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

**YEAR 8 NAEP – Short Story Reading Assessment**

|  |  |  |
| --- | --- | --- |
| **Language**  Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims.  **ACELA 1766** | **Literacy**  Create informative texts that … advance opinions, using deliberate language and textual choices …  **ACELY 1736** | **Literature**  Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories …  **ACELT 1767** |

**Task 2a:**

Complete the retrieval charts on the short story studied in class and respond to the short answer comprehension question on the text.

**Submission date: Formative: Thursday Wk 7 & Wk 8 Weighting:5%**

**Summative: Wk 9**

**Hand in**

Short Story Narrative Elements Retrieval Charts

Short Story Language Retrieval Charts

Completed short answer responses

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Using retrieval charts to analyse texts  Identifying and explaining how a range of language and narrative techniques develop meaning in narratives  **Knowledge**  Of how to use TREES to structure paragraphs  **Understanding**  Of how cohesion is improved by strengthening paragraph structure |  |

**Comments:**

**Assessment Criteria:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A**  **Excellent achievement**  **80-100** | **B**  **High achievement**  **65-79** | **C**  **Satisfactory achievement**  **50-64** | **D**  **Limited achievement**  **30-49** |
| **LANGUAGE**  **FEATURES** | Makes language choices to produce a fluent and engaging style in an essay. Uses relevant literary terms to discuss aspects of a text. | Makes conventional, but effective language choices to communicate ideas in an essay. Uses some relevant literary terms to explain aspects of a text. | Makes language choices in an essay that develop ideas in a general manner. Correctly uses familiar literary terms. | Makes familiar language choices in an essay. Sometimes uses more challenging vocabulary, often incorrectly. Identifies aspects of a text, without using appropriate literary terms. |
| **TEXT STRUCTURES** | Constructs paragraphs, focused on one idea, that are well-developed, using a combination of topic, developing, supporting and linking sentences. | Structures paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that describe ideas related to the question or topic in a general way and/or that retell events. | Groups sentences about loosely related ideas and sequences these logically. |
| Integrates relevant evidence, e.g. quotes and/or examples to support main points, and explains its significance. | Includes relevant evidence with a general discussion of its significance. | Includes some evidence in an attempt to clarify ideas, but mostly retells or repeats textual details. | Recounts literal details of a text as evidence. |
| **EDITING** | Consistently uses a range of editing strategies to refine and clarify ideas, improve paragraph order and select vocabulary appropriate to the task. | Monitors and edits own work through strategies to refine and clarify ideas and improve the effectiveness of the text. | Reviews and edits own work to clarify ideas and improve the effectiveness of the text. | Proofreads and identifies some errors in own work but may need support to correct mistakes. |

SCORE:

**Writing: self-assessment checklist** (complete before submission)  **Narrogin SHS** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_ 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2018

**REFLECTION**

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| --- | --- | --- | --- |
| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
|  |  |  |  |
| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
|  |  |  |  |