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| Assessment Title | Assessment 1: Reading journal |

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| Unit code/s and title/s | NAT10937007 Read and analyse academic and professional texts |
| Qualification code/s and title/s | 10937NAT Diploma of English Proficiency |
| Business unit/Work group | Health, Community and Foundation Skills |
| Author | Nadine Schoen |
| Assessment method/s | Product |

## Assessor Instructions

Task description

In this task, the student will read at least 12 texts of their own choice and record summaries and evaluations of these in a reading journal. This task relates to elements 1 and 2 of the unit. This document does not need to be printed or retained.

Instructions

Provide each student with the Assessment Support Document Student (ASDS). Answer any student questions about the task. Check student progress at the 3 and 5 week mark, to make sure they are on track and completing the journal correctly. Mark the journal using the marking guide and determine the assessment outcome.

Resources/Preparation required

Ensure access to computers and internet for research and reading activities when the assessment task is timetabled in class time. Students will need to ensure their own computer and internet access for independent studies.

Assessment conditions

This is an unsupervised open book assessment. The lecturer may give some guidance re the reading resources to be used.

Time allowed

Allow students approximately 6 weeks to produce the reading journal.

Location

Some assessment work for the reading journal may be done in a computer suite or in a resource centre in class time.

The majority of assessment tasks will be done externally and unsupervised.

Decision making

To receive a satisfactory outcome for this assessment the student must complete all tasks according to the task instructions as per the marking guide, with sentences that reflect writing skills at ISLPR® 3+ level. The outcome of the assessment is Satisfactory or Not Satisfactory.

Providing feedback

Provide feedback within 2 weeks of the assessment event.

If re-assessment is required, provide information to the student and determine a re-assessment date.

Assessment retention

Documentation including supporting papers/forms must be retained in accordance with the TAFE SA Assessment Retention Schedule.

Allowable adjustments

Allow students who request an extension more time to complete the journal.

**Teacher Marking Guide**

**The following questions require all answers to be written into the Reading Journal (see template page 4)**

**Question 1 A-C – Read a broad range of texts using a variety of perusal comprehension techniques.**

* A minimum of **twelve (12)** reading entries are required.
* Student can use **7** entries for Public Intellectual essay (in 10937003 Employ and communicate critical thinking) and **5** entries for other texts of interest

1. **Read and listen to a wide variety of material in different genres such as but not limited to:**

* Fiction – audio books
* Streaming videos
* non-fiction
* humour
* poetry
* newspapers
* academic material
* students’ own professional area
* popular magazines
* teen books
* Facebook…

1. **Use skimming and scanning techniques to comprehend the gist of the text**

* try to look at sentences and paragraphs rather than focusing on each word

1. **Expand on methods to find and choose reading material needed for either Public Intellectual essay (in 10937003 Employ and communicate critical thinking) or for own interest. For example, but not limited to:**

* make notes about topics of interest and search the internet to find material
* scan the library data bases for relevant texts

**Question 2A – Prepare a list of 12 reading resources needed (students can use 7 entries from their Public Intellectual Essay (in 10937003 Employ and communicate critical thinking)**

Example of reading materials, but not limited to:

* autobiography/autobiographical material/book
* PI’s works, articles, books
* PI on video or radio

**Question 2B – Review the 12 reading materials with short summaries and judgements about the texts and how they support language development. These go under ‘**Evaluation & Notes’ in the Reading Journal.

**Question 3 –Record the 12 sources of material, used in your Public Intellectual essay (in 10937003 Employ and communicate critical thinking), applying end-text Harvard referencing and notes to all resources.**

* Consistently peruse a variety of print media, soft and hard versions, and academic texts such as but not limited to:
* Green Left Weekly

Example referencing: Gleeson, M 2018, ‘Where to now for the Stop Adani movement’, Green Left weekly, 10 May, viewed 15 May 2018, <https://www.greenleft.org.au/content/where-now-stop-adani-movement>.

* The Australian
* The Conversation
* The Guardian (UK and Australian)
* The Matilda
* The Age
* The Progressive
* The Stringer

**Question 4 – Locate and write key ideas in students’ own words from texts for entry into column 6 of the reading journal. Write approximately 100 words.**

* summarise in own words, the gist of written texts
* do not copy and paste from original texts

**Reading Journal template**

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| Endeavour to read a wide variety of material in different genres: fiction, non-fiction, humour, newspapers, academic material, your professional area, popular magazines, Facebook… | | | | | |
| Date read | Title, genre and where you found the source (i.e. online website, newspaper, non-fiction section of the library) | Determine the target audience, level of formality and purpose of the text | Predict what you will read (based on information such as title, author, sub headings, chapter headings, graphs/illustrations etc) and how useful you think it will be for you. | End text Harvard author date reference | Summarise the main ideas in the text you read in 100 words |
| Jan 1 2018 | ‘Accounting for Tastes: Australian Everyday Cultures’ (1999)  Hardcopy Book  Genre: non-fiction | It seems to be aimed at readers with an academic interest in culture. This is apparent through its semi-formal vocabulary and complex sentences | It could cover cultural attitudes and preferences in Australia. It may also look at the influence of foreign cultures on Australian culture. | Bennet, T, Emmison, M, & Frow 1999, *Accounting for Tastes: Australian Everyday Cultures,* Cambridge University Press, UK. | **The book is** a broad empirical analysis of culture, how cultural practices are developed and how people choose the cultural groups. The author describes / depicts / reflects |