Assessment Task Notification

RICHMOND RIVER HIGH CAMPUS

Task Number	2	Task Name	Children's Book Design and Report
Course	Exploring Early Childhood	Faculty	PDHPE
Teacher	Nicole Ellis	Head Teacher	John Eakin
Issue date	Thursday, 13th Feb 2025	Due date	Friday, 21st March 2025 Week 8
Focus (Topic)	Module 11 Children's Literature	Task Weighting	25%

Outcomes

1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children

1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years

1.4 analyses the ways in which family, community and culture influence the growth and development of young children

4.1 demonstrates appropriate communication skills with children and/or adults

Task description

SECTION 1 – CHILDREN'S BOOK DESIGN

Students are to create a picture book suitable for children 4 - 6 years of age and complete a reflective report on their book creation. The book is to be **inclusive of diverse interests and values** amongst children. It should also include a literacy focus as discussed in Exploring Early Childhood classroom lessons. A scaffold has been included to assist with the reflective report.

SECTION 2 – READING TO CHILDREN SELF EVALUATION

Students will read the book in class and complete an evaluation on their reading performance. A second scaffold has been included to assist students with the evaluation of their reading performance.

Marking Guidelines -   50 MARKS

SECTION 1 – CHILDREN'S BOOK DESIGN

Students will be marked on their;
- imaginative storytelling and character development
- choice of appropriate **themes including appreciating diversity**
- use of literary devices
- use of language
- plot development
- illustrations and their connection to the plot
- visual techniques including graphics, font and colour

30 Marks

SECTION 2 – READING TO CHILDREN SELF EVALUATION

Students will be marked on their demonstrated ability to;
- critically evaluate their own reading performance
- promote the importance of good reading
- promote the importance of valuing children's literature

20 Marks

SECTION 1 – CHILDREN'S BOOK DESIGN

MARKS	0-1	2	3	4	5
IMAGINATIVE STORYTELLING AND CHARACTER DEVELOPMENT **Themes are appropriate for children aged 4-6 years and appreciative of diversity**	The story attempts to be imaginative and has a simple character which may be stereotypical. The story has no message.	The story is somewhat imaginative, with limited character development. Some aspects of the character may be stereotypical. The story has a limited message.	The story is imaginative, with a developed character. Stereotypes have been avoided. The story has a theme or message.	The story is competent and imaginative, with a well-developed character. The character appeals to a diverse audience. The story has a positive theme or message.	The story is cleverly and highly imaginative, with a unique and well-developed character. The character may challenge stereotypes. The story has a strong positive theme or message.
LITERARY DEVICES SUITABLE FOR CHILDREN'S LITERATURE **E.g. rhyme, rhythm, tone, humour, alliteration or metaphor** **LANGUAGE APPROPRIATE TO CHILDREN'S AUDIENCE (AGED 4-6 YEARS) AND PURPOSE**	Attempts to use literary devices may be limited or omitted. Language may lack appropriateness to a children's audience. Simple sentences may be used without evidence of descriptive language.	The use of one or two literary devices are attempted to aid enjoyment for the audience. Language may lack appropriateness to a children's audience. Basic use of stylistic features including simple sentences and/or descriptive language may or may not be used.	The use of one or two literary devices are used to increase enjoyment and literacy learning for the audience. Language appropriate to a children's audience, with sound use of some of the following: simple sentences, descriptive language, and active verbs.	The use of two or three literary devices are competently used to increase enjoyment and literacy learning for the audience. Language is appropriate to a children's audience, with competent use of simple sentences, descriptive language, and active verbs.	The use of at least three literary devices are expertly used to increase enjoyment and literacy learning for the audience. Language is highly appropriate to a children's audience, with skillful use of simple sentences, descriptive language, and active verbs.
PLOT DEVELOPMENT	1-2 areas of the plot (exposition, rising action, climax, falling action, and resolution) are present. May or may not be clearly developed	2-3 areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are clearly developed	3-4 areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are clearly developed	All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are clearly developed	All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are highly developed
VISUAL TECHNIQUES **Graphics, font and colour** **CONNECTION BETWEEN ILLUSTRATIONS AND PLOT**	Illustrations have little or no visual appeal or connection to the plot. Font, graphics and colour are not suited to the narrative	Illustrations have limited visual appeal and connection to the plot. Font, graphics and colour have limited connection with the narrative	Illustrations create visual appeal in terms of graphics and colour, with a sound connection to the plot. Font choice is appropriate and complements the narrative	Illustrations create sound visual appeal in terms of graphics and colour. with a thorough connection to the plot. Font choice is appropriate and is varied to connect with and complement the narrative.	Illustrations create strong visual appeal in terms of graphic choice and colour. with an extensive connection to the plot. Font choice is highly appropriate and is varied to connect with and complement the narrative.
CHILDREN'S BOOK DESIGN EVALUATION	Limited to no attempt at evaluation of the book design is made. Response may lack coherence or relevance and shows elementary or no insight into the creative process.	A basic attempt at evaluation of the book design is made through completion of some of the scaffolded questions. Response may lack coherence or relevance at times and shows basic insight into the creative process.	Sound evaluation of book design is made through completion of the scaffolded questions. Response is mostly coherent, relevant and shows sound insight into the creative process.	Thorough evaluation of book design is made through completion of the scaffolded questions. Response is coherent, relevant and shows thorough insight into the creative process.	Extensive evaluation of book design is made through completion of the scaffolded questions. Response is coherent, relevant and shows extensive insight into the creative process.

