

**Task 3b: Autobiographical Snapshot**

**Year 8 NAEP ENGLISH**

**DUE DATE: Friday 3 May**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING: Writing 2.5%**

**CONDITIONS:** At home

In this task, students will proofread, edit and produce a good copy of an autobiographical snapshot of an event from their life that develops clear representations of people and/or place.

**Time for the task:** Four week’s homework and some class time

**Assessment type:** Writing

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| **Task 3b**  Write an autobiographical snapshot of up to 800 words in length. Create a representation of a key place or person in your life using symbolism, figurative and descriptive language. |

**FEEDBACK:**

**Marking Criteria**

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| **Spelling and punctuation** | **/5** |
| Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately. | 4 - 5 |
| Spells most words correctly but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar. | 3.5 |
| Generally uses accurate spelling, grammar and punctuation. | 2.5 - 3 |
| Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text. | 1.5 - 2 |
| Does not meet the requirements of a D grade. | 0 - 1 |
| Editing | /5 |
| Consistently uses a range of editing strategies to refine and clarify ideas, improve paragraph order and structure, and select vocabulary appropriate to the text. | 4 - 5 |
| Monitors and edits own work, using strategies to refine and clarify ideas and improve the effectiveness of the text. | 3.5 |
| Reviews and edits own work to clarify ideas and improve the effectiveness of the text. | 2.5 - 3 |
| Proofreads and identifies some errors in own work but may need support to correct mistakes. | 1.5 - 2 |
| Does not meet the requirements of a D grade. | 0 - 1 |
| **Language features** | **/10** |
| Uses a variety of effective persuasive and/or creative language choices when creating a text to influence reader response. | 8 - 10 |
| Makes a range of persuasive and/or creative language choices to influence reader response to a text. | 6.5 - 7.5 |
| Demonstrates understanding of how the selection of language features can be used for particular purposes and effects by using some appropriate persuasive and/or creative language devices when creating a text, though these may be clichéd. | 5 – 6 |
| Attempts to use some simple persuasive and/or creative language devices when creating a text. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Language features** | **/10** |
| Makes language choices to produce a fluent and engaging style, and communicate effectively in a text. | 8 - 10 |
| Makes conventional, but effective, language choices to communicate ideas and influence reader response. | 6.5 - 7.5 |
| Selects some vocabulary for effect, selecting language to influence audience response | 5 – 6 |
| Makes familiar language choices when creating a text, sometimes experimenting with more challenging vocabulary. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/30** |