 

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

**YEAR 7 FOCUS ENGLISH ASSESSMENT 6: GRAPHIC OrGANISER (Novel Study)**

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| Language:  Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532) | Literacy:  Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721) | Literature:  Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) |

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| **Task : Students complete a graphic organiser exploring the narrative elements of *My Girragundji.***  **Date Due**: **Weighting: 5%** |

**Hand in:**

Graphic Organiser

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

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Composition of a range of sentence structures  Punctuation and grammar  **Knowledge**  Understanding of narrative elements (characterisation, plot and setting)  **Understanding**  Literacy  Reader Positioning |  |

**Comments:**

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| **Reading & 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 |
| **Text Structure** | Explains how a text can be constructed to appeal to their intended audiences and to promote particular viewpoints. | Describes aspects of a text’s structure that help to promote a viewpoint and appeal to particular audiences in particular contexts. | Identifies how text structures can influence the complexity of a text and are dependent on audience, purpose and context. | Recognises, in a general manner, that texts are constructed to appeal to particular audiences and purposes. | Does not meet the requirements of a D grade. |
| **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. |
| **Use of Evidence** | Justifies responses to a text by drawing on relevant specific examples, showing that texts are constructed to promote particular viewpoints, where relevant. | Explains how texts reflect different viewpoints, and provides specific details from texts to support responses. | Selects specific details from texts to develop their own response, and to show that texts reflect different viewpoints. | Refers broadly to aspects of texts to support ideas. | 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