Student writing and feedback – Stage 6 modern languages

In modern languages, teachers give effective feedback in 2 key areas of written responses:

* written responses in English
* written composition in [language].

## Sequence

To get the most from these resources, use them as a teaching and learning sequence. One set of activities leads on to the next.

1. Improve student writing through subject vocabulary([DOCX](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/subject-vocabulary-stage-6-languages.docx) | [PDF](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/subject-vocabulary-stage-6-languages.pdf))
2. Improve student writing through planning for writing ([DOCX](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/planning-for-writing-stage-6-languages.docx) | [PDF](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/planning-for-writing-stage-6-languages.pdf))
3. **Improve student writing through writing and feedback (this document)**

## Learning focus

We have provided 2 sample literacy activities which focus on teacher feedback and peer feedback.

1. The first example requires answers in English and gives an opportunity for peer feedback.
2. The second example requires a written response in [language] and allows for teacher feedback.

The texts used in the examples are the same as the texts used in the Planning for writing document ([DOCX](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/planning-for-writing-stage-6-languages.docx) | [PDF](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/planning-for-writing-stage-6-languages.pdf)) – page 3.

The examples provided are models only. You can create your own examples, modifying the learning intentions and success criteria accordingly.

## Syllabus outcomes

Activities should align with the relevant Stage 6 syllabus outcomes. You can access the syllabuses on the [NESA website.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages)

## Learning intentions

Students will:

* provide effective peer feedback
* engage with effective feedback.

## Success criteria

Students will be able to:

* effectively provide feedback to a peer
* reflect on their learning needs.

## Teaching strategies

* [Activity 1: Peer feedback](#_Activity_1:_Peer)
* [Activity 2: Teacher feedback](#_Activity_2:_Teacher)
* [Activity 3: Student self-reflection](#_Activity_3:_Student)

## Activity 1: Peer feedback

### Instructions

* Provide a sample response to students and model a selected peer feedback approach. A range of example feedback approaches can be found at [Strategies for student peer assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-peer-assessment).
* Discuss acceptable peer feedback behaviours.
* In teacher-facilitated pairs, students swap their responses to Activity 5 in the Planning for writing document ([DOCX](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/planning-for-writing-stage-6-languages.docx) | [PDF](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/stage-6-literacy-in-context-writing/languages/planning-for-writing-stage-6-languages.pdf)) – page 21.
* Students provide feedback on a classmate’s response using the template provided.

This activity could be completed anonymously by students.

### Sample response

There has been a major accident, involving 3 cars, at the intersection of Bourke and Collins Streets during peak hour this morning. Expect long delays if travelling south from the riverbank and avoid the area if possible. There are no fatalities. Ambulance and police services are attending.

### Additional peer feedback options

* Give students a focus to look for, such as use of vocabulary, and assign this focus to a coloured highlighter. This could be repeated with different focus areas with different colours.
* Support students to create their own class agreed feedback template.

### Template

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Developing | Developed | Highly developed |
| The response answers the question. |  |  |  |
| Idea being written about is clear. |  |  |  |
| The response has a logical structure. It makes sense when you read it through. |  |  |  |
| There are specific details to support the response. |  |  |  |
| Sentences make sense. |  |  |  |
| Capital letters, full stops and some other punctuation are used. |  |  |  |
| Accurate spelling of challenging words. |  |  |  |

Two successful things about this response are:

One aspect to keep working on is:

## Activity 2: Teacher feedback

### Instructions

* Provide feedback on students’ written responses, using the template below.

**Note:** These feedback templates are for English literacy development. Language teachers may choose to use them in this way or modify them for language learning to suit their context.

Teachers can choose to go directly to [Activity 3: Student self-reflection](#_Activity_3_–)

### Sample question

You are a key witness to an accident and you have been asked to report to the police. Write a recount of what you have witnessed in [language].

**Traffic report:**

This is WCD-FM 102.2 with the traffic report on this glorious Monday morning, at exactly 8:30am, right in the middle of peak hour. Expect hours of delay if you are heading south from the riverbank. We have just received news that there has been an accident involving 3 cars and the police and ambulance are on their way. There are no fatalities. Vehicles are blocking the main intersection of Bourke and Collins streets and it will be hours before the area is cleared. An emergency vehicle has just arrived and is redirecting the traffic but the line of cars is getting longer and longer by the minute. Avoid the area if you can.

