

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:  Achievement Standard 91105 version 2  Use information literacy skills to form developed conclusion(s) |
| Resource title: Investigate |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91105-02-5508 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard English 91105: Use information literacy skills to form developed conclusion(s)

Resource reference: English 2.8B v2

Resource title: Investigate

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 91105. 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 requires students to complete an inquiry into a topic linked to a written, visual, or oral text.

The purpose of the inquiry is to give students a context through which to demonstrate their information literacy skills and the formation of developed, convincing, and perceptive conclusions from their investigation.

You can adapt this resource by selecting another context through which students can showcase their information literacy skills.

Conditions

As part of your class programme, you will model key parts of the inquiry process to students to ensure that they are aware of the need to focus on the process. You will also model the process of integrating existing knowledge with new learning to create new ideas and knowledge and to form developed conclusions from this knowledge.

You will guide students through the inquiry on a self-selected topic. Acceptable guidance would be teaching interventions focused on revisiting the development of information literacy skills at critical points in the process.

Students are expected to form questions independently, and then seek, locate, select, record, and evaluate information themselves. It is also essential that students express new understandings independently. In other words, the understandings expressed in final products must be the students’ own work. See the Conditions for Assessment guidelines for comments on developing and practising the skills required, use of modelling and scaffolded practice, assembling evidence, and independent student work.

Ensure that students lead the process of their individual inquiry.

Students may collect information in and out-of-class time.

Students can reframe their inquiry questions, if required, as part of the process.

You will need to oversee the process, including implementing checkpoint procedures, to ensure authenticity of students’ work. Research notes, including the data evaluation and self-evaluation charts, could be checked during the process.

Students can present their findings in a written, oral, or visual form.

Resource requirements

Students will select their own texts as part of their inquiry. These texts may be written, oral, and/or visual. Access to the library, recording equipment, computers, and information technologies is required.

Additional information

The mode in which students present their conclusions may be assessed against other standards such as writing and oral presentation standards. Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for each assessment is developed sufficiently in order 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.

This assessment activity is based around the concept of “Guided Inquiry”: <http://cissl.rutgers.edu/guided_inquiry/introduction.html>.

Useful websites to use with students to scaffold the teaching of information literacy skills include:

* <http://lib.colostate.edu/tutorials/share/>
* <http://www.readwritethink.org>
* EPIC: <http://www.tki.org.nz/r/epic> [school user name and password needed]
* INNZ: <http://www.tki.org.nz/e/tki/innz> [school user name and password needed].

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Resource title: Investigate

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| Use information literacy skills to form developed conclusion(s). | Use information literacy skills to form developed conclusion(s) convincingly. | Use information literacy skills to form developed conclusion(s) perceptively. |

Student instructions

Introduction

This activity requires you to complete an inquiry into a topic linked to a written, visual, or oral text.

The inquiry enables you to demonstrate your information literacy skills and your ability to form developed conclusions from your investigation.

You will work independently on your inquiry, but your teacher will guide you, helping you to deal with any problems you may encounter along the way.

You will be assessed on how well you:

* frame your inquiry
* select and use appropriate inquiry methods and processing strategies
* evaluate the reliability and usefulness of selected information in relation to your inquiry
* form and present developed conclusions.

Your teacher will specify a due date.

Task

This task has several parts. See Resource A for further guidance that may assist you.

Part 1: Choose a topic

Choose a topic for your inquiry from a text you have read, reviewed, or studied in class.

Make sure your topic includes a variety of different viewpoints and provides you with the opportunity to achieve the standard at every level.

Check your choice with your teacher.

Part 2: Frame your inquiry

Brainstorm what you know about the topic.

Gather some possible extra sources of information that may be useful in your research.

Skim and scan these sources.

Phrase your topic as a question or a statement that you will investigate.

Part 3: Select and use appropriate strategies to locate and process information

Formulate effective key questions to help you explore and draw conclusions about the focus of your inquiry.

Identify keywords or terms and search for information that informs your key questions.

