# Resource in focus – English – Stage 2

## Peer assessment and co-constructed success criteria

This resource showcases an excerpt from sample unit [English Stage 2 First year – Unit 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fen%2Fhome%2Fteaching-and-learning%2Fcurriculum%2Fenglish%2Fdocuments%2Fenglish-s2-unit-1-fantastic-mr-fox.docx&wdOrigin=BROWSELINK). Sample units are optional resources that present ‘one way’ of designing teaching and learning experiences. They can be adopted and adapted for your school context.

The example below demonstrates **one way** that activities in a lesson may be adapted to strengthen opportunities for peer assessment and the co-construction of success criteria. It focuses on Lesson 3 – creating vivid characters. This lesson sits within a 5-week unit with 20 lessons.

Possible adaptations are represented in **bold red**.

### Component B teaching and learning, Lesson 3 – creating vivid characters

**Note**: **at the beginning of the lesson, share the learning intention but not the success criteria. Students will co-construct success criteria during the lesson.**

1. Display the character descriptions of Farmer Boggis, Farmer Bunce and Farmer Bean on pages 2 to 4.
2. Revise declarative sentences, as introduced in Component A, and explain that Roald Dahl uses a series of declarative sentences to describe each character.
3. As a class, identify the use of declarative sentences in the 3 paragraphs. For example:
* ‘Bean was a turkey-and-apple farmer.’
* ‘He kept thousands of turkeys in an orchard full of apple trees.’
* ‘He never ate any food at all.’
1. Ask students to explain why they think Roald Dahl has used declarative sentences (to convey facts or provide information about the characters).
2. Ask students to consider what techniques Roald Dahl has used to create vivid characters. Draw students’ attention to the broad range of adjectives that have been used. Connect this observation with learning about adjectives and commas as introduced in Component A.
3. In groups, students classify the adjectives identified in activity 5 using Resource 6 – types of adjectives. For example, ‘long’ is a descriptive adjective.
4. Discuss what the character descriptions would be like if only one type of adjective was used. For example, only descriptive adjectives based on size or colour.
5. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to provide additional examples of adjectives for each category.
6. **Note: activity 9 and 10 have been swapped. Introduce the writing task first.** Explain that students will write a vivid character description for a fourth farmer that could be added to Fantastic Mr Fox.
7. **Note: activity 9 and 10 have been swapped. Analyse the character descriptions in the text to establish ‘what a good one looks like’. Record ideas and observations – this will form the basis of the co-constructed success criteria.** Revisit the paragraphs that describe Farmer Boggis, Farmer Bunce and Farmer Bean. Compare the structure of each paragraph by asking students to determine similarities. For example, each paragraph begins with the farmer’s name and occupation, followed by details about their appearance, diet and personality.
8. **Note: activity 11 and 12 have been swapped. Use ideas recorded in the analysis of ‘what a good one looks like’ to co-construct the success criteria for the character description.** Co-construct a [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for the character description. For example, I can write a detailed description of an imagined character that includes:
* familiar character traits
* declarative sentences to provide facts
* adjectives to develop descriptive features
* commas to separate adjectives
* capital letters for the beginning of sentences and for proper nouns.
1. **Note: activity 11 and 12 have been swapped. After co-constructing success criteria, students generate ideas.** In pairs, students generate ideas for a fourth farmer. Students draw their farmer and add labels to record their ideas.
2. Model writing a character description of a fourth farmer. For example:

Farmer Betty was an ostrich-and-corn farmer. She kept hundreds of ostriches in giant paddocks full of corn. She was so tall that her head was almost in the clouds. Every day she devoured 10 cobs of corn that were drowned in lard for every meal. These wedged in her teeth and left a dirty, yellow stain around her mouth. This annoyed her terribly and left her in a cranky mood.

**Note:** this example also includes simple adverbial phrases describing ‘where’ and ‘when’.

1. Students write a character description of their fourth farmer.

**Too hard?** Provide sentence stems. For example, [Farmer name] was a … farmer. He kept ... He was ...

**Too easy?** Students use a combination of simple and compound declarative sentences.

1. Use the modelled example from activity 12 to explicitly teach how to use the co-constructed success criteria to review writing and provide feedback. Examine protocols from [Resource 4 – interaction protocols](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fen%2Fhome%2Fteaching-and-learning%2Fcurriculum%2Fenglish%2Fdocuments%2Fenglish-s2-unit-1-fantastic-mr-fox.docx&wdOrigin=BROWSELINK) prior to pairs sharing their character descriptions. Students provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) using the success criteria and the [Tell, Ask, Give (TAG) strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549).
2. Give time for students to revise their character description based on feedback received from their peer.
3. Strategically select students to share their character descriptions to highlight techniques that have been used to create a vivid character description.
4. Review work samples and record student achievement of outcomes and content points identified below.

**Assessment task 1** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN2-CWT-01 –** plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* use declarative sentences to provide facts or state a viewpoint
* use adjectives to develop descriptive features
* use capital letters to indicate beginning of a sentence, proper nouns, headings and subheading, to indicate the beginning of a poetry line, for emphasis, and when using acronym
* use commas between words in a list or to separate adjectives when more than one is used.

## References

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