Internal Assessment Resource

English Level 2

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| This resource supports assessment against:Achievement Standard 91105 version 2Use information literacy skills to form developed conclusion(s) |
| Resource title: Dissenting voices |
| 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 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-01-2015-91105-02-5507 |
| 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 2.8A v2

Resource title: Dissenting voices

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

In this activity, students will complete an inquiry into the ideas behind an extended piece of opinion writing. The issue chosen must offer the opportunity to be considered from several contrasting viewpoints so that developed conclusions can be formed. The purpose of the inquiry is to give students a context through which to demonstrate their use of 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 those of the students.

See the Conditions for Assessment guidelines for comments on developing and practising the skills required, the use of modelling and scaffolded practice, assembling evidence, and independent student work.

Students can 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 student work. Research notes 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 opinion writing (columnists and editorials), recording equipment, computers, the library, and information technologies is required.

Teachers may choose to share the attached appendices with their students to assist them in their assessment work. Alternatively, teachers may provide their own (different) forms and examples. It is expected that such examples will not provide information relevant to topics that the students are investigating.

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 requirements of each standard at every level. 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].

**Internal Assessment Resource**

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

Resource reference: English 2.8A v2

Resource title: Dissenting voices

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| 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 read a range of columns and editorials and choose one, on which you will frame an inquiry.

You will use an inquiry process to research the issue that is the focus of the editorial or column.

You will relate your findings back to your chosen column and draw developed conclusions.

The issue that you choose as the basis for your inquiry must give enough scope for you to be able to consider it from several viewpoints.

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

An important focus of this assessment activity is the demonstration of your information literacy skills and the formation of developed conclusions from your investigation.

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 comprises several parts. See Resource A for further details that may assist you.

Part 1: Choose a topic

Read through a range of developed opinion writing (for example, editorials or columns) and discuss the areas that are covered.

From the opinion writing you have read, choose one example as a starting point for your inquiry.

Part 2: Frame your inquiry

Identify and record the facts and opinions expressed in the example you have selected.

Draw on your own knowledge as well as the knowledge of others to build your background knowledge on the issue.

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.

Investigate keyword refining strategies.

Skim and scan a range of other texts/sources for relevant material about your key questions.

Make notes of key information and evaluate the information you have gathered (i.e. how useful and/or accurate it is).

Re-read the opinion piece on which you have based your inquiry and check:

* the accuracy and reliability of the facts and opinions it expresses
* its effectiveness as an opinion piece.

Part 4: Self-evaluation

Check that you have provided evidence to your teacher of all of the steps in the inquiry process.

Part 5: Present the results of your inquiry

Present your findings in a written, oral, or visual form. Ask your teacher for guidance.

Make sure your developed conclusions are evident.

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

You will need to access a range of opinion writing from newspapers and magazines, such as *The Listener* and *North and South*.

Read through the material and discuss the areas that are covered. You need to be looking at opinion writing which is developed, rather than letters to the editor, which tend to be very short.

The issue (from you chosen opinion piece) on which you base your inquiry needs to have enough scope to allow you to find a range of information or viewpoints about it. By choosing an issue that is controversial and supports several viewpoints, you will have a richer source of material from which to form your developed conclusions.

Once you have decided on an opinion piece and the issue, you can embark on the inquiry process.

Framing your inquiry

You might draw up a table and record the facts and opinions that will be relevant to your inquiry. For example, this table shows extracts from an opinion piece by Joanne Black in *The Listener*.

|  |  |
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| Facts | Opinions |
| Meridian is “… proposing to dam the Mokihinui River”. | “The company has tried to brand itself as green.” |
| Meridian wants to build "… an 85m high dam, to create a 340 ha lake”. | “… is about as green as cutting down a rainforest to plant biofuel crops.” |

Record what you know already about the issue.

Look for information from different stakeholders. Briefly record ideasfrom several viewpoints in order to understand the range of views on the issue.

You could draw up a table (such as the abridged example below) so that you can record patterns or similarities in the opinions you have found so far. Use these notes to help you identify the direction for your investigation.

|  |  |
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| Meridian’s viewpoints  | Dissenting voices  |
| The Mokihinui Hydro Proposal would:* provide an upgrade of and new sections for the 16 km degraded walking track from near the entrance of the Mokihinui Gorge to the Mokihinui Forks area;
* include the formation of a trust with other individuals and interested parties to investigate the potential to provide a further walking track that would link the Mokihinui Forks to the Lyell.

From: <http://www.meridianenergy.co.nz/OurProjects/Mokihinuihydroproposal/>.  | Environmental Conservation group:* “ … if this goes ahead, 14 km of gorge will disappear under 80 metres of water; 330 hectares of river bed and forest will be flooded; habitat will be lost again! It’s all in the name of ‘generating more power’. Yet it’s the biodiversity and wilderness that pay the biggest cost”.

From:<http://www.forestandbird.org.nz/what-we-do/campaigns/save-mokihinui-damn-dam>.  |

You could pose your investigation as a question. For example: How environmentally friendly is the Meridian Energy Company in New Zealand?

Alternatively, you could pose your investigation as a statement. For example: How Meridian Energy uses our natural environment in New Zealand is controversial.

