

Exploring financial identity through English - Assessment

Formative assessment is an ongoing process throughout teaching and learning. The assessment rubric can be downloaded, and learning outcomes highlighted and/or hyperlinked to evidence.

Assess: *Where am I? What am I doing? What do I do next?*

Refer to the [assessment guide](#) to see the types of learning outcomes that can be gathered as evidence of learning.

Level 4

The New Zealand Curriculum: English achievement objectives – Reading and viewing

Reading and viewing	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Processes and strategies Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.	I need support to see connections between oral, written, and visual language.	I can see some connections between oral, written, and visual language and I am starting to use them to express ideas in my work.	I can recognise and understand the connections between oral, written, and visual language and I can use these to express ideas about advertising.	I can recognise and understand the connections between oral, written, and visual language, I can explain these connections, and I can use these to express ideas about advertising.	I can recognise and understand the connections between oral, written, and visual language. I can use these to express ideas in my outcomes, explain these connections and I can make a generalisation about the ideas being expressed.

Purposes and audiences Students will show an increasing understanding of how texts are shaped for different purposes and audiences.	I need support to understand the intended mood in ads.	I can understand the purpose and intended target audience of ads but I need to gain an understanding of the mood of ads.	I can identify the mood of an ad. I can identify the target audience for an ad. I can identify the message intended for the audience of an ad.	I can identify the mood of an ad. I can identify the target audience for an ad. I can identify the expected audience response to an ad.	I can identify the: <ul style="list-style-type: none"> • mood of an ad • target audience for an ad • expected audience response to an ad. I can offer feedback on an ad.
Ideas Students will show an increasing understanding of ideas within, across, and beyond texts.	I need support to analyse ideas in an ad.	I can identify an underlying idea in an ad and across a range of similar texts.	I can make connections between underlying ideas within and between texts from a range of ads. I can identify the writer's tone when viewing the material.	I can make connections between underlying ideas within and between texts from a range of ads and I can analyse the intended impact on viewers of the tone of an ad.	I can make connections between underlying ideas within and between texts from a range of ads and I can analyse the intended impact on viewers. I can evaluate the ideas in the text of ads.
Language features Students will show an increasing understanding of how language features are used for effect within and across texts.	I can identify language features but need support to describe their effects.	I can identify oral, written, and visual language features and I can identify their effects in a range of ads.	I can identify oral, written, and visual features and I can identify and describe their effects in a range of ads.	I can identify oral, written, and visual features and I can recognise and describe their effects in ads. I can identify the expected audience response to an ad.	I can identify oral, written, and visual features and I can recognise and describe their effects in an ad. I can identify the expected audience response to an ad. I can critique the language features and offer feedback on an ad.
Structure Students will show an increasing understanding of text structures.	I need support to recognise and describe the characteristics and conventions of ads.	I can recognise the characteristics and I am gaining an understanding of the conventions of ads.	I can identify an increasing range of text forms and recognise and describe their characteristics and conventions.	I can identify an increasing range of text forms and recognise and describe their characteristics and conventions. I can explain the impact of these on an audience.	I can identify an increasing range of text forms and recognise and describe their characteristics and conventions. I can explain the impact of these on an audience. I can offer feedback on an ad.

Level 5

The New Zealand Curriculum: English achievement objectives – Reading and viewing

Reading and viewing	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Processes and strategies Students will integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.	I need support to see connections between oral, written, and visual language.	I can see some connections between oral, written, and visual language and I am starting to use them to express ideas.	I can recognise and understand the connections between oral, written, and visual language and I can use these to express ideas about advertising.	I can recognise and understand the connections between oral, written, and visual language and I can use these to express ideas about advertising. I can explain why the advertiser has used these.	I can recognise, understand and explain the connections between oral, written, and visual language. I can use these to express ideas. I can explain why the advertiser has used these, and I can make a generalisation about the strategies used for a target group.
Purposes and audiences Students will show an understanding of how texts are shaped for different purposes and audiences.	I need support to understand the intended mood and tone in ads.	I can identify the purpose of and target audiences for ads but I need to gain an understanding of the mood and tone of ads.	I can identify the mood and tone, the target audience, and the purpose of ads.	I can identify the mood and tone, and the target audience of ads. I can identify the expected audience response to an ad.	I can identify the mood, tone, and the target audience of ads. I can identify the expected audience response to an ad. I can offer feedback on an ad.

