

# Samling 4 – Dekomp Trøndelag

Please, vote in this poll while we are waiting for everyone to join Zoom:

Mentimeter: [www.menti.com](https://www.menti.com) code 86 26 19 14



# Plan for the day

## 1. Reading in the English subject

definition of texts (LK20)

pre-, while- & post- activities

multiple texts

## 2. Portfolio assessment “Mappevurdering” as a tool

Fagsamtale

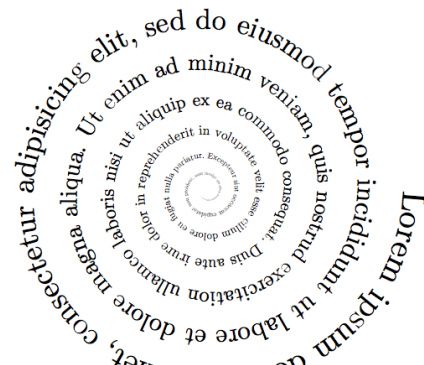
## 3. Final assessment and appeal against marks

# What is a text in the English curriculum?

The concept of text is used in a broad sense: texts can be

spoken and written, printed and digital, graphic and artistic,  
formal and informal, fictional and factual, contemporary and historical.

The texts can contain **writing, pictures, audio, drawings, graphs, numbers and other forms of expression** that are combined to enhance and present a message.



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# Texts in English classrooms

What types of texts do you use in your English lessons?

Answers: [www.menti.com](https://www.menti.com)

code : 86 26 19 14

# Multimodal texts

- Modes: Written language, spoken language, visual, audio, gestural and spatial meaning
- Motivating and challenging

# Working with texts in English

## Core element

Working with texts in English helps to develop the **pupils' knowledge and experience** of **linguistic** and **cultural diversity**, as well as their **insight** into **ways of living, ways of thinking and traditions of indigenous peoples**. By **reflecting** on, **interpreting** and **critically assessing different types of texts in English**, the pupils shall acquire **language** and **knowledge of culture and society**.

From the Curriculum for English (ENGO1-04) (Core elements)

**What should the pupils learn?**

What content shall the English lessons contain?

How to do this?

# Working with texts in English 2

Core element

Thus the pupils will develop **intercultural competence** enabling them **to deal with different ways of living, ways of thinking and communication patterns**. They shall build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context.

From the Curriculum for English (ENGO1-04) (Core elements)



# How can teachers build intercultural competence?



- › Use authentic material
- › Include context
- › Factual texts & personal accounts
- › Present several material on one topic
- › Discussions and reflections

Source: Teaching English in Norwegian classrooms, From research to practice – Lisbeth M. Brevik and Ulrikke Rindal

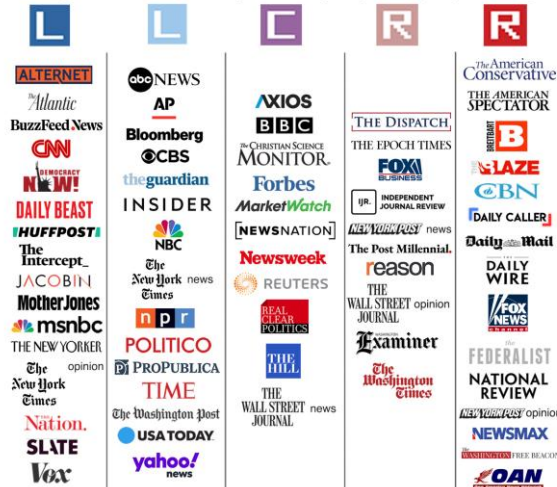
[Lesing av ulike kjelder om same tema | Språkløyper \(uis.no\)](#)



# Political biases of news

## AllSides™ Media Bias Chart™

Ratings based on online, U.S. political content only — not TV, print, or radio.  
Ratings do not reflect accuracy or credibility; they reflect perspective only.



L LEFT L LEAN LEFT C CENTER R LEAN RIGHT R RIGHT

AllSides Media Bias Ratings™ are based on multi-partisan, scientific analysis.  
Visit AllSides.com to view hundreds of media bias ratings.

Version 7.1 | AllSides 2022

## All sides 17. 1. 2023

<https://www.allsides.com/story/joe-biden-biden-still-democratic-partys-best-bet-2024>

Featured Coverage of this Story

From the Left

Will It Be Morning in Joe Biden's America?

Paul Krugman

See rating details



From the Center

How popular is Joe Biden?

FiveThirtyEight

See rating details



From the Right

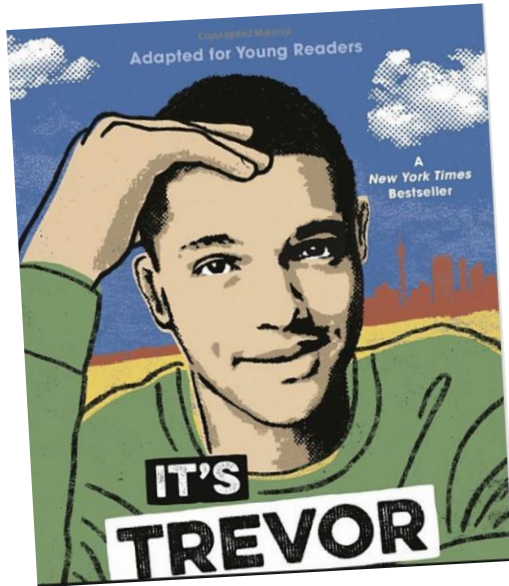
Latest Biden troubles come as Democrats mull whether he's their best 2024 bet

Washington Examiner

See rating details



# Speakers from different backgrounds



It's Trevor Noah: Born a Crime



American Born Chinese by Gene Luen Yang

# Competence aims after Year 10 connected to Working with texts in English

- › The pupil is expected to be able to
  - read, discuss and present content from various types of texts, including self-chosen texts
  - read, interpret and reflect on English-language fiction, including young people's literature
  - read factual texts and assess the reliability of the sources
  - use a variety of strategies for language learning, text creation and communication
  - use different digital resources and other aids in language learning, text creation and interaction
  - use sources in a critical and accountable manner
  - describe and reflect on the role played by the English language in Norway and the rest of the world
  - explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway
  - explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world
  - explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests

# Methodical tips



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# Pre-reading activities

- Inspire curiosity
- Create engagement
- Introduce topic



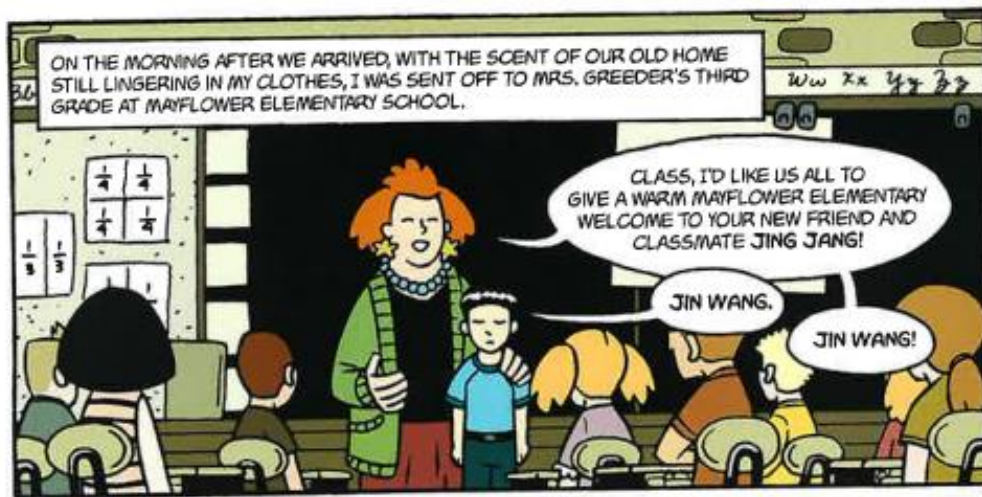
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# While-reading activities

- Immediate reaction
  - Provide help while reading
  - Provide information while reading
  - Provide outlet for feelings while reading
  - Help pupils to reengage if they had lost focus
- 
- Where is the voice of the narrator on these two pages?
  - How will the story continue?

# While-reading activities

- Where is the voice of the narrator on these two pages?
- How will the story continue?



# After- reading activities

Work with the text

- Reflection
- Analysis
- Understanding
- ...

**How many languages are spoken on this page?**





# Self assessment

## Reading B1 part 1

Fill in dates in the table as you set your objectives and reach them.

My objective	Language:	I can do this		
		a bit	quite well	very well
Date:				
	I can understand the main points in most simple and factual texts, if they follow a clear structure and the topic is familiar.			
	I can understand details in texts on familiar topics, presenting thoughts and ideas, e.g. short articles in magazines, sports resumes or interviews with celebrities.			
	I can find the information I am looking for in familiar text types, such as weather forecasts, factual web pages and quizzes.			
	I can find web pages on various topics, and understand most of what I read.			
	I can understand personal letters or longer e-mails describing events, wishes, feelings or plans.			
	I can understand and follow simple instructions, e.g. in games, user guides for technical equipment, recipes or installation guides for computer programs.			

Continued on next page >>>

## Reading B2 part 1

Fill in dates in the table as you set your objectives and reach them.

My objective	Language:	I can do this		
		a bit	quite well	very well
Date:				
	I can understand, in detail, longer texts on topics and problems that interest me, if the language is not too specialised or if I can use a dictionary.			
	I can scan through relatively long texts and decide if closer study is worthwhile.			
	I can understand in detail factual texts on a wide range of topics, for example in magazines or on the Internet.			
	I can decide which parts of a text are relevant, when using the Internet to get information on a topic.			
	I can understand the essential message in all types of letters that I may receive, for example from clubs or travel agencies.			
	I can understand and follow relatively long instructions which are not clearly structured, for example a manual for a TV or a digital camera, if I can reread difficult paragraphs.			

Continued on next page >>>

# The Exam 1

Read the text. Answer the following question by clicking on the correct alternative.

"There Was a Naughty Boy"

There was a naughty boy,  
A naughty boy was he,  
He ran away to Scotland  
The people for to see -  
There he found  
That the ground  
Was as hard,  
That a yard  
Was as long,  
That a song  
Was as merry,  
That a cherry  
Was as red,  
That lead

Was as weighty,  
That fourscore  
Was as eighty,  
That a door  
Was as wooden  
As in England -  
So he stood in his shoes  
And he wonder'd,  
He wonder'd,  
He stood in his shoes  
And he wonder'd.

Source:

Keats, J. (1818). "There was a Naughty Boy". Retrieved May 13, 2022, from:  
<https://www.poeticous.com/keats/there-was-a-naughty-boy>

What does the naughty boy learn?

Svar er påkrevd

- Running away is the answer.
- Scotland is better than England.
- Naughty boys belong in Scotland.
- Different places aren't that different.

# The Exam 2

Read the text. Click on the correct phrase.

January

Click on the phrase that, in this context, means the same as "forgotten".

Du må velge ett svar

January is named after the Latin word for door (ianua). This was because the first month was seen as the door to the coming year and new beginnings. These new beginnings are usually what people call their New Year resolutions, however, as most research shows, these good intentions rarely last beyond the middle of January. This is because habits are hard to break. Even the best intentions are cast aside in the routine and rush of everyday life. Very often, resolutions only last a short time due to a lack of time and focus. As we spend our days moving from what we perceive as one crisis to another, we sometimes lose sight of the need to take a step back and ask ourselves where we want to go and how we will get there.

# The Exam 3

## Concerts in video games

The people below have written their opinions about concerts taking place online

**Glamour\_Gamer** - 3 hours ago

Fortnite just announced they're doing even more concerts, after the success they've had with Ariana Grande. I'm super excited to see what artists they have booked! Finally, video game developers have realised what it takes to get their players involved. Games have the potential to be so much more than just completing missions. They're a way to meet new friends and share experiences with them, even though they might live somewhere else. That's why concerts are a great addition to the game, as they show us what potential video games hold.

**Skillz0r1337** - 2.5 hours ago

Why are they ruining Fortnite? The game was perfect! I have been playing with my friends for years, enjoyed new skins and maps, and we've helped each other get better and better at the game. Now, for some reason, we're suddenly not playing to win. Instead, players are just standing around waving flaming microphone stands in the air. @Glamour\_Gamer, if you want to listen to music, can't you do that somewhere else? This need to always come up with something new, isn't always a good thing. If I bought FIFA to play a soccer game, I'd be livid if I ended up mowing the grass on the field. That's what the concerts in Fortnite feel like to me.

**Montuuns** - 20 min ago

@Glamour\_Gamer: I love to listen to music on Spotify, and I pretty much walk around with headphones constantly. I also love to go to concerts, and hear artists performing live. There's something about the excitement of waiting for the artist to come on stage, hearing them perform songs and add a show to it, especially going with friends and singing along on the chorus. There's nothing quite like being there and living in the moment. That's why I'd rather go to a concert in real life than in a video game, because the virtual world still can't compete with the real one. In other words, @Skillz0r1337, you can keep your games to yourself.

**Write the next post in the forum above, and express your own opinion on concerts in video games. Make sure to refer to some of the other posts. Comment on, criticise, compliment and/or question what has already been written.**

Write approximately 150 words.

# YouTube interactions



**Stefamee Schwalger** 1 year ago (edited)

She is so powerful! Proud that her story is heard and appreciated

👍 🗨️ Reply



**The Firehawk** 1 year ago

It hurts listening to this, but I need to listen. Your story is so similar to a lot of what happened to some of our own brothers and sisters in Canada. Residential schools here, not quite orphanages, but they stole children as well and oppressed their culture and heritage all the same. It hurts knowing our people and your people went through shockingly similar scenarios.

Bless your heart. You have a powerful heart and soul.

Show less

👍 1 🗨️ Reply



**Sunshine** 1 year ago

It's so disheartening to hear that so many Indigenous Australians had been taken away from their homes and families just because of where they came from and who they were.

👍 9 🗨️ Reply



**Kerri Hutchinson** 11 months ago

What an incredible lady, over coming the most cruel, inhumane & barbaric treatment. By taking her experiences and trying to make a difference to other children's lives she is a true inspiration for anyone facing adversity & unfair treatment. I'm from the UK and over here most of us are completely unaware of how native Australians have been treated. I believe this story should be shared.

👍 🗨️ Reply



My stolen childhood, and a life to rebuild | Sheila Humphries | TEDxPerth

**TEDx Talks** 36.9M subscribers

Subscribed

👍 8.9K



🔗 Share



# The Exam 4

## Studying abroad

You are going to hear a conversation between the school counsellor and Amanda, a 10th grader, talking about what she is going to do after Secondary School and about her career possibilities.

Read the task, then listen to the recording, making notes for your text.

Listening text (recording):



### TASK

You are in charge of a blog called 'What next?' on your school webpage. Each week you write a text on a different student's ideas about what they might do after leaving school. Amanda has allowed you to be present at the conversation with the councillor. Write the text for this week's blog.

Your text should cover the following key points:

- . Amanda's plans after secondary school.
- . The importance of knowing the English language.
- . Advantages of living and studying abroad.

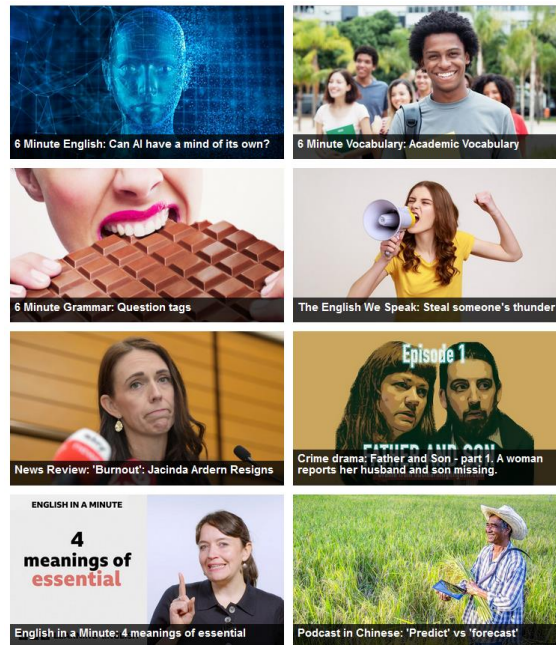
Write approximately 150 words.