SECTION 2 – READING TO CHILDREN SELF EVALUATION

MARKS	0-1	2	3	4	5
CRITICALLY EVALUATES OWN READING PERFORMANCE	Elementary to no evaluation of own reading performance, recognizing either strengths or areas for improvement is made.	Evaluates own reading performance, recognizing strengths and/or areas for improvement to a basic level.	Evaluates own reading performance, recognizing both strengths and areas for improvement to a sound level.	Critically evaluates own reading performance, thoroughly recognizing both strengths and areas for improvement.	Critically evaluates own reading performance, recognizing both strengths and areas for improvement to an extensive level.
EVALUATION MAKES CLEAR THE IMPORTANCE OF GOOD READING TECHNIQUES FOR DEVELOPING CHILDREN'S LITERACY	Evaluation makes elementary recognition of the importance of good reading techniques for developing children's literacy.	Evaluation makes clear the importance of good reading techniques for developing children's literacy to a basic level.	Evaluation makes clear the importance of good reading techniques for developing children's literacy to a sound level.	Evaluation makes thoroughly clear the importance of good reading techniques for developing children's literacy.	Evaluation makes extensively clear the importance of good reading techniques for developing children's literacy.
EVALUATION DEMONSTRATES THE IMPORTANCE OF VALUING READING AND CHILDREN'S LITERATURE FOR POSITIVELY INFLUENCING CHILDREN'S DEVELOPMENT	An elementary demonstration of the importance of valuing reading and children's literature for positively influencing children's development is provided.	Evaluation demonstrates the importance of valuing reading and children's literature for positively influencing children's development to a basic level.	Evaluation soundly demonstrates the importance of valuing reading and children's literature for positively influencing children's development.	Evaluation thoroughly demonstrates the importance of valuing reading and children's literature for positively influencing children's development.	Evaluation extensively demonstrates the importance of valuing reading and children's literature for positively influencing children's development.
SUGGESTIONS FOR IMPROVED PERFORMANCE ARE WELL THOUGHT OUT, REALISTIC AND ACHIEVABLE	Eleementary to no suggestions for improved performance are made. They may or may not be realistic and achievable.	Basic suggestions for improved performance are made. They may or may not be realistic and achievable.	Sound suggestions for improved performance are made. They are mostly realistic and achievable.	Suggestions for improved performance are thoroughly thought out, realistic and achievable.	Suggestions for improved performance are extensively thought out, realistic and achievable.

Text Selection to Engage Literacy Learners

Children have a wide range of cultural, social, academic, and emotional experiences. Texts we read to children need to be similarly varied so that each child has reading material that motivates, intrigues, and inspires. We consider whether the book tells a compelling story; includes a character with whom students can identify or whom they can learn from; helps children to better understand the social or scientific dimensions of their world; or inspires children to think like historians, mathematicians, or scientists. We also look closely at the language of the text. What kind of writing is this? Is it lyrical, informative, playful, evocative, clever? We consider the content and language in relation to the developing readers in our classrooms or groups. How has the author used language to make the content more accessible? What do readers need to know to access and comprehend this particular text? Finally, we consider how we will use the text.

Adapted from "What We Believe Matters Most When Selecting Books" AUGUST 29, 2016 BY **KATIE CUNNINGHAM viewed 7/02/2021 at https://www.theclassroombookshelf.com/2016/08/what-we-believe-matters-most-when-selecting-books/**

SECTION 1 – CHILDREN'S BOOK DESIGN EVALUATION

1. Describe how you chose the main character and wrote them to be well rounded. Consider the Three Elements of Characterisation:
   a) Physical appearance - What does the character look like?
   b) Actions, speech, and behaviour -
      What does the character do? How does the character behave? What does the character say?
   c) Interactions with others - How other characters in the story react to this character

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2. Are the characters easily recognisable in the illustrations? Explain

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3. Is the setting authentic? Can it be recognised by children and can the identify with it? Describe how you selected the setting (place, time, environment).

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4. Do the illustrations avoid stereotypes? How are the characters and settings depicted to avoid this?

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5. Did you avoid offensive language, and represent genders and race without bias? Was there the chance to represent people or cultural ideas from diverse backgrounds positively within your text?

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6. What features of a good picture book are evident in the book you have created?

    ✓ appropriate vocabulary
    ✓ clear text (font)
    ✓ clear storyline
    ✓ developed characters
    ✓ use of colour in pictures
    ✓ humour
    ✓ a moral
    ✓ variety of frames

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7. Is there an agonist (someone or something that causes conflict) in your story? How does the agonist help develop the story?

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8. Explain the plot components of your text including the exposition (start of the story), rising action, climax, falling action and resolution (conclusion).

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9. How have you developed a theme/s within your book. How did the children you read to interpret or respond to this/these themes?

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10. Which features of text have you used to encourage literacy learning in your audience. Have you used BOLD text, rhyme, songs, repetition, silly words or sounds etc.

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11. Reflect on the strengths of your book and any areas of improvement you have identified through creating a story and presenting it to young children.

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SECTION 2 – READING TO CHILDREN SELF EVALUATION

1. Did you plan enough time to read and discuss your book in your session?

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2. Did you remember to preview your book before you read it. Did you explain that you wrote the book, discuss why the book has its title, talk about the cover illustration, introduce the characters?

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3. Was the story engaging? How could you tell?

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4. Rate your ability to read with expression and pace yourself when reading. What do you think influenced this? What could you do better on next time?

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5. What did you observe about your audience as you read?

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6. Did you use any props like toys, puppets, musical instruments or lighting with your story/text? How did the audience respond to this?

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7. Overall, what were your strengths when reading to the children? What do you think the children liked about you reading to them?

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8. How did you feel about your reading session? What are some things that you could improve on or do differently next time?

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