 

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

**YEAR 7 FOCUS ENGLISH ASSESSMENT 2: POETRY ANTHOLOGY**

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| Language:  Understand how language is used to evaluate texts and how evaluations about a [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) can be substantiated by reference to the [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) and other sources [(ACELA1782)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1782) | Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating [(ACELA1528)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1528) | Literature:  Understand how accents, styles of speech and idioms express and [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) personal and social identities [(ACELA1529)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1529) |

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| **Task 2:**  Using the models provided, write at least three different poems for you own anthology.  **Date Due**: Week 6, Friday 9th of March **Weighting: 5%** |

**Hand in:**

Drafts

Notes

Poetry Anthology

**Assessment will be based on:** Writing

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Create a range of original poetry.  **Knowledge**  Apply poetic devices within poetry.  **Understanding**  The authors ability to create poetry for specific meaning |  |

**Comments:**

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| **Reading and Viewing 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 |
| **Language features** | Uses a range of simple, compound and complex sentences for effect; e.g. uses short simple sentences to create suspense in a narrative. | Correctly constructs a range of simple and compound sentences, with occasional errors in punctuating complex sentences. | Predominantly uses formulaic simple, compound and complex sentence structures. | Uses formulaic simple and compound sentence structures. Uses complex sentences which are convoluted and detract from meaning. | Uses mainly simple and compound sentences. |
| **Spelling** | Consistently spells a range of difficult words correctly. | Correctly spells a range of common and some difficult words. | Correctly spells most common and some difficult words. | Correctly spells some familiar words. | Makes frequent spelling errors. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning; e.g. adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity; e.g. inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning; e.g. crosses out and rewrites words. | Identifies and may correct some errors, including in spelling and punctuation. | Identifies some errors. |

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