**Internal Assessment Resource**

Achievement Standard English 91106: Form developed personal responses to independently read texts, supported by evidence

Resource reference: KHS 91106/2.9A

Resource title: Read!

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the Achievement Standard English 91106. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity offers a variety of approaches to the requirements of the standard.

Students need to independently select, read, and recommend at least six texts.

Texts should not be taken from those studied directly as part of a student's literature study.

The students must form developed personal responses to each of the texts and support these with evidence.

Of the six texts selected, at least four must be written texts, two of which must be extended texts. The remaining two texts can be visual, oral, or written.

Possible texts include: novels, graphic novels, biographies, autobiographies, films, dramas, short stories, poetry, short films, song lyrics, blogs, feature magazine articles, or newspaper columns.

Clear guidance must be given to students as to the suitability of texts for this assessment task. Text(s) must be suitable for level 7 of the curriculum and the age of the students (i.e., text(s) do not have a rating that prohibits their use for Level 2 NCEA students). Texts suitable for level 7 allow students to think critically and show a discriminating understanding (refer to level 7 achievement objectives for Listening, Reading, and Viewing)..

Have students keep a record of their reading. Encourage them to log individual entries about each text, and to make connections between the texts, in order to develop perceptive personal responses. Implement checkpoints during the period of study to ensure students’ steady progress, to provide encouragement, and to monitor the authenticity of their work.

Students can present their personal responses in a written or oral format or a combination of both. You need to agree which format/s their presentation will use. The task should take place over an extended period of time.

You will need to encourage students to explore a range of text forms, genres, and perspectives and to balance their selection of texts in terms of gender and country of origin. You may wish to offer students lists of suggested titles from which they can select and independently read. As part of a literature study, you may wish to select a particular text and recommend other texts by the same author or texts on a similar theme.

Students need to be guided to form developed responses that demonstrate significant personal understandings of, engagement with, and viewpoints on a text. They can do this by making clear links between the text and themselves as they articulate why they believe each text would be interesting for others to read and why they consider them valuable choices for a book club reading list. They can also do this by making clear links between the text and the world, e.g., by exploring how the texts teach readers about the world in which they live (past or present).

In prior teaching and learning, teachers need to:

provide opportunities for student discussion of personal responses to texts, including making links between text and self and text and world

include opportunities for students to select and independently read texts

model possible progress logs for the reading process

provide opportunities for development of the skills of written and/or oral delivery of personal responses.

Conditions

Assessment may use a combination of class time and homework time.

The student personal responses can be delivered in a written and/or oral format, or a combination of these. Teachers may specify the format required.

Resource requirements

None.

Additional information

Opportunities also exist to connect students’ oral presentations to the assessment of other internal standards such as 91104 *Analyse significant connections across texts, supported by evidence*. Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for assessment is developed sufficiently to meet the criteria for each standard. In all such cases, teachers should refer closely to each relevant standard including the Explanatory Notes and the Conditions of Assessment guidelines.

**Internal Assessment Resource**

Achievement Standard English 91106: Form developed personal responses to independently read texts, supported by evidence

Resource reference KHS 91106/2.9A

Resource title: Read!

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Form developed personal responses to independently read texts, supported by evidence. | Form developed, convincing personal responses to independently read texts, supported by evidence. | Form developed, perceptive personal responses to independently read texts, supported by evidence. |

Student instructions

Introduction

This activity outlines ways in which you can approach your personal reading this year. It suggests two activities, but you are welcome, in negotiation with your English teacher, to try a different approach.

**The first activity** requires you to compile a ***booklist*** suitable for a year 12 book club.

**The second** requires you to choose independently and read at least six texts based on a ***connection***: a common theme, historical period, or specific context. You’ll decide the context in discussion with your teacher, but some possible contexts might include:

• texts set in the same region

• texts originally written in a foreign language

• debut texts (first novels or short story collections or first short stories)

• texts which explore the point of view of a specific group of people, such as children

**A third approach** is to make a ***broad selection*** on a range of topics and in a variety of text types and genres, choosing your texts independently but making sure (by checking with your teacher) that all your texts are suitable for Level 7 on the Curriculum.

**No matter what your approach**, there are certain things you need to do. You must:

* independently select, read, and recommend six texts. To assist you, your teacher may make suggestions of texts you might consider.
* form developed personal responses to each of the recommended texts and support these with evidence.

You may deliver your personal responses in a written or oral format or a combination of both. It will probably mainly be written, but once again you can negotiate with your teacher.

You should be selecting, reading, and responding to your texts over an extended period of time.

On your course outlines, you will find due dates for the milestones (when each individual response is due) and the final date, when all six responses must be completed.

