 

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

**YEAR 7 FOCUS ENGLISH ASSESSMENT 11:**

**CHARLIE & THE CHOCOLATE FACTORY PResentation**

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| Language:  Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720) | Literacy:  Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements to add interest and meaning (ACELY1804) | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727) |

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| **Task: Students to compose an oral presentation outlining Willy Wonka’s latest creation!**  Instructions:   1. Find the comprehension activities you completed in relation to *Charlie and the Chocolate Factory* 2. Review the invention you chose to construct an advert for.   (For example, Luminous lollies, Invisible chocolate bars, Wriggle sweets etc.)   1. Write up a draft plan that describes your original invention under the following headings:  * Description * Target audience * Product claims (Facts & Statistics) * Slogan * Recipe (Use the template on page 6-7)  1. Present your ideas to a small group in the class.   **Date Due**: **Weighting: Speaking & Listening 10%** |

**Hand in:** Comprehension handouts; planning/drafts

**Assessment will be based on:** Speaking & Listening

**Comments:**

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| **Writing 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 |
| **Creating and responding** | Creates coherent and  well-structured texts for a range of purposes and audiences that use language features and images combined for particular effect. | Creates structured texts for a range of purposes and audiences that use some language features and images for effect. | Creates texts for particular purposes that combine language features and images. | Creates texts that use some simple language features and images. | Does not meet the requirements of a D grade. |
| **Communication skills** | Speaks clearly with varied expression, using pace, pitch and pause to create interest and engagement of an audience. | Speaks clearly with varied expression, using pace, pitch and pause to engage an audience. | Speaks clearly with expression, and attempts to engage an audience. | Speaks with little expression and limited attempt to engage an audience. | Does not meet the requirements of a D grade. |
| **Communication skills** | Uses body language including stance, gestures and eye contact to engage audience attention and/or interest. | Uses some body language including stance, gestures and eye contact to engage audience attention. | Attempts to use some body language including stance, gestures and eye contact to engage audience attention. | Shows little attempt to engage audience through non-verbal means. | Does not meet the requirements of a D grade. |

SCORE:

**REFLECTION**

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| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
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| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | **GRAMMAR: Write out the correct grammar rule** |
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**Writing: self-assessment checklist** (complete before submission)  **Narrogin SHS** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_ 

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