



English



English

In the English faculty, we have designed assessments that that closely align with 21st century, future focused skills. These skills include creativity, collaboration, communication and critical thinking among many others.. Students demonstrate these skills by

- Responding to and composing texts for understanding, interpretation, critical analysis.
- Creating written texts for expression and pleasure.
- Students demonstrate a widening range of processes, skills, strategies and knowledge for communication, critical thinking, collaboration and creating in different media and technologies.
- Using language forms, features and structures of texts that are appropriate in communicating to a range of audiences, contexts and a variety of purposes
- Creatively use language to shape meaning with accuracy, clarity and coherence.
- Demonstrate an ability to think imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
- Critically examine connections between and among texts and concepts in their growing world.

Each term, we develop a unit of work that builds on these key skills. Our aim is to assess how well students have understood, and can demonstrate, these key skills. With this in mind, we have designed our English assessments so that:

- The skills needed are taught, modelled and scaffolded in class,
- Students complete most, if not all, of their assessment in class.
- Teachers are able to monitor the student's development and understanding of the skill being assessed.

This also allows adjustments to be made in order to best support student's learning.

When a task is being used for assessment, students will be **given instructions regarding the task and marking guideline**, so they understand what we are looking for and what skills they need to demonstrate to complete the task.

In English, each assessment task has a **minimum of TWO parts**. Approximately halfway through a unit they will complete a task that is designed to demonstrate their understanding of key skills. This will be reviewed and feedback will be given in order to explicitly communicate the student's progress, where they are at and what steps they need to take to improve. They will then build on this task and complete part TWO of their assessment, **using the feedback to reflect on, refine and improve their skills**.

Feedback is given using the ***English Learning Achievement Descriptors (LAD's)*** which identifies what the student is currently able to demonstrate and provides explicit suggestions on what student's need to do next in order to improve.

When a task is being used for assessment, students will be given instructions regarding the task and marking guideline made of the '*English Learning Achievement Descriptors*', so they understand what their teacher is looking for.

As part of the feedback process, students will receive A-E grades that indicate their level of achievement. An A grade demonstrates an 'Outstanding' demonstration of the skills assessed while an 'E' indicates a limited demonstration of the skills assessed; removing the emphasis on numbers allows students to focus on what they have achieved rather than a mark. Each student will have tailored individual feedback depending on the grade they receive. This allows students to identify what skills they have demonstrated, and what they need to do to demonstrate improvement.