

# IPSHA EAL/D COLLEGIAL GROUP MEETING

Wednesday 22.3.23

- Arasmia (Ari) Hanna & Julia Procopio  
(EAL/D Teachers – SPSC)
- Trish Tynan (IPSHA EAL/D Collegial Group  
Coordinator – SPGS)



**St Peter's College**  
ADELAIDE, AUSTRALIA

# Acknowledgement of Country

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We acknowledge that the land we are meeting on today is the land of the Kurna people. We pay our respects to their elders past, present and emerging. As language teachers we recognise their rich history and culture along with the cultures and languages of all Aboriginal people throughout Australia.



# Welcome to St Peter's College

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Jasmine Taylor  
Head of Junior School



St Peter's College  
ADELAIDE, AUSTRALIA



Housekeeping/  
OHS

Guest wifi  
password:  
S@ints2023

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**Evacuation procedure:** Assemble on Bickersteth Oval directly outside this Function Space

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**Toilet location:** exit the Function Space kitchen – staff toilets are immediately opposite adjacent to the Art Room



# Agenda

- **1:00pm:** Welcome – Table introductions
- **1:15pm:** St Peter's College – Overview of EAL/D Program
- **1:25pm:** EAL/D Student Wellbeing – Strategies discussion

## **1:45pm** Break, Lunch & Refreshments

- **2:00pm:** Overlap of EAL/D and DLN students
- **2:20pm:** Resource Sharing
- **2:50pm:** NAPLAN - EAL/D Exemptions & Withdrawals

## **3:00pm:** Break, Tea & Coffee

- **3:10pm:** EAL/D Semester Reports
- **3:20pm:** EAL/D Resources - Storage & retrieval - OneNote Challenge
- **3:35pm:** EAL/D Rubrics – National Moderation & Learning Progressions
- **3:50pm:** Questions + Follow up for next meeting

EAL/D at  
SPSC



St Peter's College

ADELAIDE, AUSTRALIA

# Staffing

Arasmia (Ari) Hanna 22 EAL/D lessons/ 6 French lessons per week

In addition to teaching, I organise the following:

- liaising with admissions regarding students entering the School who may require EAL/D support
  - EAL/D testing and data compilation
  - EAL/D timetabling
  - general EAL/D communication with staff
  - compiling data for leadership and to send out to staff
  - meeting with leadership team regarding the EAL/D program
  - sending a communication to parents indicating their sons will receive EAL/D support
  - summarising R-6 curriculum overviews each term to assist with EAL/D planning
  - Contacting staff around special events e.g. Grandparents' Day/ wider cultural events e.g. Harmony Week
  - Julia and I also share a OneNote with teachers where they can see what we are doing in our EAL/D lessons
- 
- Julia Procopio 6 EAL/D lessons/ remainder French/ DLN support

Previously worked as EAL/D teacher at Glen Osmond Primary School

# Student data

We currently support 61 students from Rec-Yr 6.

- 4 students are highest priority (3 lessons per week initially)
  - 14 students are high need (2 lessons per week)
  - 20 students are medium need (1-2 lessons per week)
  - 23 students are low need (1 lesson per week) (higher need students take priority)
- The vast majority of students are born in Australia

## Language backgrounds:

- Chinese (mostly Mandarin, some Cantonese – often identify as Chinese on enrolment forms)
- Indian languages (Hindi, Punjabi, Gujarati)
- Vietnamese
- Urdu
- Farsi (Persian)
- Sinhala
- Korean
- Bangla
- Russian
- French



# Support

Our program aims to be **flexible** to meet the needs of the wide variety of students we have.

EAL/D lessons are timetabled to occur **during Literacy time** in order to have the flexibility to:

- support students in class where appropriate and to work on class literacy-based tasks as needed
- support students individually or in smaller/ larger groups
- Increase or decrease support as required

Support lessons begin once all new students have been tested and timetabled. This generally occurs by **Week 4 of Term 1**.

This year we have shared a **OneNote** with teachers detailing the content covered in each lesson and feedback regarding the students' participation and learning during the lesson.

**Semester reports** are sent home detailing the content covered each semester along with feedback on the students' progress.

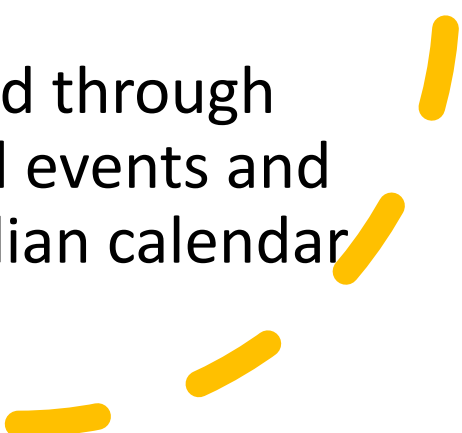
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# Support focus across the year levels

## Reception:

- Focus is on building vocabulary and oral interaction skills
- Support with THRASS/ reading and writing skills is also provided

## Years 1-6:

- In addition to general language skills, support with class literacy-based tasks is provided in liaison with the classroom teacher
  - Cultural awareness is also developed through targeted activities relating to school events and wider cultural events on the Australian calendar
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- Four short, thick yellow lines of varying lengths and orientations in the bottom right corner.