### Feedback templates

There are 3 templates to choose from:

* [control of language](#_Template_1_–)
* [structure and sequence of ideas](#_Template_2_–)
* [relevance of writing to the topic](#_Template_3_–)

#### Template 1 – control of language

[Spelling](https://sites.google.com/view/hsc-minimum-standard/writing/spelling). Correct spelling is consistent and some difficult words are spelled correctly. In the written response, spelling is:

[Vocabulary](https://sites.google.com/view/hsc-minimum-standard/writing/vocabulary). Subject vocabulary has been used effectively in context. In the written response, vocabulary is:

[Tense](https://sites.google.com/view/hsc-minimum-standard/writing/tense). Past, present and future references within sentences, and the response, as a whole are logical and consistent. For example ‘Alex laughed’, ‘Alex laughs’, ‘Alex will laugh’. In the written response, tense is:

[Punctuation](https://sites.google.com/view/hsc-minimum-standard/writing/punctuation). There is correct sentence punctuation, including capital letters and full stops. There are some correct examples of commas, proper nouns, apostrophes. In the written response, punctuation is:

[Formal and informal language](https://sites.google.com/view/hsc-minimum-standard/writing/formal-and-informal-language). The tone matches the audience and purpose. The language use is consistent and appropriate. **Informal language** may be more conversational and is directed to the appropriate audience. It may include abbreviations and shorter sentence structures. **Formal language** uses more complex sentence structures, may have a sense of authority, is honorific and is directed to the appropriate audience. In the written response, formal and informal language are:

Two successful things about this written response are:

One aspect of writing to keep working on is:

#### Template 2 – structure and sequence of ideas

[Text structure](https://sites.google.com/view/hsc-minimum-standard/writing/text-structure) is the way that the information is organised. This could include headings, sub-headings, introductory and concluding paragraphs. In the written response, text structure is:

[Paragraphs](https://sites.google.com/view/hsc-minimum-standard/writing/paragraphs). Text in a distinct section that reflects a logical cohesive point. This could include topic sentences, linking words and concluding sentences. In the written response, paragraphs are:

[Sentence types](https://sites.google.com/view/hsc-minimum-standard/writing/sentence-types). A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. There are different types of sentences:

* simple sentence – a single main clause that expresses a complete thought. It has a subject and a finite verb and may also have an object, for example ‘Mary is beautiful.’, ‘The ground shook.’, ‘Take a seat.’
* compound sentence – contains 2 or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example and is the coordinating conjunction: ‘We went to the movies and bought an ice cream.’
* complex sentence – contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The subordinate clause is joined to the main clause through subordinating conjunctions like when, while and before, as in the following examples: ‘We all went outside when the sun came out.’, ‘Because I am reading a long book, my time is limited.’

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In the written response, sentence types are:

[Cohesion](https://sites.google.com/view/hsc-minimum-standard/writing/cohesion). Features can include connectives such as ‘furthermore’ and ‘therefore’, cross-references to different parts of the text, and reiteration of the title or terms of the topic or question being addressed in the text.

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In the written response, cohesion is:

Two successful things about this written response are:

One aspect of writing to keep working on is:

#### Template 3 – relevance of writing to the topic

[Audience and purpose](https://sites.google.com/view/hsc-minimum-standard/writing/audience-and-purpose). Audience is the intended readers. Purpose can include, to entertain, to inform, to persuade, to educate. ‘Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.’

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In the written response, audience and purpose are:

[Ideas](https://sites.google.com/view/hsc-minimum-standard/writing/ideas). An idea is a thought or notion that is explained and explored. Students are encouraged to develop their ideas and create insightful and impacting points. Students will support their ideas with evidence and examples. In the written response, ideas are:

[Topic vocabulary.](https://sites.google.com/view/hsc-minimum-standard/writing/topic-vocabulary) Have specific words from the subject area been used effectively in the writing? In the written response, topic vocabulary is:

Two successful things about this written response are:

One aspect of writing to keep working on is:

## Activity 3: Student self-reflection

### Instructions

* Provide students with a copy of an ‘exit slip’ (sample below), modified to suit your context.
* Students complete the exit slip.
* Collect and review the exit slips to plan where to next for improving your students’ literacy skills. Planning where to next could be done collaboratively with the students.

### Exit slip template

Name:

How confident are you to:

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Not confident | Somewhat confident | Confident |
| understand the question |  |  |  |
| know how to select and include supporting details |  |  |  |
| know how to use appropriate sentence structures |  |  |  |
| know how to use appropriate vocabulary |  |  |  |

One skill I have learned that improved my writing:

One skill I will continue to work on: