

Approach: One to one
 Focus: Describing an object and preparing an advertisement
 Resources: Picture of dog

Questions / instructions:

Show student the picture.

Imagine that this is your dog. Also imagine that it's lost and you want to get it back. You can advertise your lost dog on the radio. When you ring up the radio station they have an answerphone. They ask you to leave a message to say what you want to go on the radio. Think carefully about what you would say, so that people listening to the radio would have enough information. I'll let you think about it for a minute, then you can tell me the message you would give to the radio station.



Allow thinking time before the student tells their message.

Now tell me what you would say in your message for the radio.

Remember, you need to give very clear information.

Wait for the student response.

Is there any other information you would want to give in your message for the radio?

	% response 2004 ('00)			% response 2004 ('00)		
	year 4	year 8		year 4	year 8	
gives appropriate reason for message	77 (69)	80 (78)	Overall message: – how clear, accurate and complete is the message? very good good moderate fairly weak non existent or very weak – how well sequenced are the components of the message? very well sequenced <i>(reason, description, contact details)</i> moderately well sequenced rather jumbled did the student include any invented information <i>(such as the name of the dog)</i>			
Information about dog <i>(from picture):</i>						
type of dog –						
hush puppy or basset hound	1 (1)	3 (2)		very good	1 (0)	5 (9)
medium size	5 (7)	13 (14)		good	9 (6)	20 (16)
long, floppy ears	52 (46)	64 (68)		moderate	25 (24)	32 (31)
short, stumpy legs	5 (3)	11 (4)		fairly weak	38 (40)	28 (30)
loose/ folds of skin <i>(jowls)</i>	8 (7)	18 (18)		non existent or very weak	27 (30)	15 (14)
collar and tag	70 (69)	86 (90)				
colouring <i>(score out of 7 for different colour features)</i>						
7	2 (6)	3 (3)	very well sequenced	26 (22)	42 (48)	
6	2 (6)	6 (10)	moderately well sequenced	42 (48)	40 (39)	
5	6 (3)	8 (11)	rather jumbled	32 (30)	18 (13)	
4	12 (8)	13 (9)	did the student include any invented information <i>(such as the name of the dog)</i>	37 (45)	54 (70)	
3	14 (13)	18 (19)				
2	18 (11)	15 (12)				
1	24 (35)	23 (23)	Total score:	16–18	1 (1)	2 (5)
0	22 (18)	14 (13)		13–15	3 (5)	13 (13)
contact information given <i>(phone, address or email address)</i>	43 (37)	54 (66)		10–12	19 (13)	31 (35)
				7–9	33 (29)	26 (25)
				4–6	24 (31)	21 (16)
				0–3	20 (20)	6 (6)

Commentary:

About 15 percent more year 4 than year 8 students had very little success with this task. There was no meaningful change in performance between 2000 and 2004 for either year level.