 **NARROGIN SENIOR HIGH SCHOOL** 

**Year 10 NAEP and General English**

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| **Student: Teacher: Date Due:** Week 5 |
| **Assessment Type:** Writing  **Task 1**   1. Produce **two written texts** as part of a writing journal: an instructional text and a *Heywire* text draft Before completing the Heywire draft, complete the planning activities booklet. (6% total mark or 2% per journal entry and 2% for the activities booklet). 2. Produce a good copy of the *Heywire* text (4%).   **Time allocation:** Three weeks; one in-class lesson for the production of each text (plus  drafting time)  **Conditions:** In class    **Weighting:** Writing 10% |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Draft of instructional text | Week 2 |  |  |
| Good copy of instructional text (2 % - 20 marks) | Week 3 |  |  |
| *Heywire* activities booklet (2% - 20 marks) | Week 3 |  |  |
| *Heywire* draft (2% - 20 marks) | Week 4 |  |  |
| *Heywire* good copy (4% - 40 marks) | Week 5 |  |  |

**Teacher Feedback:**

**Instructional Text**

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| **Criteria** | **Marks** |
| **Title** | **2** |
| Uses a highly effective title that engages readers and/or clearly communicates the topic of the text to the reader. | 1.5-2 |
| Uses a title that communicates the topic of the text to the reader. | 1 |
| Uses an title that does not clearly introduce the topic of the text to the reader. | 0.5 |
| No evidence of this criterion. | 0 |
| **Outlines text’s purpose** | **2** |
| In one sentence or more, clearly names the purpose of the instructional text. | 1.5-2 |
| Names the purpose of the instructional text but does not do so using a full sentence. | 1 |
| Does not clearly name the text’s purpose | 0.5 |
| No evidence of this criterion. | 0 |
| **Outlines materials needed to create the text** | **1** |
| Lists all materials needed to create the text. | 1 |
| Lists some materials needed to create the text. | 0.5 |
| No evidence of this criterion. | 0 |
| **Outlines steps in order of progression** | **4** |
| Comprehensively outlines the steps in order of progression | 3.5-4 |
| Clearly outlines the steps in order of progression | 3 |
| Outlines steps in order of progression. | 2-2.5 |
| Steps are not in order of progression or some steps are not included. | 1.5 |
| Little or no evidence of this criterion. | 0-1 |
| **Outlines any issues, problems faced, limitations or alternative pathways to complete the task** | **3** |
| Includes a comprehensive outline of any issues faced, limitations or alternative pathways to complete the task by including extensive additional information, including ‘hints’ and ‘warnings’ which make the steps themselves more effective. | 2.5-3 |
| Includes a detailed outline of any issues faced, limitations or alternative pathways to complete the task by including some extra information | 2 |
| Outlines some issues faced, limitations or alternative pathways to complete the task by including limited extra information | 1-1.5 |
| No evidence of this criterion | 0 |
| **Outlines what the completed task or activity should look like and concludes the guide** | **3** |
| Comprehensively outlines what the completed task or activity should look like and effectively concludes the guide. | 2.5-3 |
| In some detail, outlines what the completed task or activity should look like and clearly concludes the guide. | 2 |
| Attempts to outline what the completed task or activity should look like and briefly concludes the guide. | 1-1.5 |
| No evidence of this criterion | 0 |
| **Spelling** | **5** |
| Spelling mostly correct for first draft; corrections made for good copy | 4-5 |
| Some difficult or challenging words misspelt in first draft and some corrections made for good copy | 3.5 |
| Some common words misspelt in first draft and some but not all corrections made for good copy | 2.5-3 |
| Many words misspelt and some corrections made for good copy | 1.5-2 |
| Many words misspelt but minimal or no corrections made | 0-1 |
| **Vocabulary** | **5** |
| Vocabulary is unambiguous in conveying a clear response to the task and includes some specific terminology | 4-5 |
| Vocabulary is mostly suited to the task and includes some subject-specific terminology | 3.5 |
| Vocabulary used does not always suit the task | 2.5-3 |
| No evidence of this criterion | 1.5-2 |
| **Sentence structure, grammar and punctuation** | **5** |
| Sentence structure, grammar and punctuation is mostly correct for first draft | 4-5 |
| Sentence structure, grammar and punctuation contains some errors, but they do not impede meaning | 3.5 |
| Sentence structure, grammar and punctuation contains many errors, but they do not impede meaning | 2.5-3 |
| Errors in sentence structure, grammar and punctuation impeded meaning of response | 1.5-2 |
| No evidence of this criterion | 0-1 |
| **TOTAL** | **/30** |
| Converted to mark /20 | **/20** |

