 

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

**YEAR 7 FOCUS ENGLISH ASSESSMENT 8: WATERTOWeR 2 (synopsis/Cover ART)**

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| Language:  Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539) | Literacy:  Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) | Language:  Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) |

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| **Task: Students compose an original synopsis for a Watertower sequel and accompanying cover art.**  **Date Due**: **Weighting: 5% Writing** |

**Hand in:**

Drafts and presentation copy of synopsis and cover art

**Assessment will be based on:** Writing

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Punctuation & Grammar  Editing  **Knowledge**  OCCLR plot structure  **Understanding**  Making specific narrative choices shape/influence reader response |  |

**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. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning; for example, adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity; for example, inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning; for example, crosses out and rewrites words. | Identifies and may correct some of the errors made, including spelling and punctuation. | 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