

Aboriginal & Torres Strait Islander Languages 2019 v1.0

IA1B sample assessment instrument

October 2018

Student learning journal

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Assessment objectives

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

5. use culturally appropriate protocols and ethical behaviour when establishing connections and maintaining relationships with local communities and developing language
6. plan and apply learning strategies to achieve learning outcomes associated with making connections, establishing relationships with local communities, and understanding the protocols that must be observed.

Note: Objectives 1, 2, 3 and 4 are not assessed in this instrument.

Subject	Aboriginal & Torres Strait Islander Languages	Instrument no.	IA1B
Technique	Student learning journal		
Topic	Topic 1: Making connections		

Conditions			
Duration	Throughout Topic 1 (in class and out-of-class time)		
Mode	Written/digital	Length	—
Individual/group	Individual	Other	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 in response to Aboriginal language issues in inquiry, teacher observation sheets, and/or self and peer assessment. Where possible, entries in the target language should be included.
Resources available	Open access to resources		
Context			
The act of examining and reflecting on thoughts, ideas, feelings and your 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.			
Task			
In a learning journal, reflect on the strategies and processes you are using to achieve the learning outcomes in this topic. Your journal will demonstrate your thinking and learning practices as you develop an increased awareness and understanding of your identity in relation to the Jandai language, the perspectives and cultures of the Minjerribah and Moorgumpin peoples, your identity within Australian society, and your own developing skills in using the Jandai language. You will also document the processes you used in constructing your project. Your journal may be presented in written or digital form.			
To complete this task, you must:			
<ul style="list-style-type: none"> • on a regular basis, record your thoughts on <ul style="list-style-type: none"> – your growing awareness of yourself as a learner of the Jandai language and culture of the Minjerribah and Moorgumpin peoples, including entries in the Jandai language – how you are planning and managing your learning – how you are developing practical strategies that facilitate learning • make entries in your journal about <ul style="list-style-type: none"> – reflections on and feelings about visits on Country and engagement with Elders and other community members – reflections on class studies in connection with your exploration of the Jandai language and how this learning can be related to other learning and society – your understanding of what personal identity means and how this relates to your values – your thoughts on the impact of specific social issues on your personal identity – reflections on how your history and culture shape your sense of identity, your ways of communicating, 			

- your goal setting and pathways, and your willingness to seek new challenges
- considerations regarding the planning and development of your project, documentation of the process, decisions made and reasons for them, and reflections on the outcome
- thoughts and feelings about yourself as a language learner and as a contemporary documenter/user of the Jandai language
- thoughts about how to manage your learning and acquire practical strategies that facilitate learning in or about the target language
- thoughts and feelings about the importance of intergenerational collaboration in reviving and maintaining languages
- interesting points found in readings and research, and issues raised as a result
- notes from or concerning relevant material encountered, e.g. in newspaper articles, radio/TV programs, web-based articles and reports
- the planning and strategies used in learning the Jandai language, e.g. using mnemonics, visualising, rehearsing, summarising or explaining to someone else
- the planning and strategies used in constructing your project
- how you access information and use ICT tools
- how you approach barriers to learning and the strategies you use to address them
- thoughts and feelings about yourself as a learner, recognising and reflecting on strengths, weaknesses and needs
- how you manage your learning and experiment with strategies to facilitate it
- 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 facilitate comprehension when reading or listening, e.g. reading ahead, underlining topic sentences or creating a mental image
- how you met new learning challenges that moved you outside your personal comfort zone
- how you considered and responded to advice and feedback
- questions that arise at any time, including thoughts and ideas that are not yet fully formed.

Stimulus

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Checkpoints

- Week 3: Submission of learning journal (with reflections to date) to teacher
- Week 5: Finalisation of learning journal and submission to teacher

Criterion

Result

Learning

Assessment objectives 5 and 6

Authentication strategies

- The teacher will collect copies of the student response and monitor at key junctures.
- Students must acknowledge all sources.
- Students will each produce a unique response that may require engagement with teacher to determine their orientation towards learning, their ability to plan; implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their 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"> • consistent and effective use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • purposeful planning and application of learning strategies to achieve learning outcomes. 	A
<ul style="list-style-type: none"> • appropriate use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • logical planning and application of learning strategies to achieve learning outcomes. 	B
<ul style="list-style-type: none"> • use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • planning and application of learning strategies to achieve learning outcomes. 	C
<ul style="list-style-type: none"> • some use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • occasional planning and application of learning strategies to achieve learning outcomes. 	D
<ul style="list-style-type: none"> • isolated use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • infrequent planning and application of learning strategies to achieve learning outcomes. 	E