# Discussion of programs (Julia)

Please discuss with your table group how your programs run in your settings. You may also like to discuss the following:

- Do EAL/D teachers lead PD for general staff and if so, what is covered?
- Are classroom teachers trained in the LEAP Levels? Do any classroom teachers do LEAP levelling for their students?
- How do you implement assessment and how often e.g. once per semester?
- Do you have planning meetings with classroom teachers and if so, how often?
- How do you manage the transition of EAL/D students between Junior and Middle Schools (if applicable)?



# EAL/D and Wellbeing

Wellbeing issues that we are seeing with our EAL/D cohort include:

- Separation of families due to one parent working overseas / extended family being overseas - particularly difficult during the pandemic
- Considerable pressure and extra workload at home including several hours of tutoring and other activities in addition to regular homework
- Lack of sleep / relaxation time

# EAL/D and Wellbeing at SPSC

Along with the strong focus on our Wellbeing program which provides various strategies to enhance wellbeing, some other strategies we use are:

- Counselling
- Ensuring students are aware of school-wide activities e.g. Book Week Parade costumes, Grandparents' Day (inviting another family member or friend along in the absence of grandparents)
- Discussing / celebrating events from their home cultures e.g. Chinese New Year, Moon Festival and drawing links with Australian culture



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# SPSC Chinese Mother Tongue Program

- Shelby Baker

Chinese Teacher R-6






# EAL/D Students and Wellbeing - Brainstorm

With your group, please discuss any Wellbeing issues you are finding among your EAL/D students and any strategies you use to deal with these in your setting.





## Overlap of EAL/D & DLN (Diverse Learning Needs)

With your table group, please discuss how you would respond to the following scenario:

- An EAL/D background student who begins in Year 2 at the start of the year, having normal school reports from his previous school. The student is not speaking with anyone at school (staff or students). The parents advise this has happened previously during periods of transition. The students' writing is initially levelled as mostly year level appropriate with some typical EAL/D errors such as incorrect tense and confusion with singular and plural nouns. In EAL/D and other lessons, the student indicates understanding of oral questions / instructions by e.g. nodding / shaking head, holding up fingers to express numbers and completing written activities. Towards the end of Term 1, the student is still not speaking apart from occasional interactions with friends, and several teachers report he is acting out in class e.g. making silly faces with others.
- Have you had similar situations where a student qualifies for low-level EAL/D support yet has more significant issues in other areas such as speech, processing etc? How have you dealt with these situations / how would you deal with them?



# Resource Sharing

- [Wordreference.com](#) – great multi-lingual and English monolingual dictionary/ thesaurus, providing words in multiple contexts with examples and forums
- [ABC Splash](#) – multiple resources & games for all year levels
- [ESL Games Plus/ MES Games/ ABCYA](#) – free websites with many good games for all levels and including many skills – vocab, grammar, etc – kids like these a lot
- [ISL Collective](#) – free website with a great variety of worksheets on grammar points and a wide variety of language skills and topics – the accuracy can be variable but overall I find this an excellent resource
- [Storybox Library/ Epic](#) – great audiobooks – Storybox Library in particular is Australian-made
- [British Council Kids English](#) – fantastic website containing a multitude of resources including audiovisual short stories with accompanying worksheets, grammar rules & worksheets, games, songs etc



# Resource Sharing

**Table discussions about resources**





# Google Drive

## Resource Sharing

EAL/d Hub Group – Google Drive – Shared Resources

[EAL/d Hub Group - Google Drive](https://drive.google.com/drive/folders/1riaGdaAksJOyhm9HgzdyykFKkTqQGoe)

<https://drive.google.com/drive/folders/1riaGdaAksJOyhm9HgzdyykFKkTqQGoe>

This link is in an email I sent you.

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# NAPLAN

# Exemptions

# &

# Withdrawal s

## Record of student exemption

### National Assessment Program – Literacy and Numeracy

#### General information

A signed copy of this form must be completed by the principal and the parent/caregiver before the NAPLAN test period. The form should be stored securely at the school.

The principal may approve a student exemption for a student who has a:

- ✓ non-English speaking background and has arrived in Australia from overseas and has been in school for less than a year before the NAPLAN test period, or
- ✓ significant intellectual disability and/or significant co-existing conditions which severely limit capacity to participate in the tests.

The Disability Standards for Education (2005) set out the rights of a student with a disability in relation to education and the obligations of school education providers under the *Disability Discrimination Act 1992*. Within this legislation, the definition of disability is broad and includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities.

A student who has a significant intellectual disability must not be exempted automatically. Principals should make families aware of adjustments implemented by ACARA to support the involvement of as many students as possible.

For further advice and support regarding student exemptions please contact your sector representative.

The principal is responsible for updating the student's test participation status to reflect this exemption.

#### Details of student being exempted

School name: \_\_\_\_\_

Surname of student: \_\_\_\_\_

First name of student: \_\_\_\_\_

Unique Student ID (if applicable): \_\_\_\_\_

Year level: ☐ 3 ☐ 5 ☐ 7 ☐ 9

#### Exemption applies to (tick appropriate boxes)

☐ Writing ☐ Reading ☐ Conventions of Language ☐ Numeracy

#### Reason for exemption

☐ English language proficiency or ☐ Disability

Provide description on level of adjustment (used for the National Consistent Collection of Data)

Parent/caregiver's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Record of student withdrawal (by parent/caregiver)

### National Assessment Program – Literacy and Numeracy

#### General information

A signed copy of this withdrawal form must be completed by the principal and the parent/caregiver prior to any test the student is being withdrawn from.

The form should be stored securely at the school.

In special circumstances, a parent/caregiver may withdraw his/her child from the National Assessment Program – Literacy and Numeracy. This can be for philosophical or religious reasons.

The principal is responsible for updating the student's test participation status to reflect this withdrawal.

#### Details of student being withdrawn

School name: \_\_\_\_\_

Surname of student: \_\_\_\_\_

First name of student: \_\_\_\_\_

Unique Student ID (if applicable): \_\_\_\_\_

Year level: ☐ 3 ☐ 5 ☐ 7 ☐ 9

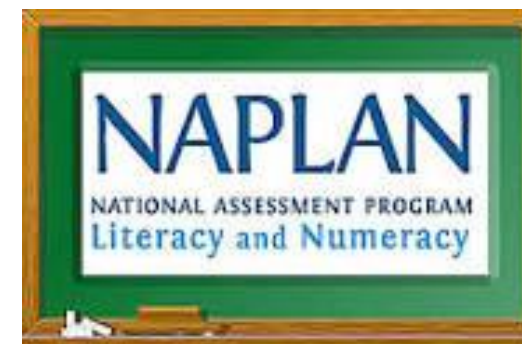
#### Withdrawal applies to (tick appropriate boxes)

☐ Writing ☐ Reading ☐ Conventions of Language ☐ Numeracy

The above student has been withdrawn from the National Assessment Program – Literacy and Numeracy on request from his/her parent/caregiver.

Parent/caregiver's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_



**3:00pm to 3:10pm:**

Break

for

Tea,

Coffee

& Chat



## English as an Additional Language

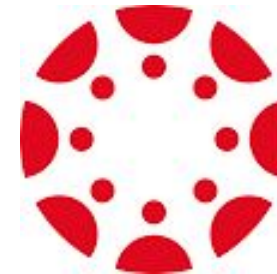
### English as an Additional Language

English as an Additional Language or Dialect (EAL/D) develops students' awareness of the more formal and academic aspects of English, with a focus on communication in and comprehension of Standard Australian English through reading, writing, listening and speaking. Emphasis on explicit text deconstruction and joint construction develops students' academic English writing skills, further supporting them to access and gain success in all areas of the curriculum. Students' learning is enhanced through access to a monitored reading and comprehension program which is accessible both at school and at home.

#### ACARA National Literacy Learning Progression

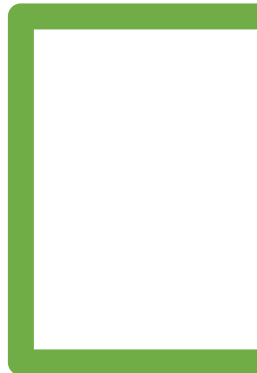
	Consolidating	Developing	Emerging
<b>Reading</b>			
Lexia achievements	✓		
Comprehension		✓	
Inference		✓	
<b>Listening and viewing</b>			
Active listening and viewing	✓		
Critical listening skills	✓		
<b>Speaking</b>			
Fluency	✓		
Articulation		✓	
Oral presentation skills	✓		
Effective use of body language		✓	
<b>Writing</b>			
<b>Planning and organising a text</b>			
Setting	✓		
Orientation / Introduction		✓	
Characterisation		✓	
<b>Paragraph Structure</b>			
Text connectives	✓		
Foregrounding		✓	
Reference items	✓		
<b>Increasing sentence complexity</b>			
Simple sentences	✓		
Compounding sentences	✓		
Complex sentences		✓	
Punctuation	✓		
Cohesive devices		✓	
<b>Increasing technical vocabulary</b>			
Expanded noun groups		✓	
Verb choices		✓	
Subject-verb agreement		✓	
Grammar tenses		✓	
Builds complication		✓	
<b>Use of persuasive devices</b>			
Evaluative language		✓	
Modality		✓	
<b>Editing skills</b>			
Proofreading		✓	
Polishing texts	✓		

# Year 6 EAL/D Semester Reports



# CANVAS

## Continuous Reporting



# OneNote Challenge

EAL/D Resources –

Storage & retrieval - OneNote Challenge

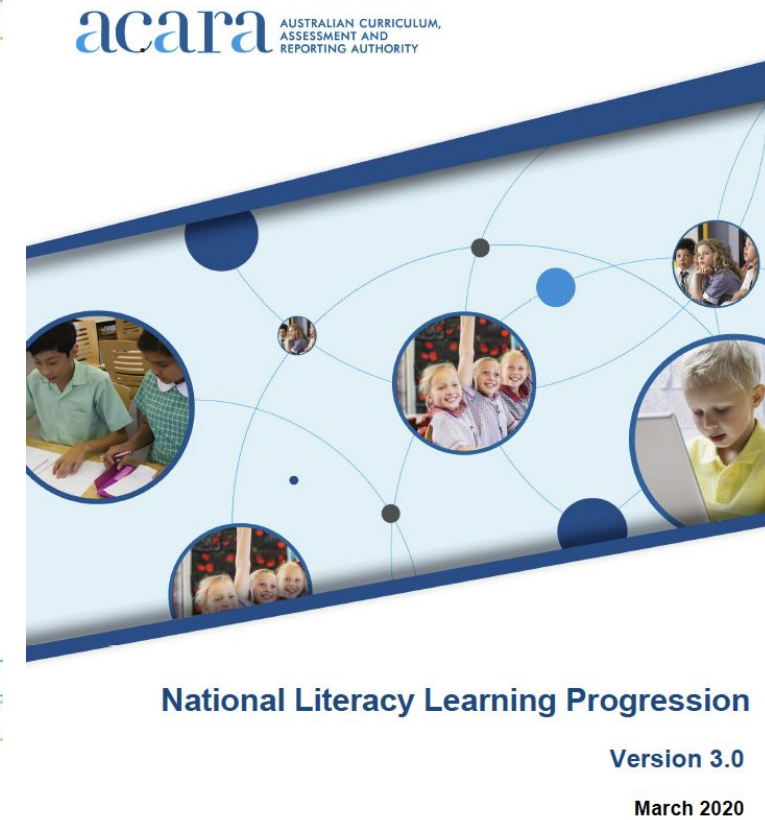
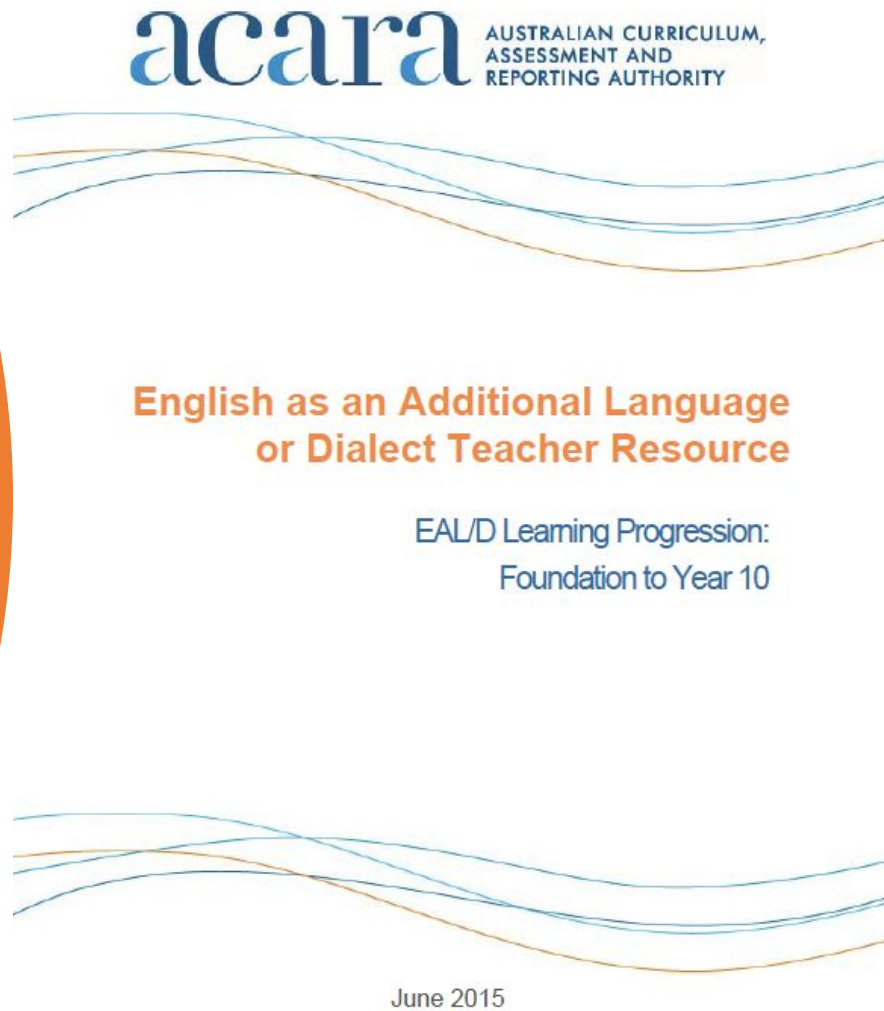


# EAL/D Rubrics

– National  
Moderation

&

Learning  
Progressions







## The LEAP Levels (*Learning English Achievement Proficiency*) & Language and Literacy Levels are aligned to the ACARA EAL/D Progressions & ACARA Literacy Progressions

Writing Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Year Level in Australian school				R	1	2	3	4	5	6	7	8	9	10
Literacy Phase Years R - 6	Beginning			Emerging			Developing			Consolidating				

### ACARA Phases of Language Learning

Consolidating	Students who have a sound knowledge of spoken and written English, including a growing competency with academic language. English language use is close to same age peers.
Developing	Students who are further developing their knowledge of print literacy and oral language competency with English
Emerging	Students who have a growing degree of print literacy and oral language competency with English
Beginning	Students with some print literacy in their first language. A subcategory, Limited Literacy Background, is included to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language

EAL/D Specialist – Trish Tynan



### LEAP Levels and year levels

The 14 Levels of progression in LEAP also correlate with the expected progression of language from Reception to Year 10. This progression represents the ongoing development of academic language and control over a wider range of contexts or registers. Appendix B further illustrates this.