# The Exam 4

BBC

LEARNING ENGLISH  
INSPIRING LANGUAGE LEARNING SINCE 1943

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# The Exam 5

The duetting went on for some time, until finally, the two decided to meet. Giorgio found that his mystery fellow pianist was a 78-year-old widower from Poland, who had lost his wife only two months prior, to the Covid virus.

The neighbour did so, and after a while Giorgio asked whether they could play together. As soon as he stopped, the neighbour could continue playing where Giorgio had left off. The two had not yet spoken to each other, and Giorgio did not know who the neighbour was, but they managed to play together successfully.

Unfortunately, not long after, Emil moved, and passed away only a short time later. Giorgio has since composed a song in Emil's honour and memory and the message of his TikTok video is how small acts of kindness can make such a difference in someone's life.

It started when Giorgio heard a neighbour play. He enjoyed the music so much that after a while, he left a note outside the door asking the neighbour to play "My Heart Will Go On".

He also learned that the man, Emil, was playing every Saturday at 2pm to honour his wife, who used to love his playing. The two formed a special relationship by playing together through the wall, and became a source of light in each other's darkness and loneliness.

1.
2.
3.
4.
5.



## The Exam 5 – example

- Cut Poetry
- Model texts
- Cut up texts from textbook



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# The Exam 6

## Coppergate

If you know what to look for, proof of Danish, Swedish and Norwegian Viking presence can be found all over England, though more in certain places than in others.

The Vikings settled mostly in the area known as Danelaw, and even though more than a thousand years have passed, we can still see traces of their life and language. If you take a look at place names you will find that quite a few share the same endings, and these suffixes (endings) are clues to when and how the place got its name.

The Vikings sometimes named the places after people, but more often the name either referred to what kind of area it was, or what kind of function it had for the people living there. The Vikings also took already existing place names which they found difficult to pronounce and re-named them. York, for instance, originally called Eoforwic was named Jorvik by the Norse settlers. They kept the original meaning of “wild boar settlement” but changed the pronunciation to suit their own language, Old Norse, better.

For example, in York, the street “Coppergate” means the street where the cup-makers were: “gate” meaning “street” and “koppari” meaning “those who make cups”. In archaeological digs the great amount of objects that have been found here confirm that this is indeed a correct translation of the place name.

The table shows Old Norse place name endings and their meanings:

-thorpe	settlement
-thwaite or thveita	clearing
-toft	house or building place
-keld	spring or well
-by	village or farmstead
-kirk	originally kirkja, meaning church
-gate	street

# Statistical material

## Do you know the problems facing Native Americans?

Due to issues stemming from historic injustice and transgenerational trauma, American Indians and Alaska Natives are more likely to struggle with certain issues, compared to non-Hispanic whites.

### ADULTS

**60%**  
more likely to experience  
**DEPRESSION.**

**90%**  
more likely to die from  
**DIABETES.**

**27%**  
are likely to live below  
**POVERTY**  
level.

**45%**  
more likely to be  
**OBESE.**

### CHILDREN

**16%**  
less likely to  
**GRADUATE**  
**HIGH SCHOOL.**

**2.5X**  
more likely to experience  
**TEEN DATING**  
**VIOLENCE.**

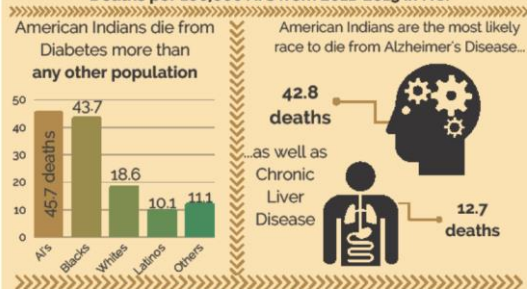
**55%**  
more likely to  
**DIE AS**  
**AN INFANT.**

**2X**  
more likely to attempt  
**SUICIDE**  
in high school.

source: <http://familiesusa.org/products/american-indian-alaska-native-health-disparities-compared-non-hispanic-whites>  
<https://www.ncj.gov/grantee-youth/teen-dating-violence>  
<http://blog.nativepartnership.org/g/education-rates-american-indian-education/>

## NC AMERICAN INDIAN Death Rate Disparities

### Deaths per 100,000 AI's from 2011-2015 in NC:



### It's not just diseases...

American Indians are the most at risk race to die from...

**Homicide**  
52% more at risk  
than whites

**Unintentional Injuries**  
12% more at risk  
than whites



NORTH CAROLINA  
American Indian Health Board

For more information go to:  
[www.schs.state.nc.us](http://www.schs.state.nc.us)



OMHHD  
OFFICE OF MENTAL HEALTH AND SUBSTANCE ABUSE  
HEALTH COMMUNITY ENGAGEMENT DIVISION

# The Exam 7

Choose either 4A, 4B, 4C or 4D.

