

# Assessment

SECTION

7

## Assessment advice

*The Owl Who Was Afraid of the Dark* is a beautifully simple and endearing book which appeals to a relatively wide age range. Its clear story structure makes it a valuable tool for teaching the children about narrative structure. Discuss the elements of narrative (such as character, setting, plot, hooks and cliff hangers) and invite the children to provide evidence of how the plot was

formed, what we know about the main character both physically and relating to his personality, how the author weaved other plots into the story, and what made the book humorous. Observe the children's responses during the course of the discussion. Invite the children to challenge points of view with which they disagree and to explain their opinions.

## The Duck Who Was Afraid of the Water

**Assessment focus:** To compose and punctuate a series of sentences; to create a character and setting as an introduction to a story during supported and independent sessions (marking, feedback against agreed success criteria).

**What you need:** Photocopiable page 32, writing materials, posters or images of river banks or habitats where ducks may be found and photographs of ducklings.

### What to do

- Remind the children of the work carried out during the earlier writing activity when the class planned a parallel story about a duck that was afraid of the water. Explain that for their assessment you wish them to write an introduction

to that story. The introduction will introduce the main character, describe what makes him/her different from the other ducklings and will describe the setting where he/she lives.

- Support the writing by displaying pictures of ducklings and river bank settings on the board. Brainstorm words to describe both. Also support the writing by referring back to the first eleven lines of *The Owl Who Was Afraid of the Dark*.
- Explain the criteria against which you are assessing the children's work – punctuation, capital letters and vocabulary choice. Actively involve the children in the assessment. Mark the work together and encourage the children to complete the checklist at the bottom of the photocopiable sheet. Provide feedback to each child on how they performed and make clear their targets for future pieces of similar writing.