Register Continuum															
	everyday, informal, spoken						more specialised and more formal						technical, abstract, formal, written		
LEAP Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Year level	Preschool/ Early Reception			Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Senior secondary and beyond



# RECOUNTING AND NARRATING TEXTS – TEXT FORMS AND FEATURES

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
<b>Recount/ narrative retell</b> Sequences pictures of known story or a familiar activity.	<b>Recount/ narrative retell</b> Draws pictures of a setting and a sequence of events. Retells known story/ event by naming visuals.	<b>Recount/ narrative retell</b> Orally retells events, supported by visuals and includes a brief orientation of who, what, where, when. Relying heavily on models, attempts to write a brief personal recount, containing a time phrase as orientation and a few simple events. Attempts a simple retell of a story drawing 3 pictures and giving 3 simple clauses/ fragments to represent the beginning, middle and end of the story.	<b>Recount/ narrative retell</b> With support of photos, pictures and/or own drawings, recounts personal events. Writes simple statements of observation in science; or retells well known stories. Includes a simple orientation, beginning with a formulaic circumstance of time (eg On the weekend; On Saturday) and organises events according to time.	<b>Recount/ narrative retell</b> Begins retell of narrative with a circumstance of time (eg One day; Once upon a time) and starts to add some detail to orientation. Occasionally adds a brief reorientation or evaluation/ resolution.	<b>Recount</b> Adds a brief evaluation in personal recounts. Writes simple procedural recounts of steps in a process in sequence and simple observational recounts over a series of days/ weeks. Begins to construct elementary historical recounts, drawing pictures, and annotating simple timelines or web diagrams. Uses 2–3 circumstances of time or place to orient the reader at key stages.	<b>Recount</b> Independently composes personal recounts with: an orientation; some details of events in logical order; and some comment or elaborated evaluation of events. Sequences historical events in a simple timeline. Mostly orients the reader to time and/or place at key stages of a text and begins to use paragraphs (may be one for orientation, one for events and one for resolution).	<b>Recount</b> Independently composes personal and procedural recounts as part of macro-genres (eg investigations) with more detailed elaboration of events. With support of scaffolding questions, composes simple biographical recounts with detailed descriptions of events. Orients reader to time and/or place at key stages of a text. Mostly begins new paragraphs for change of time/ place.	<b>Biographical and historical recount</b> Provides basic background information in the opening to orient the reader to the topic. Sequences events in chronological order with detailed description. Ends text with a basic conclusion that reorients the reader. Incorporates source material and multimodal elements such as, photographs, charts, graphs and/or a timeline. Controls paragraphs.	<b>Biographical and historical recount</b> Composes longer texts describing different experiences of people and the significance of events in bringing about change. Opens with a more detailed introduction that provides background information and foreshadows significance. Ends with a simple conclusion that reorients to the topic and its significance. Incorporates appropriate multimodal elements.	<b>Biographical and historical recount</b> Composes more detailed, longer texts that recount a series of events accompanied by multimodal elements with: a developed introduction that orients the reader well, foreshadowing significance of events/person. Uses clear paragraph openers that guide reader through. Provides some summative commentary and/or reflection and evaluation to end.	<b>Biographical and historical recount</b> Composes detailed, longer texts that recount a series of events from a particular personal or cultural perspective accompanied by multimodal elements. Significance of events are indicated throughout and a summative commentary and/or reflection and evaluation to end.	<b>Biographical and historical recount</b> Composes detailed, longer texts that recount a series of events from a particular personal or cultural perspective with multimodal elements and effective reference to the significance of events and/or judgements of individual's qualities throughout with a clear commentary and/or reflection and evaluation to end.	<b>Biographical and historical recount</b> Composes detailed, longer texts that reflectively recount events from a particular personal or cultural perspective; strategically selecting, describing and elaborating events and/or individual's qualities to provide 'authoritative' comments on immediate and longer-term impacts of the events and/or individuals.
					<b>Narrative</b> Begins to write own brief imaginative texts with simple setting, storyline and attempted ending and simple brief narratives built around historical events. Uses 2–3 circumstances of time or place to orient reader at key stages.	<b>Narrative</b> Independently composes short narratives with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution. Mostly orients reader to time and/or place at key stages of the text and begins to use paragraphs.	<b>Narrative</b> Independently composes short narratives with distinguishable storylines and some events closely related to the resolution of a problem. Begins to include evaluation of events, including historical narratives told from a particular perspective.	<b>Narrative</b> Begins to include more than one complication and some evaluation/ reflection on events. Begins to develop a sense of setting and characterisation. Controls paragraphs.	<b>Narrative</b> Includes more than one complication and develops some sense of setting and characterisation, though may be stereotypical. Begins to use variations in structure, eg optional evaluation/ coda stages.	<b>Narrative</b> Composes texts where characterisation emerges through descriptions, actions, speech, thought and feelings. Begins to use optional stages of reflection, evaluation and flashback to convey an ethical or moral position.	<b>Narrative</b> Composes longer narratives using variations with confidence, eg incorporates complication and orientation in first stage; and/ or composes effective short stories, creating intrigue and suspense.	<b>Narrative</b> Composes longer narratives using variations with greater confidence, eg begins with final resolution and continues as a flashback; and/ or composes effective short stories, creating a sense of drama and conveying clear social and cultural values.	<b>Narrative</b> Composes narratives that play with language to evocatively create atmosphere and manipulate conventions to portray multiple characters/ narrative viewpoints and/ or to articulate a complex issue or idea and/ or subvert reader expectation.