4A - Quotes

4B - Decisions

4C - Technology

4D - A door is ...

## TASK 4A: Quotes

Choose **ONE** of the quotes below and create a text in which you reflect on how your chosen quote relates to the topic "opening doors".

- "We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths." (Walt Disney)
- "An open mind leads to open doors." (Unknown)
- "Happiness often sneaks in through a door you didn't know you left open." (John Barrymore)
- "There is always light, if only we're brave enough to see it. If only we're brave enough to be it." (Amanda Gorman)

Your text can be either fiction/literary or non-fiction.

Refer to examples from the preparation material and/or other sources where relevant.

Choose a suitable title.

Forrige

PDF

Side 1 av 4

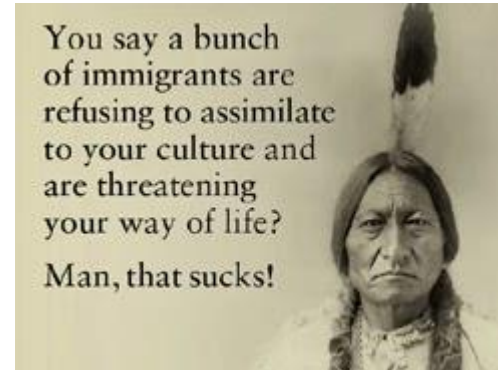
Neste

# The use of humor



"THEY SAY THEY'RE BUILDING A WALL BECAUSE TOO MANY OF US ENTER ILLEGALLY AND WON'T LEARN THEIR LANGUAGE OR ASSIMILATE INTO THEIR CULTURE..."

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## Break-out rooms

- Consider the material your group has been given and discuss how you could use it in your classes or in an assessment.



<https://padlet.com/fremmedspraksenteret/groupwork-dekomp-gauldal-es8yjyrq3wpt9o17>

# Portfolio Assessment: Why and How?



## Background

- Not new, well known and used for example as a collection of work during studies in the tertiary-level education
- Assessment based not only on exam



## Why to use a portfolio assessment

- Continuity of the learning process
- To promote professional quality
- Increase students' motivation
- Better assessment background
- Pupils can see a connection between learning, mentoring, effort, tasks and assessment

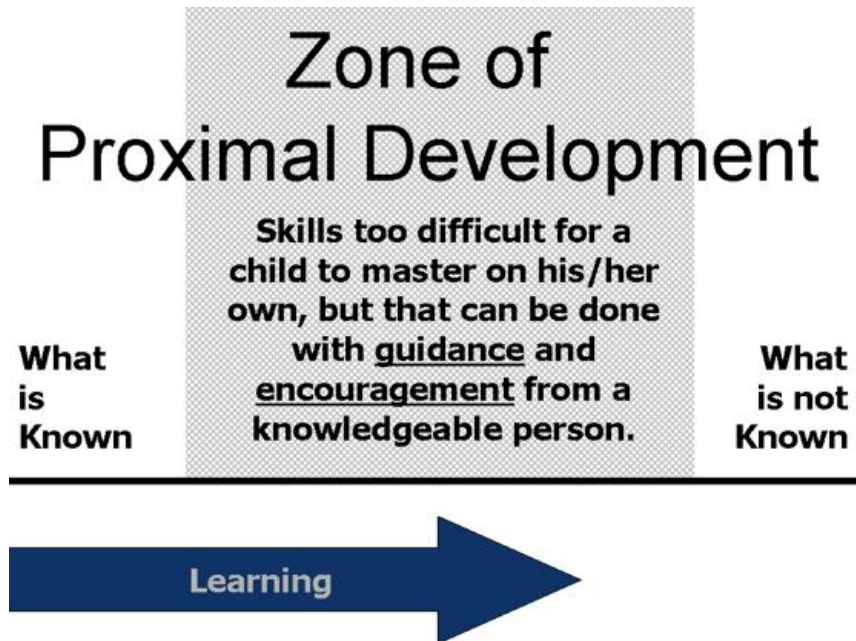


Dysthe, O. (2007).  
Mappevurdering som opplæringsform.

## Why: Assessment & learning

- Collection of pupils' work: effort, progression, achievement in one or several areas
- Pupils' participation in the learning process through reflection and selection of one's own work is the essence
- Active and conscious learning (Dysthe, 2003)
- Meta cognition in the process of choosing
- Work on the skills: context and the connections in the subject

# Why



- An easy form to adapt the teaching and for differentiated learning.
- It might be used as a form of *scaffolding* (Vygotskij and the theory of the ZPD)
- Feedback for every single pupil

## Why: The view on our pupils

- Active creator
- Resource
- They see and experience their own progression, not comparing themselves with others



## Why

- Less stress, less grade pressure, possibilities for improvement
- Better learning environment
- More (inner) motivation
- Feeling proud

## How

- Good planning from the start of what is going to be a part of the portfolio.
- Assessment criteria
- Work in progress: Which work will take longer time for the teacher to give a feedback?
- Some activities only need focus on the process
- Explanations in plenum, sharing documents – effective use of time in the classroom



## How: Self and peer assessment and participation

- Give examples and arguments (modeling)
- First peer assessments have to be given through teacher (check)
- Reflection /log/explanation should be a part of the portfolio assessment
- Students own their learnings proses through various activites, and later work on the log and selections for the portfolio
- Teachers develop their assessment practice

