 

**YEAR 7 GENERAL ENGLISH**

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

**ASSESSMENT 2: POETRY ANthology**

|  |  |
| --- | --- |
| **Literature**  Experiment with [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and their effects in [creating](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=creating) literary texts, for example, using rhythm, sound effects, monologue, [layout](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=layout), navigation and colour [(ACELT1805)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1805) | **Literacy**  Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [(ACELY1726)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1726) |

|  |
| --- |
| **Task 1:**  Students will create a range of poems using the poetic conventions studied in class. They will be inspired by activities and themes provided by the teacher.  **Date Due**: Week 7, Thursday 15 March **Weighting: 5%** |

**Hand in:**

Poetry Devices booklet

Planning and editing

Completed poetry book

**Assessment will be based on:** Writing

|  |  |
| --- | --- |
| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Write poems using specific poetic devices.  **Knowledge**  How to use the poetic devices correctly.  **Understanding**  Using poems to tell a story to the reader. |  |

**Comments:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |
| **Language Features** | Uses complex, specialised and subject-specific vocabulary appropriately and accurately. | Uses a range of vocabulary appropriately and accurately, including correctly using a variety of specialised vocabulary. | Uses a range of adjectives and familiar expressions, and uses a variety of specialised vocabulary to convey meaning. | Uses simple, familiar adjectives and language in their writing. | 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. |
| **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**

|  |  |  |
| --- | --- | --- |
| **STRENGTHS:** | **WEAKNESSES:** | **SPELLING WORDS:** Write out the correct word three times |
|  |  |  |
| **WHAT I DID WELL:** | **ONE FOCUS FOR IMPROVEMENT IN MY NEXT WRITTEN TASK:** | **GRAMMAR:** Write out the correct grammar rule |
|  |  |  |