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

**YEAR 8 NAEP – WRITE A SHORT STORY**

|  |  |  |
| --- | --- | --- |
| **Language**  Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts.  **ACELA 1544** | **Literacy**  Create imaginative texts that raise issues using deliberate language and textual choices, and including digital elements as appropriate.  **ACELY 1736** | **Literature**  Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.  **ACELT 1632** |

**Task 2b:**

Use the prompt provided to write an in-class narrative.

**Submission date: Weighting: 5%**

**Hand in:**

Plan Drafts/Editing Final Copy

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Use OCCLR to plan and structure a narrative  Paragraph a narrative – use dialogue  Use figurative and descriptive language to position readers  **Knowledge**  Demonstrate knowledge of when to use colons, semicolons, dashes, brackets, full stops, commas, question marks, exclamation marks and capital letters.  **Understanding**  Demonstrate an understanding of the narrative genre |  |

**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 a range of effective creative language choices in an imaginative text, including the use of descriptive and figurative language, to enhance meaning and reader engagement. | Makes a range of creative language choices in an imaginative text to influence reader response, e.g. uses emotive language to elicit sympathy. | Use relevant, but often clichéd descriptive and figurative language in an imaginative texts. | Uses some simple descriptive language in an imaginative text. Writes literally without using figurative language which affects reader engagement. |
| **TEXT STRUCTURES** | Creates an engaging imaginative text that develops own ideas and/or that accurately replicates the language and style of other texts. | Creates an imaginative text that presents own ideas and/or replicates some aspects of the language or style of other texts. | Creates an imaginative text that includes some ideas and language features of other texts. | Creates an imaginative text that presents simplistic ideas based on familiar personal experience and/or the plot of popular texts. |
| The narrative has a distinct orientation, complication, climax and resolution. Controls the structure of limited timeframe and characters effectively. | The narrative has an orientation, a complication, climax and resolution. Controls the structure of limited timeframe and characters. | The narrative has a clear beginning, middle and end but controlling the features of the narrative is not always successful. | The narrative has some of the features of a beginning, middle and end. Controlling the narrative features is unsuccessful. |
| **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 |
|  |  |  |  |