## Working Portfolio

- Collection of all work through a period of time

## Selection Portfolio

- Student ´s choice of their work after a period of time – a presentation portfolio
- This can be an assessment object
- The starting point for the oral conversation/interview with assessment



## How: Selection

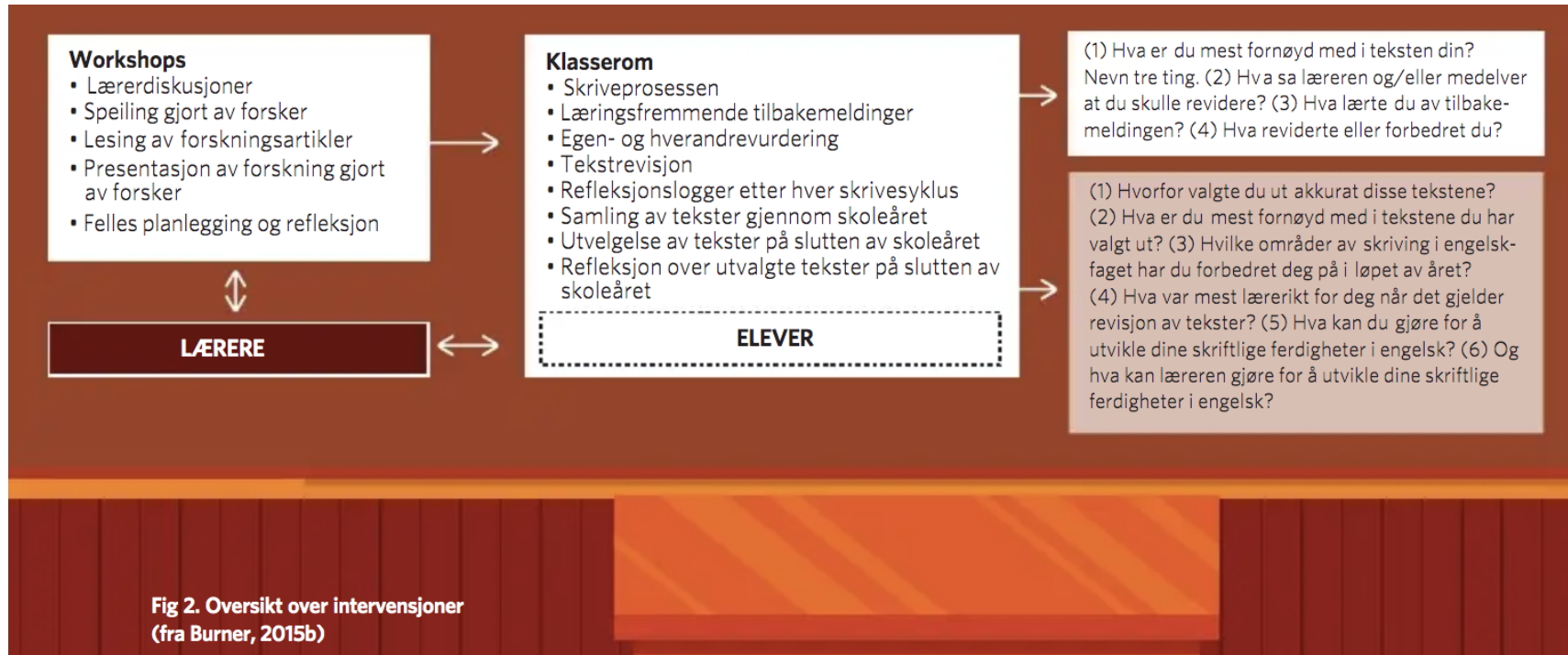
- NB! Assessment criterias/rubrics based on competence aims
- Different types of texts, f.ex, a letter of application, an article, a book report, a text about a certain topic
- Students can choose to/three out of four-five texts and reflection on their work for the summative assessment
- Teachers measure student´ competence also in a process while students work with different activities



## What should students learn to use portfolio?

- Take care of their work, keep it tidy
- Give feedback on others work
- Understand the quality criteria in the subject and what does it mean for the one´s own work
- Use writing strategies (prosess)
- Be able to give a feedback and use others´ feedback
- Be able to see the connection between the effort and the result
- Be able to reflect on their own work

# Erfaringer med formativskrivevurdering i engelsk (T.Burner)



## How: Oral or Written?

- One grade for oral and written assessment in English according to the new curriculum
- Easier for written assessment, but it is possible to have a digital portfolio
- Can students choose?



*Explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway*

*Explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests*

## How: Portfolio only to assess?

- In the new curriculum in English there are core elements
  - Communication
  - Working with texts in English
  - English language learning
- Activities can be commented through videos, pictures, films, short texts
- Portfolio and a conversation (fagsamtale)



