



Classroom-Based Assessment 2



Classroom-Based Assessment 2: The Collection of Student's Texts

First Stage in Student Reflection

My Learning Progress

Student's name:	
Title of piece of writing and genre:	
I chose this genre because:	
My assessment of my work:	
What I learned from creating this text: <ul style="list-style-type: none"> • • • 	What I would do differently next time: <ul style="list-style-type: none"> • • •
How can I make this change in my writing? I can I can I can	
Student's signature and date:	Teacher's signature and date:



How self-assessment benefitted my work (give an example):

How peer assessment benefitted my work (give an example):

How my teacher's assessment benefitted my work (give an example):

The most important lesson I have learnt about the writing process is ...

One main thing I want to improve is:

Signed: Date:

Parent's Comment:

Signed: Date:

Comment:

Teacher's Comment:

Signed: Date:

Comment:

Helpful Questions to Ask When a Student Has Finished a First Draft of a Piece of Writing

Task Evaluation

	Yes	No
Has the student understood the question/assignment?		
Has the student addressed each aspect of the question/assignment?		
Has the student planned their work?		
Has the student provided a structure for their answer?		
Has the student used paragraphs to structure their work?		
Has the student written clear topic sentences?		
Has the student provided examples/references/quotations to support their points?		
Has the student written a focused introduction?		
Has the student offered a conclusion?		
Has the student checked their spellings?		
Has the student checked their punctuation?		
Has the student checked for grammatical errors?		
Do the student's sentences flow?		
Are there any incomplete sentences?		
Are there any needless repetitions of words or phrases?		
Can the student improve their word choice?		
Did the student consult a dictionary or thesaurus?		
Is the student's work original?		
Can the student improve their work?		

Note: These questions appear on pages 11 and 83 of the *Chrysalis Student Portfolio*.





Features of Quality for CBA2: The Collection of Student's Texts

Descriptor	Criteria
Exceptional	<ul style="list-style-type: none"> ● The student's text shows creativity and command of the chosen genre. ● The writing is highly competent, marked by original ideas, and imaginative word choices are perfectly suited to the purpose of the text. ● The work is fully shaped for its intended receiver/audience.
Above Expectations	<ul style="list-style-type: none"> ● The student's text shows very good control of the chosen genre. ● The writing is consistently competent, and effective word choices are very well matched to the purpose of the text. ● The work is clearly shaped with the receiver/audience in mind.
In Line With Expectations	<ul style="list-style-type: none"> ● The student's text shows good awareness of the chosen genre. ● The writing is generally competent, and word choices match the purpose of the text well. ● Content and development of ideas reveal consistent awareness of the receiver/audience.
Yet to Meet Expectations	<ul style="list-style-type: none"> ● The student's text shows little awareness of the chosen genre. ● The writing lacks competence, and word choices may be inappropriate to the intended purpose of the text. ● Content and development of ideas reveal little awareness of a receiver/audience.

Task Evaluation: My Learning Progress

Name of the task and what I did well in this task:

What changes I made that improved my work:

One main thing I want to improve is: