 

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

**YEAR 7 FOCUS ENGLISH ASSESSMENT 3: NARRATIVE WRITING**

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| Language:  Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532) | Literacy:  Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727) |

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| **Task 3:**  Short Story – Students will write a short story/or complete a story.  **Date Due**: Week 10, Friday 6th April **Weighting: 5%** |

**Hand in:**

Drafts

Final copy

**Assessment will be based on:** Writing

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Structure a narrative using OCClR  plot structure  **Knowledge**  Demonstrate knowledge of narrative elements (eg. Characterisation and plot)  **Understanding**  How narrative elements help to convey the meaning of the story and influence the reader. |  |

**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 |
| **Text structure** | Creates an engaging and  well-structured text, such as a narrative, that presents ideas with an effective orientation, well-developed characters, an appropriate conflict and logical resolution. | Creates an engaging and structured text with clear purpose and audience, such as a narrative that includes an interesting introduction, a clear storyline, including a conflict, resulting in an appropriate resolution. | Creates a structured and coherent text for a particular purpose and audience; for example, a narrative with a clear introduction, conflict and resolution. | Creates a simple text which has a sense of structure and purpose. | Does not meet the requirements of a D grade. |
| **Language features** | Accurately uses a range of language features and simple, compound and complex sentences for effect. | Experiments with a range of language features and sentence structures to influence an audience. | Selects a variety of language features and familiar sentence structures to influence an audience. | Uses simple familiar language and sentence structures to convey meaning to a reader. | Does not meet the requirements of a D grade. |
| **Spelling and punctuation** | Consistently spells a range of difficult words correctly and accurately uses a range of punctuation. | Correctly spells a range of common and some difficult words and accurately uses some complex punctuation to clarify meaning. | Usually uses common grammar and spelling correctly. | Mostly uses familiar spelling, punctuation and grammar correctly. | 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