

Assessment Criteria:

	A Excellent achievement 80-100	B High achievement 65-79	C Satisfactory achievement 50-64	D Limited achievement 30-49	E Very low achievement Less than 29
Meaning and interpretation	Makes inferences about the construction of a character's feelings, behaviour and/or attitudes from dialogue. Uses relevant examples from the text to justify interpretation.	Explains the construction of a character's motives from dialogue, quoting from the text to support interpretation.	Describes the construction of a character's motives based on dialogue, using some examples from the text to support points	Refers to some dialogue associated with a character	Identifies some dialogue in a narrative.
Language and conventions	Discusses the effectiveness of techniques used in the construction of images to present opinions and influence an audience.	Explains how conventions of visual texts are used to construct images and influence an audience.	Describes techniques used to construct images to influence an audience.	Identifies some visual elements in a text.	Identifies a simple visual element in a text.
Spelling	Spells challenging words with a high degree of accuracy.	Makes minor errors in spelling more challenging words.	Spells familiar words correctly.	Misspells some familiar words.	Makes frequent spelling errors, including familiar words.
Punctuation	Uses punctuation with a high degree of accuracy, e.g. correctly punctuates a range of complex sentences to enhance clarity.	Uses most complex punctuation correctly and/or to create a particular effect.	Makes occasional errors with more complex punctuation.	Uses correct punctuation inconsistently.	Makes frequent punctuation errors.
Editing	Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling and punctuation.	Monitors and edits own work effectively for accuracy of spelling and punctuation and to achieve specific effects.	Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure.	Identifies some errors in punctuation or spelling and may attempt to rewrite word or insert punctuation.	May identify basic errors with support.

SCORE: \_\_\_\_\_

YEAR NINE GENERAL ENGLISH  
ASSESSMENT 5: GRAPHIC NOVEL STUDY

Cross-Curricular priorities

Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability
Strands		
Sub-Strands: Language ACELA 1556, 1557	Literacy ACELY 1742, 1744, 1745	Literature ACELT 1633, 1634, 1636, 1637, 1638

Task Seven: Writing, viewing and reading

Discuss how the visual techniques worked effectively to infer three main ideas/themes in the 'Frankenstein' graphic novel scene studied in class.

Hand in:

Analytical notes

Retrieval chart

draft

LEARNING INTENTION	SUCCESS CRITERIA
<b>Skills:</b> WHAT, HOW, WHY TREE Body paragraphs Strong introduction with contextual background and thesis. <b>Knowledge: (Content)</b> Narrative conventions OCCR structure Use of quotes <b>Understanding: (Process)</b> How to construct a strong analytical essay using visual conventions to infer meaning. How do visual techniques work to create an emotion in the reader.	

Comments:

## REFLECTION

<u>What I need to improve on:</u>	<u>STRENGTHS:</u>	<u>WHAT I ENJOYED:</u>	<u>SPELLING WORDS:</u> <u>Write out the correct word three times</u>
<u>SELF REFLECTION WITH TEACHER</u>	<u>WHAT I DID WELL:</u>	<u>AREAS TO WORK ON IN MY NEXT ASSIGNMENT:</u>	<u>GRAMMAR: Write out the correct grammar rule</u>

### Writing: self-assessment checklist

(complete before submission)

Narrogin SHS



Name \_\_\_\_\_

Year \_\_\_\_\_

AUDIENCE AND PRESENTATION	PUNCTUATION	CAPITALISATION	SPELLING AND VOCABULARY	IDEAS
<input type="radio"/> My handwriting is legible and any typed copies have no typing errors. <input type="radio"/> I have written the title, my name and the date on my work.	<input type="radio"/> I have used a full stop at the end of each sentence.	<input type="radio"/> I have used capital letters for the first word of each sentence.	<input type="radio"/> I have used the dictionary to spell the words I don't know.	<input type="radio"/> I have used brainstorming and planning to organise my ideas.
<input type="radio"/> My sentences are complete, make sense and use the key words from the question.	<input type="radio"/> I have used commas between words in a list.	<input type="radio"/> I have used capitals for proper nouns (the names of people, places and the days of the week).	<input type="radio"/> I have used the correct terminology for this topic.	<input type="radio"/> I have acted on suggestions from the teacher.
<input type="radio"/> I have attempted all questions and presented them in the correct order	<input type="radio"/> I have used apostrophes to show contraction and possession.	<input type="radio"/> I have capitalised the pronoun 'I'.	<input type="radio"/> I have used the correct homophones within my sentences: your/you're there/their/they're allowed/aloud	<input type="radio"/> Each paragraph only has one main idea. My ideas are in a logical order.
	<input type="radio"/> I have used a question mark after a question.	<input type="radio"/> I have written the main body of the text using lower case letters.	<input type="radio"/> There is evidence of editing on my drafts.	<input type="radio"/> I have used linking words to connect my ideas.

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_

Date:     /     / 2018