

Developing a common language Reading & Viewing

A common language for describing student achievement is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **verbs (skill or process)** and **nouns/noun phrases (knowledge or content)**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

For Example:

Reading and Viewing

3.1 Texts and Contexts

Read/view with understanding a range of visual and written texts containing some unfamiliar concepts, topics, language structures and features: explain possible reasons for people's varying interpretation of texts.

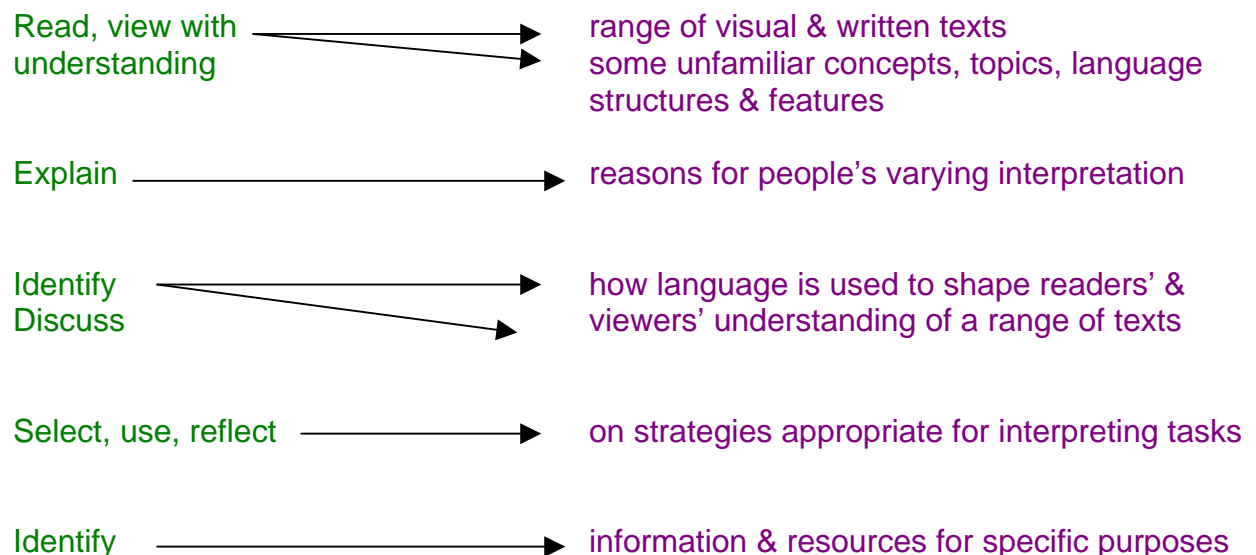
3.2 Language structures and features

Identify and discuss how language is used to shape readers' and viewers' understanding of a range of texts.

3.3 Strategies

Select, use and reflect on strategies appropriate for interpreting texts, and identify information and resources for specific purposes.

Unpacked even further...



Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

Looking at the Outcome Before and After

<p>R/V 2.1 Texts and Contexts</p> <p>Read, view with understanding a range of visual and written texts with familiar content and some unfamiliar vocabulary or language structures and features</p> <p>Identify simple symbolic meanings and stereotypes</p>	<p>R/V 3.1 Texts and Contexts</p> <p>Read, view with understanding a range of visual and written texts containing some unfamiliar concepts, topics, language structures and features</p> <p>Explain possible reasons for people's varying interpretation of texts</p>	<p>R/V 4.1 Texts and Contexts</p> <p>Construct interpretive responses</p> <p>Demonstrate Knowledge that texts are created for a particular audience and purpose</p> <p>Develop intertextual understanding</p>
<p>R/V 2.2 Language structures and features</p> <p>Identify and use the language structures and features of texts to</p> <p>Construct meaning</p>	<p>R/V 3.2 Language structures and features</p> <p>Identify and discuss how language is used to shape readers' and viewers' understanding of a range of texts</p>	<p>R/V 4.2 Language structures and features</p> <p>Describe techniques used to shape audience response to literary, film, media and everyday texts</p>
<p>R/V 2.3 Strategies</p> <p>Integrate a variety of strategies to</p> <p>Interpret visual and written texts to</p> <p>Identify resources and</p> <p>Find information</p>	<p>R/V 2.3 Strategies</p> <p>Select, use and reflect on strategies appropriate for interpreting texts</p> <p>Identify information and resources for specific purposes</p>	<p>R/V 4.3 Strategies</p> <p>Use strategies to</p> <p>Identify and respond to the way conventions shape meaning in a range of texts</p>