Investigate keyword refining strategies.

Skim and scan a range of other texts/sources of at least two different types for relevant material about your key questions.

Make notes of key information and evaluate the information you have gathered.

Record evidence of your evaluation of the information and sources.

Part 4: Review your data

Review your information and draw some conclusions that can be supported from your evidence.

Part 5: Self-evaluation

Confirm that you have provided evidence of all of the steps in your inquiry process.

Part 6: Present your findings

Present your findings in an appropriate form. Your teacher may specify this or you may be able to choose your own method.

Resource A - Guidelines for your process

Information literacy skills

Information literacy skills include:

* framing your inquiry, identifying the area for investigation, and posing questions
* understanding and using keyword strategies
* finding information from a range of sources
* using scanning and skimming to select relevant resources and information
* making notes
* evaluating the reliability of your sources and information.

Choosing your topic

The topic you choose for your inquiry can come from a text you have read or viewed in your personal time or from a text you have studied in class this year.

The topic you choose should have a relevance to the real world and be broad enough to include a variety of different viewpoints.

Examples of possible topics include.

* **Text:** *1984* by George Orwell.   
  **Topic:** Considering the extent of control over the individual within a range of societies.
* **Text:** *Tu* by Patricia Grace.   
  **Topic:** The Māori experience fighting in a war on foreign soil.
* **Text:** *The Doll’s House* by Katherine Mansfield.   
  **Topic:** The effects of social class in society.
* **Text:** *The Kite Runner* by Khaled Hosseini.   
  **Topic:** Exploring the experiences of the immigrant.
* **Text:** *Angela’s Ashes* by Frank McCourt.   
  **Topic:** The effects of poverty on children.

Read through the text(s) and consider the topic(s) that are covered. Once you have decided on a text and the topic, you can embark on the inquiry process.

Framing your inquiry

You may already have some information from your text that is relevant.

Build background knowledge by skimming and scanning a few sources that may be used in your research.

Discuss your topic with friends and family and see what views they have.

Examples of statements, using the topic *The effects of poverty on children*, are:  
“The extent and consequences of poverty on children in New Zealand is not as great as in other countries” (statement)  
“To what extent is poverty affecting children in New Zealand compared with Third World countries?” (question)

Selecting and using appropriate strategies to locate and process information

Your key questions need to show evidence that you understand effective questions. For example, questions should be open and unbiased, and invite interpretation rather than recall.

Examples of questions that look at the *how* and *why* of an issue or that consider the extent of something, based on a proposition such as: “The extent and consequences of poverty on children in New Zealand is not as great as in other countries”, could include:

* To what extent does poverty affect children in New Zealand in comparison with other countries?
* How does a society protect children living in poor environments?
* What consequences does this problem have for our society and how can we ensure equality for all children?

You may need to change your questions later, or modify them in some way. Think of the order of your questions too. Some naturally come before others.

Investigate **keyword refining strategies**. For example, list six combinations of keywords or search terms that you could use to search for information to answer your key questions.

Search for information about your key questions in at least **six different sources**. You must select the sources and they may be selected fromwritten, oral, and/or visual texts. You should use at least two different types of sources. Possible sources could include:

* books in the school library
* articles in databases accessible through the school library, such as EPIC and INNZ
* material on the internet
* current or archived reviews
* archived magazines, which may be accessible in the school’s information file
* DVDs of documentaries or film adaptations of the text
* an interview with someone who has knowledge of your topic or an opinion relevant to your topic.

**Skimming and scanning** means that you:

* choose other texts, which are also likely to have useful information to answer at least one of your questions
* highlight or make notes about relevant ideas, words, and phrases, as you scan.

You could draw up an information organiser to record the results of your inquiry.

Assess how useful and/or accurate your information is. You could draw up a chart and record evidence of the evaluation of your sources and information you have found. Your teacher may provide an example to guide you.

Self-evaluation – checking your steps

Use a check method to confirm that you have provided evidence to your teacher of all of the steps in the inquiry process.