Ideas Students will show an understanding of ideas within, across, and beyond texts.	I need support to analyse ideas in an ad. I am beginning to make inferences.	I can identify an underlying idea in an ad and across a range of similar material. I can make simple inferences.	I can make connections between underlying ideas within and between texts across a range of ads. I can identify the writer's tone in ads. I can make and support inferences from advertising texts.	I can make connections between underlying ideas within and between texts across a range of ads. I can analyse the intended impact on viewers of the tone of an ad. I can make and support several inferences from texts.	I can make connections between underlying ideas within and between texts across a range of ads. I can identify the expected audience response to an ad. I can evaluate the ideas expressed in the text of ads. I can make and support several inferences from texts.
Language features Students will show an understanding of how language features are used for effect within and across texts.	I can identify oral, written, and visual features of texts, but need support to describe their effects.	I can identify a few oral, written, and visual features of texts and I can understand their effects. I am starting to see how text conventions work together to create meaning and effect in advertising.	I can identify several oral, written, and visual features in texts and I can identify their effects. I can identify how text conventions create meaning and effect in ads.	I can identify several oral, written, and visual features in texts and I can identify their effects. I can identify the expected audience response to an ad. I can identify how text conventions create meaning and effect in ads.	I can identify several oral, written, and visual features in texts and I can identify their effects. I can identify the expected audience response to an ad. I can critique the language features and offer feedback on an ad I can identify how text conventions create meaning and effect in ads.
Structure Students will show an understanding of a range of structures	I need support to identify the characteristics and conventions of texts and how they make meaning.	I can identify a few characteristics and conventions of ads. I can identify how they make meaning in ads.	I can identify and understand the characteristics and conventions of a range of text forms. I can analyse how they contribute to and affect meaning in ads.	I can identify and understand the characteristics and conventions of a range of text forms. I can analyse how they contribute to and affect meaning in ads. I can compare ads.	I can identify an increasing range of text forms. I can identify and describe their characteristics and conventions. I can explain their impact on ads. I can offer feedback on an ad.

Level 4

The New Zealand Curriculum: English achievement objectives – Speaking, writing and presenting

Speaking, writing, and presenting	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Processes and strategies Uses an increasing understanding of the connections between written, and visual language when creating texts.	I need support understanding the connection between written and visual language when creating my ad.	I can combine written and visual features, but sometimes they are not relevant to the ad I am creating.	I can demonstrate the impact of combining written and visual language when I am creating text for my ad.	I can demonstrate the impact of combining written and visual language when I am creating text for my ad. I can explain why I selected particular text and visual images to support my text.	I can demonstrate the impact of combining written, and visual language when I am creating text for my ad. I can explain why I selected particular text, and visual images to support my text. I can make a generalisation about how advertisers use these strategies.
Purposes and audiences Shows an increasing understanding of how to shape texts for different purposes and audiences.	I need support in being more selective with the deliberate choices I make when selecting content, language and text when I am creating an ad.	I can understand the intended target audience. I can select and shape simple content, language and text form when I am creating an ad.	I can create mood and tone in my ads. I can understand who my target audience is and shape my ads with deliberate choice of content language and text form.	I can create mood and tone in my ads. I can understand who my target audience is and I can shape my ads with deliberate choice of content language and text form. I can explain why I selected these features.	I can create mood and tone in my ads. I can understand who my target audience is and shape my ads with deliberate choice of content language and text form I can explain why I selected these features. I can reflect on my presentation and I can change and modify it based on feedback from others.
Ideas Select, develop, and communicate ideas on a range of topics.	I need support to communicate ideas and information clearly and to use a range of sources.	I can form and communicate an idea clearly using one source when creating my ad.	I can communicate several ideas clearly drawing on a range of sources when creating my ad.	I can communicate several ideas clearly drawing on a range of sources when creating my ad. I can explain the message I am communicating.	I can form and communicate ideas and information clearly, drawing on a range of sources. I can evaluate my ad and respond to feedback.
Language features Uses a range of language features appropriately,	I need support to create an ad that uses a range of	I can create an ad that uses written and visual features, but it isn't necessarily	I can use a range of written, and visual features to create meaning and effect	I can use a range of written, and visual features to create meaning and	I can use a range of written and visual features to create meaning and effect and to

