

# Teaching Notes for Video

## 2d. Teaching and Learning Cycle- Scaffolding Students' Literacy: Using a Rubric

### Teaching Context – Background of Class and Students

- Teacher: Rebekah Jones
- Class: Students in Years 5-6 in the Victorian New Arrivals Program
- Student Background: Predominantly Mandarin speaking students from China with age-equivalent schooling in their home country with some prior knowledge of English

### Links to the EAL Curriculum

#### Level B1

- Use learnt words in speech (VCEALL260)
- Understand the purpose and basic organisational features of simple text types (VCEALL280)
- Rewrite after correction, discussion or prompting (VCEALA302)

#### Level B2

- Use, in speech, vocabulary and structures learnt from spoken and written texts (VCEALL341)
- Understand the purpose and organisational features of common text types (VCEALL361)
- Draft a piece of writing focusing on meaning, and revise after rereading or discussion (VCEALA382)

### Teaching and Learning Activities

In this video, students learn to assess their writing using a rubric. The teacher explicitly teaches the language and sections of the rubric and they participate in a class discussion to reflect on organisational structures and language features in their first drafts. Students revise their description texts and work with a partner to complete peer assessments using the rubric. There is then a follow-up discussion to reflect as a whole class on how their writing can be improved in the second draft.

### Written Description Rubric

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

	😊😊😊 Excellent	😊😊 Good	😊 Keep trying
<b>Organisation</b> • Title • Introduction • Characteristics • Evaluation	I included <b>all</b> of the organisational features.	I included <b>most</b> of the organisational features.	I included <b>some</b> of the organisational features.
<b>Cohesive Devices (links between paragraphs)</b>	I made links between <b>most</b> of my paragraphs.	I made links between <b>some</b> of my paragraphs.	I <b>didn't make</b> links between my paragraphs.
<b>Processes (Relating Verbs – is/are/has/have)</b>	I used relating verbs correctly <b>most of the time</b> .	I used relating verbs correctly <b>4-6 times</b> .	I used relating verbs correctly <b>1-3 times</b> .
<b>Sentence Structure</b>	I used <b>simple, compound and complex sentences</b> .	I used <b>simple and compound sentences</b> .	I only used <b>simple sentences</b> .
<b>Noun groups</b>	I have <b>5 or more noun groups</b> in my description.	I have <b>3-4 noun groups</b> in my description.	I have <b>1-2 noun groups</b> in my description.

The following table outlines further details on some of the key teaching points in the video:

Time	Key Teaching Points in Video
0:40	Teacher sets goals for the lesson: Learning Intention: We will learn to reflect on our writing using a rubric. Success Criteria: I can <ul style="list-style-type: none"> <li>• read and check my writing</li> <li>• use the rubric to score my writing</li> <li>• discuss how to improve my writing</li> </ul>
0:42	Teacher asks questions to check students' understanding of the learning intention. Teacher: What is a rubric? Student: It's like give yourself a score, did you do well or could you do better.
1:06	Teacher explains what the task will be during the lesson. Teacher uses elaboration to confirm students understanding (e.g. first draft, first copy that we have written, improve or change our writing).
1:15	Teacher talks students through the success criteria and uses an A3 copy of the rubric to help explain the task.
1:44	Teacher explicitly explains the headings on the rubric starting with text organisation. Students repeat the key words after the teacher to practise pronunciation.
1:50	Students use the rubric to assess their text structure and organisation
2:01	Students work in pairs to assess each other's writing against the rubric.
2:30	Teacher draws students' attention to prior learning about noun groups.
2:47	Students highlight noun groups in their description texts. Teacher circles the room and supports individual students at the point of need.
3:10	Teacher asks students to share examples from their first drafts of noun groups in their description texts.
3:48	Teacher continues to reinforce the metalanguage by repeating and reminding students about what constitutes a noun group.
4:18	Teacher revises the reference item 'it' with students through questioning.
4:24	Teacher asks student to explain what she is describing to reinforce the cohesive links in the text.
4:30	Teacher asks students to reflect on what they can do to improve their writing. Students use metalanguage in their responses and teacher asks follow-up questions to further check and reinforce their understanding.

	<p>Student: I can use some complex sentence because I don't use complex sentence.</p> <p>Teacher: What type of sentences have you used in your writing.</p> <p>Student: I used simple and compound sentences.</p>
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