 **NARROGIN SENIOR HIGH SCHOOL** 

**English**

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| **Student: Teacher: Ms. J Date Due:** WK 5 |
| **Assessment Type: Writing**  **Task 1:** Write a persuasive letter to the editor stating your point of view.  TOPIC: *Cheap imported milk is putting WA dairy farmers out of business.*  **Time allocation:** Wk 3-5  **Conditions:** In class  **Weighting:** Writing 5%  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Draft and dot points | **Wk 4** |  |  |
| Letter completed in class | Wk 4&5 |  |  |

Teacher Comment: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Rubric |  | Acquiring skills | Satisfactory | High achievement | Excellent |
| Notes, draft and good copy | /10 |  |  |  |  |
| Letter formatted correctly  *Date*  *Name and email*  *Greeting*  ***Three paragraphs***  *Salutation with town* | /20 |  |  |  |  |
| Persuasive language used (high modality words) | /20 |  |  |  |  |
| Rhetorical question | /20 |  |  |  |  |
| Punctuation, grammar and spelling | /20 |  |  |  |  |
| Effort | /10 |  |  |  |  |

Year 10 English Assessment pointers – Writing and Creating

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text structure | Writes clearly and concisely, communicating with the reader in an engaging manner, drawing on a variety of language features, stylistic devices, text structures and images which complement and enhance the text. | Writes in an engaging manner, demonstrating control of some language features, stylistic devices, text structures and images to communicate effectively with the reader. | Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate. | Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images. | Does not meet the requirements of a D grade. |
| Draws on their wider reading to create a text which uses and manipulates a variety of relevant structural devices for impact and to influence the reader. | Selects and manipulates some appropriate structural devices to communicate effectively with the audience; for example, by separating a single sentence from the body of a text for emphasis. | Creates a text which communicates viewpoints, attitudes and perspectives through the development of a cohesive and logical persuasive, informative or imaginative text. | Writes with a general sense of structure; for example, including an introduction, conflict and resolution in a narrative text, but which may not follow a logical internal sequence. |  |
| Constructs an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis. | Constructs an introduction derived from the question or topic, outlining the main points to be raised and stating a thesis. | Constructs an introduction using key words from the question or topic. | Constructs a brief introduction that addresses the question or topic in general terms. |  |
| Organises ideas into logically sequenced and cohesive paragraphs. Uses cohesive devices within and between paragraphs. | Organises ideas into well-structured paragraphs. Uses connectives for smooth transition between paragraphs; for example, ‘In addition …  Furthermore …’ | Organises ideas into paragraphs with topic, developing, supporting and linking sentences. | Constructs paragraphs about single ideas, using topic sentences. |  |
| Advances an argument through integrating relevant evidence and clearly explaining its significance. | Develops an argument through incorporating appropriate evidence, with some explanation of its significance. | Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic. | Mostly describes or retells details of a text in an attempt to support a point. |  |