

PORTFOLIO ENTRY 1: DEVELOPING STUDENTS' WRITING

Draft Evaluation Guide

Key Criterion for Entry 1

Certification level: The entry provides *clear evidence* that the teacher is able to engage students in writing for a range of purposes and audiences, catering for the diverse learning needs of students in planning classroom activities, and enabling all students to make progress in their knowledge and understanding of writing.

This entry focuses mainly on Standards 2, 3 and 5 in the APST:

- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Assess, provide feedback and report on student learning.

However, the entry will also provide evidence in relation to Standards 1 and 4:

- Know students and how they learn
- Create and maintain supportive and safe learning environments

How will my entry be scored?

There are three stages in the scoring process. Stages 1 and 2 engage the assessors in analytic scoring to inform Stage 3, which engages them in holistic scoring.

Stage 1: Identify and record the evidence: In Stage 1 assessors read the whole entry carefully noting on an Assessment Record Form (ARF) what evidence they see relevant to each criterion and where they see it in the entry.

Stage 2 Evaluate the evidence for each Section: In Stage 2 assessors return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement: In Stage 3 assessors step back and make a judgment about the portfolio entry as a whole in relation to the key criterion for that entry, looking for consistency and clear links between its Sections. The overall judgment is expressed as a score on the four point scale.

This assessment process reflects the fact that teaching in practice is necessarily a complex process, interweaving many attributes and skills. Ultimately, the focus of a performance assessment is the overall performance itself, not its component parts

Stage 1: ASSESSMENT RECORD FORM

Identify and record the evidence

(Note: Section 1 is not assessed)	NOTE EVIDENCE INDICATING THAT:	(Notes in this section should summarise the evidence not make judgments)	Evaluation (1 to 4 scale)
Section 2 Planning and implementation	1. The teacher has designed the learning sequence to match the developing writing capacities of students at this level.		
	2. The teacher has planned and implemented learning situations in which students have been able to explore ways of using language encouraging them to write more effectively for different purposes and audiences.		
	3. The teacher knows and understands his or her students' needs, interests and capabilities.		
	4. The teacher has used deep knowledge of the relevant aspects of literacy and English curriculum required for developing writing for different purposes and audiences.		
	5. The teacher is well organised and effectively manages a wide range of classroom activities.		
	6. The teacher has planned and implemented a range of teaching and learning activities appropriate for the diverse learning needs of students in the class.		
	7. The teacher has set high expectations for the quality of students' work.		
	8. The teacher has engaged all students actively in a range of classroom activities designed to build understanding of shaping writing to specific audiences and		

	purposes.		
	9. The teacher has used a variety of ways to monitor students' developing writing skills throughout the semester.		
Section 3 Analysis	10. Students have improved their capacity to plan, draft and publish texts for a range of different purposes and different audiences.		
	11. Students have demonstrated growing knowledge of how texts are structured and varied when writing imaginative, informative and persuasive texts for particular audiences.		
	12. Students have explored and used strategies for writing more effectively for different purposes and audiences.		
	13. Students have developed increasing control over text structures and language features that are appropriate for intended purposes and audiences.		
	14. Students have created a range of texts for familiar and unfamiliar audiences.		
	15. Students have responded to and have used teacher feedback on their writing to improve writing skills.		
	16. Students have demonstrated increasing control of ways of using language that enable them to write more effectively for different purposes and audiences.		
Section 4 Evaluation and reflection	17. The teacher has provided oral and written feedback to students that supported their progress in writing for different audiences and purposes.		
	18. The teacher has described, analysed and evaluated their teaching approaches clearly and precisely.		
	19. The teacher has reflected analytically on the whole teaching sequence and identified changes that might be made in future teaching of writing.		

Stage 2: *Evaluate the evidence for each Section*

Return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement

Step back and review the portfolio entry as a whole in relation to the key criterion for that entry, looking for coherence, consistency, and clear links between its Sections.

	Place an X in one cell below
<p>4. More than meets the highly accomplished standard</p> <p>The entry provides <u>clear, consistent and convincing evidence</u> that the teacher is able to engage students in active participation in writing for different purposes and audiences, monitoring and supporting their developing knowledge and understanding, and extending students' capacities in the use of text structures and language features appropriate to audience and purpose.</p>	
<p>3. Meets the highly accomplished standard</p> <p>The entry provides <u>clear evidence</u> that the teacher is able to engage students in writing for a range of purposes and audiences, catering for the diverse learning needs of students in planning classroom activities, and enabling all students to make progress in their knowledge and understanding of writing.</p>	
<p>2. Meets some elements of the highly accomplished standard</p> <p>The entry provides <u>limited evidence</u> that the teacher is able to engage students in writing activities, develop their understanding of the demands of audience and purpose in writing, with some attention to the diverse learning needs of students.</p>	
<p>1. Does not yet meet the highly accomplished standard</p> <p>The entry provides <u>little or no evidence</u> that the teacher is able to plan and engage students in writing activities, to develop their understanding of the demands of audience and purpose in writing, and pays little attention to the diverse learning needs of students.</p>	