showing an increasing understanding of their effects.	written and visual features.	relevant engaging to my readers.	and to engage my readers when I create my ads.	effect to engage readers when I create my ads. I can explain why I selected these features.	engage readers when I create my ads. I can explain why selected these features and evaluate their impact on feedback from others.
Structure Organise texts, using a range of appropriate structures.	I need support to organise and form ideas and information for effect when I create an ad.	I can organise ideas and information for effect when I create an ad.	I can organise and sequence relevant ideas and information for effect when I create an ad.	I can organise and sequence relevant ideas and information for effect when I create an ad. I can explain why I put them in this order.	I can organise and sequence relevant ideas and information for effect when I create an ad. I can explain why I put them in this order. I can evaluate the impact that my advertising has on others, and respond by making changes if necessary.

Level 5

The New Zealand Curriculum: English achievement objectives – Speaking, writing and presenting

Speaking, writing, and presenting	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
Processes and Strategies Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.	I need support understanding the connections between written, and visual language when creating an ad.	I can understand simple connections between written and visual language when creating an ad.	I can show an increasing understanding of the connections between written, and visual language when creating an ad.	I can show an increasing understanding of the connections between written, and visual language when creating an ad. I can explain the connections that I made in my ad.	I can show an increasing understanding of the connections between written, and visual language when creating an ad. I can explain the connections that I made, and evaluate these connections in other ads.

Purposes and audiences Show an increasing understanding of how to shape texts for different purposes and audiences.	I need support in shaping text for the intended audience and purpose for my ad.	I can understand the intended target audience, and I can shape simple text to create mood in my ad.	I can create mood and tone in my ads to relate to my target audience, and I can describe the purpose of my text.	I can create mood and tone in my ad. I can explain why I have shaped my text accordingly to appeal to the target audience when creating an ad.	I can create mood and tone in my ad. I can explain why I have shaped my text accordingly to appeal to the target audience when creating an ad. I can change and modify it on feedback from others.
Ideas Select, develop, and communicate ideas on a range of topics.	I need support to develop and communicate ideas, information, and understandings.	I can develop and communicate ideas, information and understandings when I create my ad.	I can develop and communicate increasingly comprehensive ideas, information and understandings when I create my ad.	I can develop and communicate increasingly comprehensive ideas, information and understandings when I create my ad. I can explain how I portrayed these in my ad.	I can develop and communicate increasingly comprehensive ideas, information and understandings. I can explain how I portrayed these in my ad. I can reflect on my outcomes and make changes to my presentation.
Language features Select and use a range of language features appropriately, showing an understanding of their effects.	I need support to use written, and visual language features to create meaning and effect when creating an ad.	I can use some written and visual features to create meaning and effect, and to sustain interest and engage readers when I create my ads.	I can use a range of written and visual features to create meaning and effect, and to sustain interest and engage readers when I create my ads.	I can use a range of written and visual features to create meaning and effect and to engage readers when I create my ads. I can explain why I selected these features.	I can use a range of written and visual features to create meaning and effect and to engage readers when I create my ads. I can explain why I selected these features and can evaluate their impact based on feedback from others.
Structure Organise texts, using a range of appropriate, effective structures.	I need support to organise and develop ideas/ information using the characteristics and conventions used in advertising.	I can organise and develop ideas/ information for an ad using a few of the characteristics and conventions used in advertising.	I can organise and develop ideas and information for an ad using several of the characteristics and conventions used in advertising.	I can organise and develop ideas and information for an ad using the characteristics and conventions. I can explain why I used these for effect.	I can organise and develop ideas and information for an ad using the characteristics and conventions used. I can explain why I used them, and can respond to feedback from others to reflect on my outcome.