 

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

**YEAR 7 FOCUS ENGLISH ASSESSMENT 5: PERSUASIVE ESSAY**

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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) | Literacy:  Consolidate a personal [handwriting](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=handwriting) style that is legible, fluent and automatic and supports writing for extended periods [(ACELY1727)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1727) | Edit for meaning by removing [repetition](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/repetition), refining ideas, reordering sentences and adding or substituting words for impact [(ACELY1726)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acely1726) |

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| **Task 5:**  **Date Due**: Week 3, Thursday the 17th May **Weighting: 10%** |

**Hand in:**

Essay & any planning sheets

**Assessment will be based on:** Reading & Viewing & Writing

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Planning an essay  Editing and drafting  **Knowledge**  Knowledge of how to grab reader’s attention in the first sentence  Knowledge of TREES body paragraph structure  **Understanding**  How to correctly structure the introduction and the body of a persuasive essay |  |

**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 |
| **Interpreting** | Justifies responses to issues and ideas in a text, drawing on textual details, elements of context and personal opinions. | Responds to issues and ideas within a text, drawing on some textual details, context and personal opinions. | Explains issues and ideas from a text, drawing on supporting evidence and implied meaning. | Identifies issues and ideas which are explored in a simple text. | Does not meet the requirements of a D grade. |
| **Text Structure** | Develops a convincing persuasive argument, with each point well developed, closely tied to the topic and supported with appropriate evidence. | Constructs a cohesive persuasive argument, using specific details and examples to support each point. | Speaks clearly with expression, and attempts to engage an audience. | Presents a simple persuasive argument that states a position in relation to the topic and makes some points supported with examples. | Presents a few simple, relevant points for both sides of an argument, drawing mostly on personal opinion and experience. |
| **Language Features** | Uses a range of persuasive techniques to develop an argument and influence the audience. | Uses persuasive techniques to endorse an argument or to challenge another point of view. | Uses some persuasive techniques to emphasise points in a simple persuasive argument. | Relies on personal opinion to represent a point of view. | 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