# INFORMATIVE TEXTS – TEXT FORMS AND FEATURES

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
<b>Procedure</b> Sequences pictures of a familiar activity.	<b>Procedure</b> Organises visuals in sequential order. Matches or provides some key words (action and/or object) as labels either orally, or in writing.	<b>Procedure</b> Matches objects with the word and draws pictures of objects needed. Sequences pictures to wording or numbering of steps. Names action in each step.	<b>Procedure</b> Using a writing framework, constructs simple procedure of familiar activity. Writes method in order.	<b>Procedure</b> Using a template with subheadings provided, records goal, ingredients and/or utensils and steps using subheadings.	<b>Procedure</b> Independently composes simple texts with goal, ingredients/utensils and steps, using subheadings.	<b>Simple mathematical/scientific investigation</b> Answers questions, completes sentences and supplies/records data in tables provided.	<b>Simple mathematical/scientific investigation</b> Uses scaffolding questions or writing frameworks to compose simple investigations with an aim, prediction, equipment, method and results.	<b>Simple mathematical/scientific investigation</b> Using guiding questions, recounts and reflects on processes used. Begins with predictions or aims; recounts processes used in active voice; records findings, and offers a simple explanation/interpretation of the results.	<b>Mathematical/scientific investigation</b> Composes simple investigations. Begins with aim and predictions/hypothesis; recounts processes used in active voice; records findings and offers a simple explanation of results including an evaluation of the design/method. Incorporates labelled diagrams, charts and graphs.	<b>Mathematical/scientific investigation</b> Begins to independently compose investigations, based on provided headings and instructions for each stage, including for example: an introduction; aim; hypothesis; method using passive voice; results; discussion of results; and conclusion.	<b>Mathematical/scientific investigation</b> Independently composes investigations, based on provided headings for each stage, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; and conclusion.	<b>Mathematical/scientific investigation</b> Composes investigations, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; a conclusion with diagrams, charts, graphs; and a brief evaluation.	<b>Mathematical/scientific investigation</b> Continues to compose investigations, including for example: an introduction; aim; hypothesis; method; results; analysis of results; conclusion; and more developed evaluation with diagrams, charts and graphs.
<b>Description</b> Copies words to label pictures.	<b>Description</b> Labels drawings of items relevant to immediate context.	<b>Description</b> Relying heavily on models, writes 2–3 clauses/fragments about him/herself that relate to appearance, family or home.	<b>Description/report</b> Sorts information under given headings. Draws pictures and writes several pieces of information about an object or a living thing. Writes simple statements of comparison in maths.	<b>Description/report</b> Writes several sentences of logically ordered information. Matches information to subheadings, a series of photos or questions provided as writing frameworks.	<b>Description</b> Writes simple descriptions of historical people and places. Tentatively uses a simple introductory sentence. <b>Descriptive report</b> Begins to use subheadings to construct short texts covering a few aspects or characteristics.	<b>Description/report</b> Includes an introductory sentence and groups like information into subtopics to construct reports with some detailed description. Uses paragraphs and subheadings in written text.	<b>Description</b> Includes a separate introduction and uses subtopics/paragraphs organised under headings effectively for change of aspect or feature. <b>Descriptive report</b> With some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information.	<b>Description and descriptive/comparative report</b> Draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised subheadings, eg Habitat.	<b>Description/classifying report</b> Composes detailed descriptions of places of the past using source material. Composes basic reports beginning with a general statement or definition as the introduction followed by appropriate subtopics with headings and/or topic sentences to orient the reader to the subtopics of each paragraph.	<b>Descriptive/comparative and classifying reports, news reports, fact sheets and infographics, and feature articles</b> Composes longer, more complex examples, incorporating multiple sources and visuals/digital elements (maps, photos and labelled diagrams, hyperlinks) with control of paragraphs, including an introductory paragraph that orients the reader to the topic; a definition and/or classification; and headings/topic sentences that clearly orient the reader to various subtopics of a paragraph/s.			
										<b>Investigation reports, eg historical/geographical inquiry, investigative/enterprise reports</b> Composes simple macro-genre reports including: the investigation question; information gathered and organised under a series of sub-questions/subtopics; and a conclusion which gives a summary answer to the question.			
										Composes macro-genre reports with: an overarching question; information organised as a series of longer subtopics; and a more developed conclusion answering the question.	Composes macro-genre reports with: the question and brief background to orient the reader; information organised as a connected series of subtopics; and a developed conclusion.	Composes macro-genre reports with: the question, and background that orients the reader well; information organised as a well-connected series of subtopics; and a well-developed conclusion to answer the question.	

Continued on page 2



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# PERSUASIVE AND EVALUATIVE TEXTS – TEXT FORMS AND FEATURES

Level 1–2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
		<b>Exposition (argument)</b> Relying heavily on modelled texts, writes a brief statement of position, one or two brief reasons in support and restates position.	<b>Exposition (argument)</b> Based on modelled texts, constructs a simple statement of position, with one or two simple reasons and restates position.	<b>Exposition (argument)</b> Constructs brief introduction and series of points/reasons (3–5) with little or no elaboration to support them.	<b>Exposition (argument)</b> Begins with a simple statement of position in a brief introduction and provides a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion. Or arguments may be separated into 1 or 2 sentence paragraphs).	<b>Exposition (argument)</b> Organises texts in simple logical order. Begins to provide a simple introduction with a clear position statement. Gives simple introductions or uses topic sentences for each simply stated argument. Uses paragraphs on basis of change of argument or focus. Position may be weak or inconsistent across text.	<b>Exposition (argument)</b> Constructs an introduction to support and orient the reader; simple elaborated arguments that support their position with topic sentences; and basic conclusion that restates the position. Controls paragraphs. Effectively persuades in some sections of the text, though logic may be weak or inconsistent across the text.	<b>Exposition (argument/discussion)</b> Composes a more developed introduction that takes a clear position and foreshadows the arguments; provides arguments with some evidence and/or examples to sustain a clear persuasive line/perspective; and ends with a basic conclusion. Demonstrates tentative control of organisation/paragraphs for a discussion.	<b>Exposition (argument/discussion/issue analysis)</b> Composes a more complex introduction that orients the reader to the persuasive premise; analyses and combines information from more than one source to develop arguments; uses topic sentences to sustain longer arguments/discussions; and a more developed concluding paragraph that sums up, recommends or reiterates.	<b>Exposition (argument/discussion/issue analysis)</b> Composes longer texts with an introduction that foreshadows key points; arguments with topic sentences that reinforce key points; effective elaborations through judicious selection of supporting evidence which includes more varied stages, eg a description or explanation supporting an argument, counter arguments or refutations; and a longer concluding paragraph that reinforces writer position by choosing well from the new information in the text.	<b>Exposition (argument/discussion, debate/issue analysis)</b> Composes longer, sustained texts, well supported with logically connected arguments with well-chosen evidence and effective explanations, anticipating reader knowledge and possible bias and accommodating these; and well-developed concluding paragraphs that reinforce writer position by choosing skilfully from the text.	<b>Exposition (argument/discussion, debate/issue analysis)</b> Composes cohesive, cogent and robust arguments on complex learning area topics. May vary structure such as beginning with a description of a scenario as a dramatic introduction; strategically organised, evidence-based arguments; and effective conclusions that synthesise points of argument to arrive at a new perspective. Able to speak or write from the viewpoint of others.
	<b>Design/product evaluation</b> Orally describes and uses drawings or models to record design ideas. Says/writes 1–2 clauses/fragments to very simply evaluate a product or process (good/bad) based on their feelings.	<b>Design/product evaluation</b> Orally describes need/problem and design idea accompanied by drawings or models. Says/writes 1–2 clauses/fragments to simply evaluate a product or process based on personal feelings and likes/dislikes.	<b>Design/product evaluation</b> Says/writes a sentence to identify a problem/need. Draws and says/writes a few steps for design solution. Says/writes 1–2 sentences to evaluate product based on feelings and likes/dislikes.	<b>Design evaluation</b> Using a template provided, composes early macro-genres. Identifies a problem; records design ideas using labelled drawings; lists a sequence of steps; and includes a short, simple evaluation of ideas, processes and solutions based on personal preferences.	<b>Design evaluation</b> Using a template provided, composes macro-genres with: an outline of simple need or problem; a record of design ideas; a sequence of steps; and a short, simple evaluation of ideas, processes and solutions against criteria developed with guidance.	<b>Design evaluation</b> Using a template provided, composes macro-genres with: an outline of need, problem or opportunity; a record of design ideas; a plan of processes; and a short evaluation of ideas, processes and solutions against criteria developed with guidance.	<b>Design brief</b> Using a template provided, composes macro-genres with: a short description of need, problem or opportunity; a record of design ideas; a plan of processes; and a short evaluation of ideas, processes and solutions against negotiated criteria.	<b>Design brief</b> Using a template provided, composes macro-genres with: a description of need, opportunity or problem; a record of design ideas; a project plan recording processes and resources; and a short evaluation of ideas with reason for selected idea/s, processes and solutions against negotiated criteria.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Using a template provided, composes macro-genres with: a short introduction (design brief) outlining the outcome to be achieved and any constraints; an implementation plan/record; and a short evaluation, assessing processes and outcome of the task against their criteria for success.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Using a template provided, composes macro-genres with: an introduction (design brief) outlining the outcome to be achieved, success criteria and any constraints; an implementation plan/record; and an evaluation, assessing the outcome of the task against the criteria for success.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Composes macro-genres with: a design brief outlining the need, aim to be achieved, constraints and specifications; an implementation plan and log of processes; an evaluation of outcome against success criteria; and optional production and marketing pitch.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Composes macro-genres with: a design brief outlining the need, aim to be achieved, constraints and specifications; an implementation plan and log of processes; an evaluation of outcome against brief and suggested improvements; and optional production and marketing pitch.

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# All About Me

## Year 6 EAL/D Summative Assessment



### Oral Presentation with PowerPoint

#### Task

Make a PowerPoint oral presentation called 'All About Me' with the purpose of introducing yourself to the class and the teacher at the beginning of the new school year. Your presentation must show your knowledge and understanding of:

1. The purpose and audience
2. The appropriate style of language
3. Public speaking skills (order of topics and sub-headings, clear speaking, body language, use of pitch, pace and pause)
4. A range of features and tools (key information, dot points, images, photographs, GIFs, hyperlinks, transitions, colour and font, the overall layout, creativity).