Task

You need to meet the milestone due dates as set out on your course outline.

A: Booklist

Part 1: Brainstorm and choose your texts

* Brainstorm and select at least six texts that you think year 12 students should read.
* Choose a variety of texts that are at a suitable level for year 12 students.
* Check each text you choose with your teacher.
* Read your texts closely and make detailed notes, as you read them, about their strengths and/or weaknesses.
* Analyse each text in terms of why you think year 12 students should read it and why it should be included in a year 12 book club reading list.

***B: Connections***

Part 1: Brainstorm

* Brainstorm some possible themes, historical periods, or specific contexts and a range of texts related to these.

Part 2: Choose and read your texts

* Choose at least six texts based on one theme, historical period, or specific context.
* Check your choices with your teacher.

***C: Broad selection***

***Part 1: Select your texts***

* Your teacher must agree with your reading choices:
* The texts need to be complex enough for Level 2 English.
* If you are using a visual text, it needs to have an appropriate rating (i.e., you cannot hand in a response on an R18 film if you are only 17).

For all: Develop and present personal responses

* Draft, write, and revise developed personal responses to your chosen texts.
* Present your responses for assessment by the due date.
* Present your six personal responses and recommendations in a form that provides the opportunity for you to achieve the standard at every level.

For the Achievement Standard, go here:

<http://www.nzqa.govt.nz/ncea/assessment/search.do?query=English&view=achievements&level=02>

For further exemplars, go here:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/>

Resource A - Guidelines about your process

Brainstorming and choosing your texts

You should consider a range of text forms, genres, and perspectives and balance your selection of texts in terms of gender and country of origin.

Of the six texts you select, at least four must be written texts, two of which must be extended texts. The remaining two texts can be visual, oral, or written.

Possible texts include: novels, graphic novels, biographies, autobiographies, films, dramas, short stories, poetry, short films, song lyrics, blogs, feature magazine articles, or newspaper columns.

You need to follow the guidance of your teacher when selecting texts as all texts must be suitable for Level 2 NCEA students.

Developing and presenting personal responses

Explain how and why you responded to each text.

Explain why year 12 students would find your recommended texts interesting to read and why they would be valuable choices for a year 12 book club reading list. ***OR*** Explain what you have learned about your chosen theme, historical period, or specific context

Explore how the texts teach us about the world in which we live (past or present).

Log individual entries for each of the six texts during your period of study.

Make connections between the texts and yourself, your society and the wider world in order to offer perceptive personal responses.

Your teacher may make some suggestions of texts to read, but it is your responsibility to independently select and read each of the six texts.

You should be ready to discuss your reading with other students and your teacher.

You are encouraged to show some insight or originality in thought or reflection by:

* demonstrating significant personal understandings of, engagement with, and viewpoints on the texts
* making connections between texts
* making links between the texts and yourself – making clear connections between the text and your personal experiences and prior understandings
* making links between the texts and the world – making clear connections with the social, cultural, literary, political, or historical contexts presented in the texts.

Support your responses and recommendations with evidence, such as specific examples from the texts, quotations, and other relevant details.

You may present your book club recommendations and personal responses in a written or oral format or a combination of both.

Your teacher will guide you about a suitable form/s.

Assessment schedule: English 91106 Highly recommended!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| * The student independently reads and forms developed personal responses to at least six texts. This means that the student: * selects and reads at least six texts themselves * includes at least four written texts, at least two of which are extended, e.g. novels, biographies * includes no more than two visual or oral texts * demonstrates personal understandings of, engagement with, and/or viewpoints on the texts * may respond to links between the texts and themselves, such as personal contexts and prior knowledge * may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * presents personal responses in a written or oral format or a combination of both. | * The student independently reads and forms developed, convincing personal responses to at least six texts. This means that the student: * selects and reads at least six texts themselves * includes at least four written texts, at least two of which are extended, e.g. novels, biographies * includes no more than two visual or oral texts * demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts * presents understandings/viewpoints that are reasoned, clear and relevant * may respond to links between the texts and themselves, such as personal contexts and prior knowledge * may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * presents personal responses in a written or oral format or a combination of both. | * The student independently reads and forms developed, perceptive personal responses to at least six texts. This means that the student: * selects and reads at least six texts themselves * includes at least four written texts, at least two of which are extended, e.g. novels, biographies * includes no more than two visual or oral texts * demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts * presents understandings/viewpoints that are, insightful and/or original * may respond to links between the texts and themselves, such as personal contexts and prior knowledge * may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts * presents personal responses in a written or oral format or a combination of both. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.