 **NARROGIN SENIOR HIGH SCHOOL** 

**Novel English Year 7**

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| **Student: Teacher: Date Due:** W4 |
| **Assessment Type:** **READING & VIEWING 5%**  **Task Nine**  **Weighting: 5%**  **Task 9:** Complete a range of comprehension questions that incorporate quotations in the responses.  .  **Conditions:**  In class two periods  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Answer all questions using:   * Part of the question in the answer * Quotations from the novel to support your response * A complete sentence for your answer | Week four |  |  |

Teacher Feedback:

Year 7 English – Reading & Viewing

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| 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. |
| Justifies responses to characters, settings and events depicted in a text, drawing on textual details and personal opinions. | Makes judgements about characters, settings and events depicted in a text. | Describes characters, settings and events depicted in a text, drawing on textual details to support the description. | Describes, in a general manner, the characters, settings and events depicted in a text. |  |
| 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. |
| 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. |
| Effectively uses more complex punctuation, such as ellipses, to enhance meaning and suggest nuance. | Accurately uses some complex punctuation, such as hyphens and colons, to convey meaning. | Experiments with punctuation to enhance meaning, such as exclamation marks, hyphens and ellipses. | Uses a range of familiar punctuation to assist in clarity, such as quotation marks for dialogue. |  |
| 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. |