Your teacher may provide some examples to guide you. Your teacher will check your self-evaluation.

Presenting the results of your inquiry

You can present your findings in a written, oral, or visual form. Ask your teacher for guidance.

Make sure that the steps of your inquiry process and your developed conclusions are evident. Whichever method you choose, you must show that you have:

* framed your inquiry
* developed questions to explore your focus area
* used information literacy skills effectively
* presented developed conclusions.

Examples of how you mightpresent your developed conclusions include:

* *Written form*: research report, letter to the author/director, etc, blog, wiki
* *Oral form*: speech to your class supported with computer-aided display, seminar presentation, podcast, radio programme
* *Visual form*: poster combining visual and written text, use of a computer program such as Prezi, film, multimedia text.

Assessment schedule: English 91105 Investigate

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student uses information literacy skills to form developed conclusion(s). This means that the student undertakes the work within the context of the English learning area, and:   * selects information from written, oral, and/or visual texts * selects his/her own texts * uses information literacy skills in completing a systematic exploration into a valid area for inquiry in order to form conclusion(s) * frames an inquiry within an authentic, relevant context and based on carefully considered information needs. This could include identifying an area or direction for investigation or posing a question(s) * selects and uses appropriate strategies for locating and processing information * evaluates the reliability and usefulness of selected information in relation to the inquiry * questions, challenges, and evaluates ideas or information gathered in the inquiry * develops and expresses an opinion or judgement, reaches a decision, or suggests a solution, and/or evaluates the conclusion(s). | The student uses information literacy skills to form developed and convincing conclusion(s). This means that the student undertakes the work within the context of the English learning area, and:   * selects information from written, oral, and/or visual texts * selects his/her own texts * uses information literacy skills in completing a systematic exploration into a valid area for inquiry in order to form conclusion(s) * frames an inquiry within an authentic, relevant context and based on carefully considered information needs. This could include identifying an area or direction for investigation or posing a question(s) * selects and uses appropriate strategies for locating and processing information * evaluates the reliability and usefulness of selected information in relation to the inquiry * questions, challenges, and evaluates ideas or information gathered in the inquiry * develops and expresses an opinion or judgement, reaches a decision, or suggests a solution, and/or evaluates the conclusion(s) * forms reasoned and clear conclusions that are connected to the purpose of the inquiry. | The student uses information literacy skills to form developed and perceptive conclusion(s). This means that the student undertakes the work within the context of the English learning area, and:   * selects information from written, oral, and/or visual texts * selects his/her own texts * uses information literacy skills in completing a systematic exploration into a valid area for inquiry in order to form conclusion(s) * frames an inquiry within an authentic, relevant context and based on carefully considered information needs. This could include identifying an area or direction for investigation or posing a question(s) * selects and uses appropriate strategies for locating and processing information * evaluates the reliability and usefulness of selected information in relation to the inquiry * questions, challenges, and evaluates ideas or information gathered in the inquiry * develops and expresses an opinion or judgement, reaches a decision, or suggests a solution, and/or evaluates the conclusion(s) * forms reasoned conclusions that are connected to the purpose of the inquiry and show insight or originality in thought or interpretation. |

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

Appendix

Possible example of self evaluation chart

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| **Uses information literacy skills effectively** | **Evidence** | **Student** | **Teacher** |
| My inquiry is based around an area of interest that arises from my personal reading or my English studies. | *<Trigger for inquiry identified>* |  |  |
| I have made the focus of my inquiry clear. | *<Inquiry has been framed, focus is identified.>* |  |  |
| I have decided on at least three appropriate questions. | *<Questions expand the exploration of the topic.>*  Question 1  Question 2  Question 3 |  |  |
| I have found and selected information and assessed its reliability. | *<Effective note-making demonstrated in data chart>*  *<Evaluation of sources demonstrated in data chart>* |  |  |
| Review | I have looked across my sources and thought about possible conclusions.For example*, …*  I have reviewed the original text in light of my research. The conclusions that I have drawn based on the evidence I gathered are *…* |  |  |