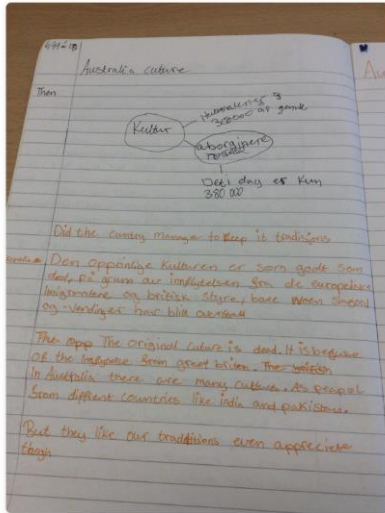
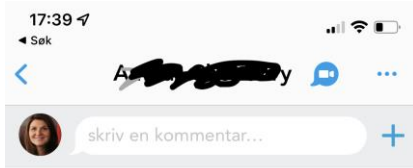
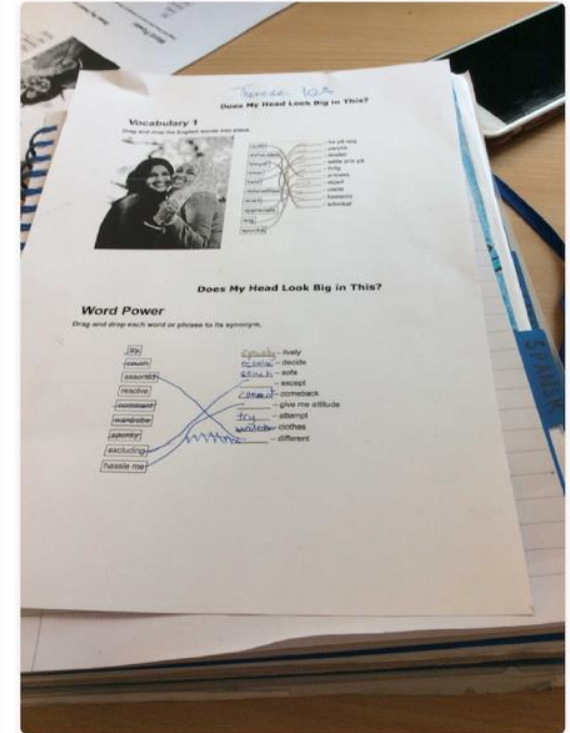
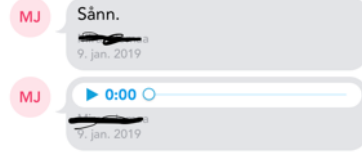


Foto fra kameraet

  
 9. nov 2010



# Writing log from 8<sup>th</sup> to 10<sup>th</sup> – see progression

Hi my name is Ole.

I coming from Norway in Fredikstad.

I go on Begby School.

I haw friends, my friends is cull and funny.

My friends and I like to hang out together and I think they like the to.

My school is big, I think it is 8 constructions on my school. And I think the is a libel big.

On my school I haw 5 football banner and big plays to play games on.

If you ask me what I want to change with me, I well always give the same answer. I well always change dyslexia (if you don't know what dyslexia are. It is read and write trouble), which is the one ting that was bothering me sense I was a little kid. When I first heard what I have I didn't think much over it, of course I was joust a little child back then. I didn't know what It mint to have it. But when I grow older and older I begin to under stand that it was harder for me to do some things. The baggiest problem is that I cant read normal. But I haw other problems too that is I don't see logic so easy that you may see it. It is hard to walk, with out falling. All of this has something to do with dyslexia.

When I was younger, I was bullied fore a long time ago. That was because I did newer get bullied at my school, when you are a kid then you think every one is the same.

My mum and my dad surprised me wit a football school, I did get surprised and happy. But when I and the other kids eat lunch over there, I say to them that I have dyslexia. They sayed pretty bad stuff about me, and they was only 9 – 10 years old. That week was the one of the times I have field me wary different.

If you don't know what the worst ting you can say to me is, then you about to find out of it. The worst ting that you ever can say to me is that I which I have dyslexia. When you saying that, you sound like a retarded person in my opponent. My friends often saying that they which they have dyslexia, fore skipping New Norwegian. Like WTF? When they saying that. I thing to my self. Do you even know what dyslexia is?

If we think about school are it harder fore me to get good grades, then it is fore other student. I should practice twice as much then other students. So if one of the other student practice in 30 minutes, should I practice in 60 minutes. So if you have dyslexia it is a good amount of jobbing. You should read every day, at least 15 to 30 minutes. If I read I normally read about News on [www.VG.no](http://www.VG.no) that is a Norwegian paper, it is all the importune news in Norwegian and international. It is written in Norwegian.

I know that I will never lose dyslexia. But I can wish it, and I can dream that one beautiful day it will happened. I will wish it my whole life, but it well never happened. That is a fact.

## Group discussion

<b>Comp. Aims/Core elements</b>	<b>Activity</b>	<b>Product</b>	<b>Comments</b>
<p>Working with the text an English</p> <p>read, interpret and Reflect on English-language fiction, including young people's literature</p> <p>express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation</p>	<ul style="list-style-type: none"> <li>- Reading a longer text at home and in classroom</li> <li>- Pre-reading act. focus on vocabulary</li> <li>- Reading a short extracts from the novel in the classromm – work in group/discuss in plenum</li> </ul>	<ul style="list-style-type: none"> <li>- A book report (final)</li> <li>- Oral or written presentation of one caracter from the book</li> <li>- Work on the vocabulary</li> <li>- Oral discussion i the groups</li> </ul>	<p>The Giver</p>
			<p>06.02.2023 58</p>



# Group work



<https://padlet.com/fremmedspraksenteret/grouppwork-gauldal-7hy32i2pe3x7so8n>

# Klage på standpunktvurdering (Statsforvalteren)



## Standpunktbedømming og klagebehandling

- Kompetansen til eleven ved avslutningen av opplæringen
- Standpunktbedømmingen er fastsatt på grunnlag av kompetanse eleven har vist på flere og varierte måter (bredt sett med kilder)
- Standpunktbedømmingen er et uttrykk for elevens samlede kompetanse ut fra læreplanen i faget
- Standpunktbedømming er basert på riktig bedømmingsgrunnlag

## **Begrunn hvordan standpunktkarakteren er et uttrykk for elevens kompetanse ved avslutningen av opplæringen**

I underveisvurdering får eleven vist sin kompetanse, og gode råd om hvordan han/hun kan øke denne.