Selecting and using appropriate strategies to locate and process information

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

Use questions that look at the *how* and *why* of an issue or that consider the extent of something. For example, questions on the issue, *How Meridian Energy uses our natural environment in New Zealand is controversial*, could be:

* Why do we need so much electricity in New Zealand and what implications does this have?
* How can we balance our need for energy against our need to protect the environment?
* To what extent does Meridian Energy protect as well as use New Zealand’s natural resources?

You may need to change your questions as you develop your ideas, or modify them in some way. Think about 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. Possible sources could include:

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

Your process notes must show evidence that you have used at least two different types of resource.

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
* make a copy of each and highlight the main ideas, words, and phrases, which are important to focus on as you scan
* annotate the text to justify your highlighting.

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

**Evaluate** **your information**. You could draw up a chart and record evidence of the evaluation of your sources and the information you have found. Your teacher may provide an example to guide you. Your chart should:

* include at least four useful sources and at least two that are less useful or have been discarded
* give reasons for the selection or non-selection of each.

**Re-read the example opinion piece** you selected and look again at the facts and opinions in it:

* Do you agree with the writer?
* Does the writer sway your opinion by their choice and use of language?
* Now that you are more informed on the issue, how does the opinion writing make you feel?
* Make some brief notes evaluating the effectiveness of the opinion piece to use in the presentation of your findings.

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. Whichever method you choose, you must make sure your developed conclusions are evident.

Assessment schedule: English 91105 Dissenting voices

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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.
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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 1: Information organiser (example)

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| **Sources** | **Question 1:**Why do we need so much electricity in New Zealand and what implications does this have? | **Question 2:**How can we balance our need for energy against our need to protect the environment? | **Question 3:**To what extent does Meridian Energy protect as well as use New Zealand’s natural resources? |
| <http://www.meridianenergy.co.nz/OurProjects/Mokihinuihydroproposal/> |  |  | *Details of 2 environmental projects that Meridian would institute if they are allowed to go ahead with dam – upgrade track/ form trust to explore possibility of another track.* |
| <http://www.gridnewzealand.co.nz/faqs> | *New Zealand needs to generate more electricity and provide more capacity in the national grid to meet growing demand New Zealand is a growing country with a growing economy. Energy efficiency alone is not the answer.* |  |  |
| John Key speech: <http://www.johnkey.co.nz/index.php?/archives/158-SPEECH-Environment,-economy-a-balancing-act.htm>  |  | *“I want to grow our economy so that New Zealanders have the choices, security and opportunities that prosperity brings; be that better healthcare, low-carbon technology, or wages that are high enough to stop our children departing for Australia…That is why the environment is one of the three major areas that National will focus on to secure a better quality of life for all New Zealanders.”*  |  |

Appendix 2: Information evaluation (example)

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| **Source** | **Summary of key information selected from source** | **Reliability of source and information in relation to the inquiry** |
| <http://www.meridianenergy.co.nz/OurProjects/Mokihinuihydroproposal/>  | *Details of the proposed dam and how Meridian Energy plans to support the natural environment.* | *Very useful. Has information fundamental to all key questions. However, need to acknowledge bias of material, as Meridian’s ultimate goal is to create profit and extend their ability to generate electricity. Also state owned. Need to work within parameters of government.* |
| [http://www.forestandbird.org.nz/what-we-do/campaigns/save-mokihinui- damn-dam](http://www.forestandbird.org.nz/what-we-do/campaigns/save-mokihinui-) | *Details of what will be lost if the dam goes ahead. Focus on habitat of blue duck, giant land snail, long-fin eels, and Western weka.* | *Very useful. Contains an opposing viewpoint to Meridian. However, bias evident too, as it only looks at damage done, not benefits of the power generated. Emotive language “Falling steeply through granite and limestone gorges, emerging to meander across open flats, before gathering all its waters together the Mohikinui makes a determined charge for the coast through a steep earthquake-shattered gorge.”**Independent of government. Not-for-profit organisation.* |
| Interview with geography teacher | *Details of her opinion regarding dam: “should not be allowed”, “great holiday in area 5 years ago”.* | *Not very useful. Opinion quite vague and details given are not necessarily accurate. Recount of holiday in the area – more personal than linked to issues.* |

Appendix 3: Self evaluation (partial indicative example)

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| **Uses information literacy skills effectively** | **Evidence** | **Student** | **Teacher** |
| My inquiry is based around an issue arising from an opinion piece of writing | *The student identifies a valid starting point (issue arising from an extended opinion piece) for their inquiry.* |  |  |
| I have made the focus of my inquiry clear. | *The student forms an overarching question or statement.* |  |  |
| I have decided on at least three appropriate questions. | *Question 1:**Question 2:**Question 3:**Questions will check the feasibility of the focus and allow the student to draw developed conclusions.* |  |  |
| I have found and selected information.  | *The student demonstrates skimming and scanning to select appropriate sources by highlighting or by other appropriate means, e.g. audio notes, digital or hard copy stick-on notes, etc. The student demonstrates effective note making through data charts, etc.*  |  |  |
| I have evaluated my information and sources. | *The student shows evaluation in a table or other appropriate form of record.* |  |  |
| I have re-read my opinion piece in light of my research and have started to form ideas about my area of focus. | *The student records brief notes (audio, video diary, or written/typed) evaluating accuracy, reliability and/or success.* |  |  |