 

**YEAR 7 GENERAL ENGLISH**

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

**ASSESSMENT 3: Narrative writing**

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| **Literature**  Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels ([ACELT1623](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1623)) | **Literacy**  Use prior knowledge and text processing strategies to interpret a range of types of texts ([ACELY1722](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1722)) |

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| **Task 3:**  Genre change writing. Change a poem to a short story using the narrative structure and conventions (OCCLR) studied in class.  **Date Due**: Week 11, Thursday 12 April **Weighting: Writing 5%**  **Reading and Viewing 5%** |

**Hand in:**

Annotated poem

Planning and editing

Paragraph

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

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| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Annotate a poem identifying narrative ideas.  Writing using narrative conventions and structure.  **Knowledge**  Narrative structure and conventions: OCCLR  **Understanding**  Changing genre to tell a story. |  |

**Comments:**

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| **Reading and 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 the intended audience. | Explains how details of a text’s structure help identify the intended audience. | Identifies aspects of the text’s structure and appeal to an intended audience. | Lists simple elements of a text’s structure and/or intended audience. | Lists one or two elements of a text’s structure. |
| **Conventions of a text** | Explains the way in which specific language devices have been used to construct characters and to influence a reader’s response to them. | Describes ways in which specific language devices can be used to construct characters and to influence a reader’s response to them in a broad sense. | Identifies ways in which language can be used to construct characters in a text. | Recognises, in a general manner, that language can be used to construct characters in a text. | 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. |
| **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:

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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. | Lists one or two elements of a text’s structure. |
| **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. |
|  | Uses complex vocabulary, figurative language and idiomatic expressions to develop ideas and create vivid images in a text. | Uses a range of vocabulary and some figurative language to enhance descriptions in a text. | Creates a text using language features for effect. | Creates a text using familiar language to describe and explain. | 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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| **STRENGTHS:** | **WEAKNESSES:** | **SPELLING WORDS:** Write out the correct word three times |
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| **WHAT I DID WELL:** | **ONE FOCUS FOR IMPROVEMENT IN MY NEXT WRITTEN TASK:** | **GRAMMAR:** Write out the correct grammar rule |
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