Læreren må selv vurdere, og vise, hvordan den kompetansen eleven har vist underveis har relevans ved fastsetting av standpunktkarakteren.

# Beskriv hvordan standpunktkarakteren er fastsatt på flere og varierte måter

Lærerens observasjon av eleven, samtaler og dialog, er med på å gi læreren kunnskap om elevens utvikling og kompetanse. Faglærers redegjørelse kan ikke utelukkende vise til resultat fra prøver og tester, eller bare én eller få vurderingssituasjoner

## Beskriv den aktuelle elevens samlede kompetanse ut fra læreplanen i faget

- Faglærer kan ikke beskrive kompetansen utelukkende i form av en tallkarakter, avkryssing i målskjema, eller gjennom å beskrive standpunktkarakteren som et snitt av flere karakterer. Faglærer må beskrive den aktuelle elevens kompetanse i faget.

## Beskriv hvordan standpunktvurderingen er gjort på et riktig vurderingsgrunnlag

Det er læreplanen i faget som er grunnlaget for vurdering. Innsats, oppmøte, initiativ og selvstendighet er sentrale momenter i opplæringen, men skal ikke trekkes inn i standpunktvurderingen. Dette er eksempler på utenforliggende elementer, hvis de ikke framkommer eksplisitt i læreplanen.

## Bruk redegjørelsen og vurder følgende:

- Kommer det eksplisitt fram hvilken kompetanse den aktuelle eleven har ifaget?
- Relateres kompetansebeskrivelsene til riktig grunnlag (altså læreplanen i faget)?
- Kommer det godt fram at faglærer har brukt ulike kilder for å lete etter elevens kompetanse i faget, og vises det til hva de ulike kildene viser (eller er det kun enoppamsing av kilder)?
- Gjør faglærer en samlet vurdering av elevens kompetanse ut fra læreplanen i faget (læreplanen snevres ikke inn)?
- Trekkes det inn momenter som er irrelevante (som ligger utenfor læreplanen)?



XXXX har IOP i faget. I enkeltvedtak står det at h\*n skal ha kompetansemål etter 4.-7.trinn med gradvis mål fra 10.trinn ut fra økt mestring. Vi har vektlagt målene som er uthevet jamfør IOP.

XXXX har fått vist sin kompetanse på flere og varierte måter:

Muntlige aktiviteter i timene, både med lærer og i elevgrupper. H\*n har vært lite deltagende i generelle muntlige aktiviteter, men har lyttet og vært oppmerksom. Flere av aktivitetene har vært rundt temaet USA, The perfect classroom, Superheroes m.fl.

Fagsamtale om film (Bowling for Columbine) med lærer. Kunne svare enkelt på spørsmål fra film, men ledet ikke samtalen selv. Fikk vist et begrenset ordforråd.

Muntlig presentasjon (gruppe på 2), My perfect classroom. Her ble det laget en modell i papp og en presentasjon med Power Point. Presentasjonen var godt forberedt, men innholdet var begrenset. H\*n snakket ikke utover det som stod på selve Power Point presentasjonen. Svarte enkelt på oppfølgingsspørsmål fra lærer.

Skriftlig oppgave (Famous dinner party), men mulighet for å jobbe hjemme. Svarer kort på oppgaveteksten, men språket er enkelt og bærer preg av oppramsing.

Terminprøve - lyttedel og skrivedel. Denne hadde temaet the USA, som vi hadde jobbet med en lengre periode på skolen.

Skrivedelen: Teksten kommuniserer. Norsk setningsoppbygging. Mangler flyt i oppbygging, blir oppramsing. Viser et begrenset ordforråd. Noen skrivefeil.

Lyttedel: Fikk vist at h\*n har større passivt ordforråd enn aktivt.

Skriftlige aktiviteter i timen knyttet til diverse tema. H\*n har jobbet med oppgavene i timene, og har vist at h\*n kan hente ut noe informasjon fra tekst (ofte lyttet til) og at h\*n kan svare enkelt på spørsmål.

Standpunkt karakteren som faglærere har satt, er på bakgrunn av den kompetansen eleven har vist, på ulike måter, ved avslutningen av 10. trinn.

# Feedback

› <https://nettskjema.no/a/316257>



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# Resources

How to study comics and graphic novels: <https://www.torch.ox.ac.uk/files/howtostudycomicsgraphicnovels-agraphicintroductiontocomicsstudiespdf>

Lyricstraining: <https://lyricstraining.com/en>

Born a crime: <https://www.hiof.no/fss/leringsressurser/engelsk/flerspraklighet/born-a-crime/index.html>

Lesing ved Fremmedspråksenteret: <https://www.hiof.no/fss/leringsressurser/grunnleggende-ferdigheter/lesing/index.html>

BBC Learning English Podcasts: <https://www.bbc.co.uk/learningenglish/english/podcasts>

The Boat: <https://www.sbs.com.au/theboat/>

YouTube: Australia Day <https://www.youtube.com/watch?v=G8czHlPYXew>

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