**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**YEAR TEN NAEP ENGLISH**

**ASSESSMENT 4: WRITING OWN POEM**

**Cross-Curricular priorities:**

**Personal and Social Capabilities and Ethical Understanding**

|  |  |  |
| --- | --- | --- |
| **Sub-Strands:**  **Language**  ACELA 1563, | **Literacy**  ACELY 1756, | **Literature**  ACELT 1814, |

**Task 4: Annotate an unseen poem and create own poem**

**Submit:** Poetry glossary

Annotated unseen poem

All plans, drafts and a copy of your final poem

**Submission date: Wednesday Week 9: glossary and annotated unseen poem**

**Thursday Week 9: own poem**

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
|  |  |

**Comments:**

**Writing own poem**

**Assessment Criteria: 10% Mark:\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 |
| **Text structure** | Effectively employs a creative structure in a poem to engage the reader and influence their response, e.g. free verse (punctuated intelligently) or metered verse (strict rhythm and rhyme scheme).  No identifiable mistakes in the structure | Employs a creative text structure in a poem to influence an audience. Some errors in the structure are made. | Creates, with some success, the application of a recognisable poetic text structure. Obvious techniques applied accurately. | Attempts, with little success, the application of a recognisable poetic structure, Limited ability shown, | Uses a simple poetic structure to little effect |
| **Language features** | Makes effective language choices: descriptive and figurative language used in a sophisticated and sustained manner. | Makes appropriate language choices and uses some poetic terms correctly. | Makes conventional language choices and uses one poetic device accurately | Uses mostly simple language and poetic expressions that may be inappropriate for the poem. | Little to no use of poetic devices. |
| **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. |
| **Creativity** | Excellent | Good | Satisfactory | Not developed | poor |

**Annotating unseen poem**

**Assessment criteria: 5% Mark:\_\_\_\_\_\_\_\_\_\_\_**

**One mark for identifying the correct poetic device and one mark for explaining the correct effect. (Total: 30)**

**REFLECTION**

|  |  |  |
| --- | --- | --- |
| **STRENGTHS:** | **WEAKNESSES:** | **SPELLING WORDS:** Write out the correct word three times |
|  |  |  |
| **WHAT I DID WELL:** | **ONE FOCUS FOR IMPROVEMENT IN MY NEXT WRITTEN TASK:** | **GRAMMAR:** Write out the correct grammar rule |
|  |  |  |