 

**YEAR 7 GENERAL ENGLISH**

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

**ASSESSMENT 5: Common ASSESSMENT TASK**

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| **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) |

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| **Write an essay on the visual conventions used in the picture book studied in class and how they work to convey the desired effect on the reader.**  **Date Due**:  **Weighting:** Writing 5% and Reading/ Viewing 5% |

**Hand in:**

Planning documents

Draft

Final copy

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

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| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Analyse picture books, establishing purpose, audience and genre  **Knowledge**  SWAT Codes  **Understanding**  How SWAT codes/visual effects are used by the author/illustrator |  |

**Comments:**

**Assessment Rubric:**

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|  | **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** |
| **Test 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. |
| **Use of Evidence** | Justifies responses and readings of a visual text by drawing on relevant specific examples; demonstrates awareness, where relevant, that visual texts are constructed to promote particular viewpoints. | Demonstrates understanding of a visual text’s viewpoint or position by explaining specific details from the text to support responses and readings. | Selects specific details from a visual text to develop their own response, recognising, where relevant, that visual texts reflect different viewpoints. | Refers broadly to aspects of a visual text to support ideas. | 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. |

**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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