

# How to assess Financial Identity in English

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

## Level 4

**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.

## Reading and viewing

Reading and viewing Level Four	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
<b>Processes and strategies</b> 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 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 use them to express ideas about advertising.	I can recognise and understand the connections between oral, written and visual language and use these to express ideas in my outcomes. I can explain these connections. I can make a generalisation about the ideas being expressed.
<b>Purposes and audiences</b> 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 and its target audience. I can identify the intended message intended of an ad.	I can identify the mood of an ad and its target audience. I can identify the expected audience response to an ad.	I can identify the mood of an ad and its target audience. I can identify the expected audience response to an ad. I can offer feedback on an ad.
<b>Ideas</b>	I need support to	I can identify an	I can make	I can make	I can make

Students will show an increasing understanding of ideas within, across and beyond texts.	analyse ideas in an ad.	underlying idea in an ad and across a range of similar texts.	connections between underlying ideas within and between texts from a range of ads. I can identify the writer's tone when viewing the material.	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.	connections between underlying ideas within and between texts used in a range of ads, and I can analyse the intended impact on viewers. I can evaluate the ideas in the text of ads.
<b>Language features</b> 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.
<b>Structure</b> 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 of ads and am gaining an understanding of their conventions.	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 can 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 can describe their characteristics and conventions. I can explain the impact of these on an audience. I can offer feedback on an ad.

## Speaking, writing and presenting

Speaking, writing, and presenting	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
<b>Processes and strategies</b> Uses an increasing understanding of the connections between written, and visual language when	I need support to understand 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	I can demonstrate the impact of combining written, and visual language when I am creating text for my ad. I can explain why I

creating texts.				selected particular text and visual images to support my text.	selected particular text, and visual images to support my text.  I can make a generalisation about how advertisers use these strategies.
<b>Purposes and audiences</b> Shows an increasing understanding of how to shape texts for different purposes and audiences.	I need support when choosing content, language and text for 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 shape my ads for a target audience with deliberate choice of content, language, and text form.	I can create mood and tone in my ads.  I can shape my ads for a target audience 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 shape my ads for a target audience 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.
<b>Ideas</b> 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.
<b>Language features</b> Uses a range of language features appropriately, showing an increasing understanding of their effects.	I need support to create an ad that uses a range of written and visual features.	I can create an ad that uses written and visual features, but it isn't necessarily relevant engaging to my readers.	I can use a range of written, and visual features to create meaning and effect and to engage my readers when I create my ads.	I can use a range of written, and visual features to create meaning and effect 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 selected these features and evaluate their impact on feedback from others.
<b>Structure</b> 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	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

				order.	impact that my advertising has on others, and respond by making changes if necessary.
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## Level 5

**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.

## Reading and viewing

Reading and viewing	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
<p><b>Processes and strategies</b></p> <p>Students will integrate sources of information, processes and strategies purposefully and confidently to identify, form and express increasingly sophisticated ideas.</p>	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 these 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 particular features of ads.	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 particular features, and I can make a generalisation about the strategies used for a target group.
<p><b>Purposes and audiences</b></p> <p>Students will show an understanding of how texts are shaped for different purposes</p>	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, 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.

and audiences.					I can offer feedback on an ad.
<b>Ideas</b> 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.
<b>Language features</b> 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.
<b>Structure</b> 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 the impact of these when used in ads.  I can offer feedback on an ad.

## Speaking, writing and presenting

Speaking, writing and presenting Level Five	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
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<p><b>Processes and Strategies</b></p> <p>Integrate sources of information, processes and strategies purposefully and confidently to identify, form and express increasingly sophisticated ideas.</p>	<p>I need support understanding the connections between written and visual language when creating an ad.</p>	<p>I can understand simple connections between written and visual language when creating an ad.</p>	<p>I can show an increasing understanding of the connections between written and visual language when creating an ad.</p>	<p>I can show an increasing understanding of the connections between written and visual language when creating an ad.</p> <p>I can explain the connections that I made in my ad.</p>	<p>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.</p>
<p><b>Purposes and audiences</b></p> <p>Show an increasing understanding of how to shape texts for different purposes and audiences.</p>	<p>I need support in shaping text for the intended audience and purpose for my ad.</p>	<p>I can understand the intended target audience, and I can shape simple text to create mood in my ad.</p>	<p>I can create mood and tone in my ads to relate to my target audience, and I can describe the purpose of my text.</p>	<p>I can create mood and tone in my ads.</p> <p>I can explain how I have shaped my text to appeal to the target audience when creating an ad.</p>	<p>I can create mood and tone in my ads.</p> <p>I can explain how I have shaped my text to appeal to the target audience when creating an ad.</p> <p>I can change and modify it on feedback from others.</p>
<p><b>Ideas</b></p> <p>Select, develop and communicate ideas on a range of topics.</p>	<p>I need support to develop and communicate ideas, information and understandings.</p>	<p>I can develop and communicate ideas, information and understandings when I create my ad.</p>	<p>I can develop and communicate increasingly comprehensive ideas, information and understandings when I create my ad.</p>	<p>I can develop and communicate increasingly comprehensive ideas, information and understandings when I create my ad.</p> <p>I can explain how I portrayed these in my ad.</p>	<p>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.</p>
<p><b>Language features</b></p> <p>Select and use a range of language features appropriately, showing an understanding of their effects.</p>	<p>I need support to use written and visual language features to create meaning and effect when creating an ad.</p>	<p>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.</p>	<p>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.</p>	<p>I can use a range of written and visual features to create meaning and effect and to engage readers when I create my ads.</p> <p>I can explain why I selected these features.</p>	<p>I can use a range of written and visual features to create meaning and effect and to engage readers when I create my ads.</p> <p>I can explain why I selected these features and can evaluate their impact based on feedback from others.</p>
<p><b>Structure</b></p> <p>Organise texts, using a range of</p>	<p>I need support to organise and develop ideas and</p>	<p>I can organise and develop ideas and information for an</p>	<p>I can organise and develop ideas and information for an</p>	<p>I can organise and develop ideas and information for an</p>	<p>I can organise and develop ideas and information for an</p>

appropriate, effective structures.	information using the characteristics and conventions used in advertising.	ad using a few of the characteristics and conventions used in advertising.	ad using several of the characteristics and conventions used in advertising.	ad using the characteristics and conventions. I can explain why I used these for effect.	ad using the characteristics and conventions used. I can explain why I used these and can respond to feedback from others to reflect on my outcome.
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