



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 2 – Year 7 English

Course:	English	Year:	7
Topic:	Task 2: Telling Stories		
Assessment Name:	Short Story Composition		
DATE DUE:		Total Mark/Weighting	
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Use more figurative language</i> <input type="checkbox"/> <i>Watch punctuation</i> <input type="checkbox"/> <i>Complete draft example orientation</i> <input type="checkbox"/> <i>Revise narrative structure</i> <input type="checkbox"/> <i>Revise dialogue structure</i>		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have acknowledged all material and sources used in the preparation of this assignment in a reference list.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- I have kept a copy of my assignment and the receipt.
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:

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Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Structure and language are used in narratives to engage and entertain an audience.
Skills, Knowledge and understanding being demonstrated:	Compose an original short story using the given stimulus.
Task Requirements:	<p>You will compose an original short story over two periods using the scaffold and stimulus provided. Your short story should use the appropriate structural and language conventions and contain figurative language for effect. This task will be completed in class and no additional notes or resources will be allowed to be used.</p> <p>To prepare for this task you need to:</p> <ul style="list-style-type: none"> • Revise the correct structure of a narrative • Revise the correct language conventions of a narrative • Revise figurative language <p>During the two in-class assessment periods you need to:</p> <ul style="list-style-type: none"> • Use the given stimulus to decide your plot • Use the provided scaffold to plan your story • Compose your short story • Edit and correct errors in your short story
Syllabus Outcomes:	<p>EN4 – 1A A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN4 – 2A A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4 – 4B A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *English* is _____

Learning in *English* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Demonstrates understanding of how to use narrative structural and language conventions to create an original short story					
Literacy / Numeracy skills assessed	Descriptive and figurative language					
	Spelling, punctuation, capital letters and grammar					
Processes	Plans a story using the scaffold					
Demonstrates Skills	Uses the structural and language conventions of the narrative text type					
Knowledge	Composes an original and engaging short story using the stimulus					
Understanding	Edits the short story and corrects errors					

Explanation of Marking Criteria

A	<p>Student demonstrates extensive understanding of narrative:</p> <ul style="list-style-type: none"> • Plans a story using the scaffold skilfully • Uses the structural and language conventions of the narrative text type with outstanding skill and flair • Composes an original and engaging short story with outstanding skill and flair • Skilfully edits the short story and corrects errors • Uses highly developed descriptive and figurative language • Uses highly developed spelling, punctuation, capital letters and grammar
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B	<p>Student demonstrates high level understanding of narrative:</p> <ul style="list-style-type: none"> • Plans a story using the scaffold effectively • Uses the structural and language conventions of the narrative text type with sustained skill and flair • Composes an original and engaging short story with sustained skill and flair • Effectively edits the short story and corrects errors • Uses well developed descriptive and figurative language • Uses well developed spelling, punctuation, capital letters and grammar
C	<p>Student demonstrates adequate understanding of narrative:</p> <ul style="list-style-type: none"> • Plans a story using the scaffold competently • Uses the structural and language conventions of the narrative text type with some flair • Composes an original and engaging short story with some flair • Competently edits the short story and corrects errors • Uses developed descriptive and figurative language • Uses developed spelling, punctuation, capital letters and grammar
D	<p>Student demonstrates limited understanding of narrative:</p> <ul style="list-style-type: none"> • Plans a story using the scaffold inconsistently • Uses developing structural and language conventions of the narrative text • Composes a basic short story • Inconsistently edits the short story and corrects errors • Uses developing descriptive and figurative language • Uses developing spelling, punctuation, capital letters and grammar
E	<p>Student demonstrates very limited understanding of narrative:</p> <ul style="list-style-type: none"> • Plans a story using the scaffold in a limited manner • Uses elementary structural and language conventions of the narrative text • Composes an elementary short story • Edits the short story and corrects errors in an elementary manner • Uses limited descriptive and figurative language • Uses limited spelling, punctuation, capital letters and grammar

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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