

**NARROGIN SENIOR HIGH SCHOOL**

**English Year Seven**

|  |
| --- |
| **Student: Date Due:** |
| **Assessment Type:** Writing – 5%  **Task 7:**  Students will reflect on their recent in-class presentation of their character study. Students will consider their outcome, effort, future preparation and presentation skills. Students will reflect on their progress with public speaking this school year.  In order to be successful on this assessment, students must complete the following:   1. **Planning worksheet**: This worksheet will serve as the brainstorming and planning for the assessment. 2. **Final written reflection**: Students will use the information from the planning worksheet to write a reflection of 2 – 3 paragraphs.   **Conditions:** Weeks 2 - 3, Term 4  **Total Mark: / 100** |

|  |  |  |
| --- | --- | --- |
| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Planning worksheet |  |  |
| Final Copy |  |  |

**Presentation Reflection Planning**

*Reflection requires analysing your experience to make sense of the event and to make changes for the future. Complete the following planning worksheet to prepare for your reflection.*

Outcome, Effort and Future Preparation

1. Look at your grade for this assessment. Was this a good or bad grade for you? \_\_\_\_\_\_\_\_\_\_\_\_
2. If this grade is higher than you expected, what was it that you did well? Mark any that apply:

\_\_\_\_ Understood the task \_\_\_\_ Designed a good poster \_\_\_\_ Wrote a good speech

\_\_\_\_ Presented a good speech \_\_\_\_ Analysed the character in depth

1. If this grade is lower than you expected, what problems do you think you had? Mark any that apply:

\_\_\_\_ Didn’t understand the task \_\_\_\_ Didn’t put in enough effort on the poster

\_\_\_\_ Didn’t put in enough effort to preparing a speech \_\_\_\_ Presentation did not go well

\_\_\_\_ Did not do enough character analysis

1. What actions did you take in your preparation that caused you to be successful or unsuccessful? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What was the easiest part of the assessment and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What was the hardest part of the assessment and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. On a scale of 1 – 10, how would you rate the effort you put into the assessment? \_\_\_\_\_\_\_\_\_\_\_
5. Which part of this assessment that you completed are you most proud of and why? (Ex: analysis of character, design of poster, presentation skills) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What could you have improved in order to have earned a better grade? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation Skills

1. How did you feel during your presentation – confident, nervous, excited? Explain why you think you felt this way. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What steps could you take to become more comfortable with giving presentations like this and public speaking in general? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Looking Back (and Ahead)

1. What have you learned from your experiences presenting in English class this year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What advice would you give to Year 6s (the students who will complete these assessments next year as Year 7s) about presenting in class and public speaking in general?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A (75-100)**  Excellent achievement  15-20 | **B (64-74)**  High achievement  13-14.5 | **C (50-63)**  Satisfactory achievement  10-12.5 | **D (34-49)**  Limited achievement  7-9.5 | **E (0-33)**  Very low achievement  0-6.5 | **Total Marks** |
| Text Structure | Develops a thorough reflection, with each point well developed, closely tied to the topic and supported with appropriate evidence. | Constructs a mostly thorough reflection, using specific details and examples to support each point. | Presents a simple reflection that makes some points supported with examples. | Presents a limited reflection with little supporting evidence. |  | /20 |
| 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. | /20 |
| 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. |  | /20 |
| 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. | /10 |
| 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. |  | /10 |
| 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. | /10 |
| Marks for planning sheet | | | | | | /10 |
| **Teacher Feedback:** | | | | | | /100 |