At the time of assessment, you will also be undertaking a Peer Assessment for your classmates.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Success Criteria

ORAL PRESENTATION SKILLS			
EVIDENCE OF REHEARSING AND PRACTISING	CONSOLIDATING	EMERGING	BEGINNING
ENTHUSIASM IN YOUR VOICE	CONSOLIDATING	EMERGING	BEGINNING
SUFFICIENT LENGTH (3-5 MINUTES)	CONSOLIDATING	EMERGING	BEGINNING
TONE – VARY THE TONE OF YOUR VOICE	CONSOLIDATING	EMERGING	BEGINNING
BODY LANGUAGE	CONSOLIDATING	EMERGING	BEGINNING
EYE CONTACT	CONSOLIDATING	EMERGING	BEGINNING
HAND GESTURES	CONSOLIDATING	EMERGING	BEGINNING
FACIAL EXPRESSIONS	CONSOLIDATING	EMERGING	BEGINNING
VOICE CLARITY	CONSOLIDATING	EMERGING	BEGINNING
PRONUNCIATION OF DIFFICULT WORDS	CONSOLIDATING	EMERGING	BEGINNING
PRONUNCIATION OF "D-THE" AND "D-THIS"	CONSOLIDATING	EMERGING	BEGINNING
POINTING TO FEATURES ON YOUR POSTER	CONSOLIDATING	EMERGING	BEGINNING
EMPHASIS OF TECHNICAL VOCABULARY	CONSOLIDATING	EMERGING	BEGINNING
SKILLS IN INTERACTING WITH THE AUDIENCE	CONSOLIDATING	EMERGING	BEGINNING
ACARA YEAR 6 ACHIEVEMENT STANDARDS			
P4 Students create detailed texts elaborating on key ideas for a range of purposes and audiences.	CONSOLIDATING	EMERGING	BEGINNING
P5 Students make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.	CONSOLIDATING	EMERGING	BEGINNING
P6 Students demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.	CONSOLIDATING	EMERGING	BEGINNING
P7 Students use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.	CONSOLIDATING	EMERGING	BEGINNING

#### Comment

# EAL/D Rubrics

## EAL/D

### 'All About Me' Oral Presentation Peer Assessment

1. The student presenting their 'All About Me' presentation is:

2. The student giving feedback on the presentation is:

3. Today's date is:



Watch the presentation and tick what you see.

Purpose and Audience	Style of Language	Public Speaking Skills	Stylistic Features and Digital Tools
<input type="checkbox"/> The presentation <b>informs/teaches</b> the audience. <input type="checkbox"/> The presentation <b>entertains</b> the audience. <input type="checkbox"/> The presentation is made for a <b>specific audience</b> .	<input type="checkbox"/> The presentation includes good <b>word choices</b> . <input type="checkbox"/> The <b>style</b> of the presentation is appropriate. <input type="checkbox"/> Demonstrated <b>varied pronunciation techniques</b> .	<input type="checkbox"/> The student makes <b>eye contact</b> . <input type="checkbox"/> The student uses <b>cue cards</b> . <input type="checkbox"/> The student uses <b>facial expressions</b> . <input type="checkbox"/> The student uses <b>body language</b> . <input type="checkbox"/> The student speaks with effective <b>volume</b> . <input type="checkbox"/> The student speaks at a good <b>pace</b> (not too fast and not too slow). <input type="checkbox"/> The student <b>speaks clearly</b> and <b>pronounces</b> words correctly.	<input type="checkbox"/> The PowerPoint has information in <b>dot points</b> . <input type="checkbox"/> The PowerPoint includes <b>images/photos</b> . <input type="checkbox"/> The PowerPoint includes <b>Hyperlinks</b> and <b>GIFs</b> . <input type="checkbox"/> There are <b>slide transitions</b> . <input type="checkbox"/> The PowerPoint has good <b>colours</b> and <b>fonts</b> . <input type="checkbox"/> The PowerPoint has clear and appropriate <b>headings</b> .
Rating  /5	Rating  /5	Rating  /5	Rating  /5

Write about what the student has done well.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Write about what the student can improve on.

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall rating /20

Your Signature \_\_\_\_\_

Questions

&

Follow up  
for next  
meeting



[www.ipsha.org.au](http://www.ipsha.org.au)

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SA BRANCH

## 2023 EAL/D Collegial Group Meeting

Wednesday 13th September 2023

- Our next meeting is  
**Term 3 Week 8, 2023.**

Volunteers to host please.

- Please communicate with Trish.



EAL/D

Collegial

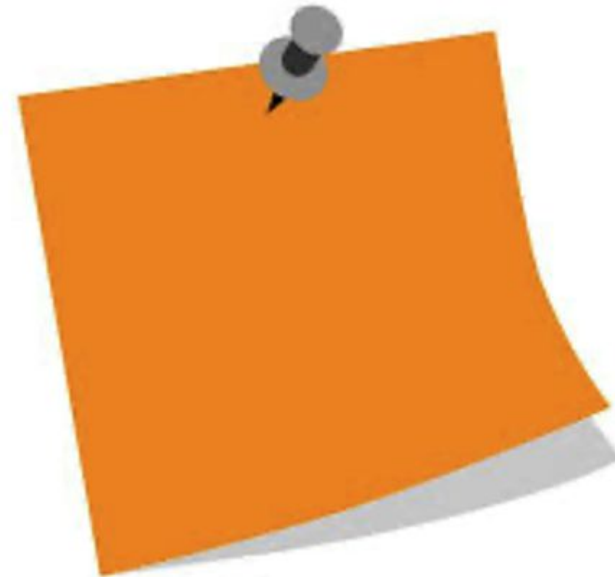
Group



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**Wish List for next meeting**





# Feedback

## 5-minute survey



The link is in an email I sent you:

<https://forms.gle/5dkHUhBH2RMhdVUe7>



## Thank you!

# Thank you for your attendance and participation today!

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Happy Harmony Week and see you at the next IPSHA  
EAL/D Collegial Meeting!