***Heywire* Activities Booklet**

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| **Criteria** | **Marks** |
| **Language features** | **5** |
| Writes with clarity and precision, using a variety of figurative, technical and literal language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text. | 4-5 |
| Uses a variety of language features to ensure accuracy in communication with the reader, combining figurative, technical and literal language, where appropriate. | 3.5 |
| Selects language features to achieve precision and stylistic effect when creating a text. | 2.5-3 |
| Uses language features which communicate with the reader but which may not reflect nuance or depth of meaning. | 1.5-2 |
| Does not meet the requirements of a D grade. | 0-1 |
| **Language features** | **5** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 4-5 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 3.5 |
| Selects grammar and varies vocabulary choices for impact. | 2.5-3 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 1.5-2 |
| Does not meet the requirements of a D grade. | 0-1 |
| **Punctuation** | **5** |
| Manipulates and correctly uses a variety of complex punctuation when creating and editing a text. | 4-5 |
| Uses a variety of complex punctuation correctly when creating and editing a text. | 3.5 |
| Accurately uses punctuation when creating and editing a text. | 2.5-3 |
| Uses mostly correct punctuation when creating and editing texts. | 1.5-2 |
| Does not meet the requirements of a D grade. | 0-1 |
| **Spelling** | **5** |
| Spelling mostly correct for first draft. | 4-5 |
| Some difficult or challenging words misspelt in first draft. | 3.5 |
| Some common words misspelt in first draft. | 2.5-3 |
| Many words misspelt in first draft. | 1.5-2 |
| Most words misspelt. | 0-1 |
| **TOTAL** | **/20** |

***Heywire* Draft**

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| **Criteria** | **Marks** |
| **Text structure** | **5** |
| 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. | 4-5 |
| Writes in an engaging manner, demonstrating control of some language features, stylistic devices, text structures and images to communicate effectively with the reader. | 3.5 |
| Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate. | 2.5-3 |
| Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images. | 1.5-2 |
| Does not meet the requirements of a D grade. | 0-1 |
| **Language features** | **5** |
| Writes with clarity and precision, using a variety of figurative, technical and literal language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text. | 4-5 |
| Uses a variety of language features to ensure accuracy in communication with the reader, combining figurative, technical and literal language, where appropriate. | 3.5 |
| Selects language features to achieve precision and stylistic effect when creating a text. | 2.5-3 |
| Uses language features which communicate with the reader but which may not reflect nuance or depth of meaning. | 1.5-2 |
| Does not meet the requirements of a D grade. | 0-1 |
| **Language features** | **5** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 4-5 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 3.5 |
| Selects grammar and varies vocabulary choices for impact. | 2.5-3 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 1.5-2 |
| Does not meet the requirements of a D grade. | 0-1 |
| **Spelling** | **5** |
| Spelling mostly correct for first draft. | 4-5 |
| Some difficult or challenging words misspelt in first draft. | 3.5 |
| Some common words misspelt in first draft. | 2.5-3 |
| Many words misspelt in first draft. | 1.5-2 |
| Most words misspelt. | 0-1 |
| **TOTAL** | **/20** |

***Heywire* Good Copy**

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| **Criteria** | **Marks** |
| **Text structure** | **10** |
| 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. | 8-10 |
| Writes in an engaging manner, demonstrating control of some language features, stylistic devices, text structures and images to communicate effectively with the reader. | 6.5-7.5 |
| Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate. | 5-6 |
| Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images. | 3-4.5 |
| Does not meet the requirements of a D grade. | 0-2.5 |
| **Language features** | **10** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 8-10 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 6.5-7.5 |
| Selects grammar and varies vocabulary choices for impact. | 5-6 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 3-4.5 |
| Does not meet the requirements of a D grade. | 0-2.5 |
| **Language features** | **10** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 8-10 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 6.5-7.5 |
| Selects grammar and varies vocabulary choices for impact. | 5-6 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 3-4.5 |
| Does not meet the requirements of a D grade. | 0-2.5 |
| **Editing** | **10** |
| Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling, grammar and punctuation, with an awareness of the purpose, audience and context of the text. | 8-10 |
| Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation, and to achieve specific effects. | 6.5-7.5 |
| Edits vocabulary, grammar, spelling and punctuation to improve clarity. | 5-6 |
| Identifies most errors in punctuation, spelling or word choice, and attempts to rewrite words or insert punctuation. | 3-4.5 |
| Does not meet the requirements of a D grade. | 0-2.5 |
| **TOTAL** | **/40** |