete this task, you must:</b>   |   |               |  |
| <ul style="list-style-type: none"> <li>• on a regular basis, record your thoughts on <ul style="list-style-type: none"> <li>– your growing awareness of yourself as a learner</li> <li>– how you are planning and managing your learning</li> <li>– how you are developing practical strategies that facilitate learning</li> </ul> </li> <li>• make entries in your journal about <ul style="list-style-type: none"> <li>– reflections on class discussions and the topic, and how these relate to other learning and subjects</li> <li>– your understanding of what personal identity means and how this relates to your values</li> <li>– your thoughts about the impact of social issues on the personal identity of teenagers generally</li> <li>– your thoughts about the impact of specific social issues on your personal identity</li> <li>– reasons for your choice of social issue</li> <li>– the planning and inquiries involved in researching your chosen social issue</li> <li>– the planning and inquiries involved in writing your blog</li> <li>– how you access information and use ICT tools</li> <li>– how you approach barriers to learning and the strategies you use to address them</li> <li>– thoughts and feelings about yourself as a learner, recognising and reflecting on strengths, weaknesses and needs</li> </ul> </li> </ul> |   |               |  |

## Summative internal assessment

- how you manage your learning and experiment with strategies to facilitate your learning
- strategies you use to organise and make connections between information/ideas, e.g. by underlining main points or drawing a sequencing diagram
- strategies you use to reinforce your learning, e.g. mnemonics, visualising, rehearsing, summarising or explaining to someone else
- strategies you use to facilitate comprehension when reading or listening, e.g. reading ahead, underlining topic sentences or creating a mental image
- how you have met new learning challenges that have moved you outside your personal comfort zone
- how you have considered and responded to advice and feedback
- questions that arise at any time, including thoughts and ideas that are not yet fully formed.

### Stimulus

—

### Checkpoints

- Record thoughts.
- Finalise the journal and submit.

### Criterion

### Result

### Learning

Assessment objectives 7 and 8

### Authentication strategies

- The teacher will collect copies of the student response at key junctures.
- Students must acknowledge all sources.
- The teacher may conduct interviews or consultations with you to determine your orientation towards learning; your ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies you draw on to assist your learning.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- The teacher may observe your progress in class to authenticate your work.

# Instrument-specific standards

| Learning  |          |
|---|----------|
| The student work has the following characteristics:   | Grade    |
| <ul style="list-style-type: none"> <li>• effective planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• purposeful application of learning strategies in personal, social and learning situations.</li> </ul>                   | <b>A</b> |
| <ul style="list-style-type: none"> <li>• logical planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• consistent application of learning strategies in personal, social and learning situations.</li> </ul>                     | <b>B</b> |
| <ul style="list-style-type: none"> <li>• planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• application of learning strategies in personal, social and learning situations.</li> </ul>  | <b>C</b> |
| <ul style="list-style-type: none"> <li>• occasional planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• some application of learning strategies in personal, social and learning situations, with variable success.</li> </ul> | <b>D</b> |
| <ul style="list-style-type: none"> <li>• infrequent planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• isolated application of learning strategies in personal, social and learning situations.</li> </ul>                    | <b>E</b> |

**Assessment 1B Criteria Sheet  
(Based on Instrument Specific Standards)**

|   | A   | B   | C  | D   | E  |
|---|---|---|--|---|--|
| The student work has the following characteristics: |   |   |  |   |  |
| <b>Learning</b>                                     | <ul style="list-style-type: none"> <li>• effective planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• purposeful application of learning strategies in personal, social and learning situations.</li> </ul> | <ul style="list-style-type: none"> <li>• logical planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• consistent application of learning strategies in personal, social and learning situations.</li> </ul> | <ul style="list-style-type: none"> <li>• planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• application of learning strategies in personal, social and learning situations.</li> </ul> | <ul style="list-style-type: none"> <li>• occasional planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• some application of learning strategies in personal, social and learning situations, with variable success.</li> </ul> | <ul style="list-style-type: none"> <li>• infrequent planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations</li> <li>• isolated application of learning strategies in personal, social and learning situations.</li> </ul> |

