



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task – Year 7 English

Course:	English	Year:	7								
Topic:	Detailed Study of Text – Poetry										
Assessment Name:	Portfolio										
DATE DUE:		Total Mark	20								
STUDENT NAME:											
Progress Check FEEDBACK	<input type="checkbox"/> <i>Use more poetic language</i> <input type="checkbox"/> <i>Watch punctuation</i> <input type="checkbox"/> <i>Complete draft poem</i> <input type="checkbox"/> <i>Revise poetic structure</i> <input type="checkbox"/> <i>Revise 5 senses</i>										
Progress Check Date:		Marks									
<p>I certify that</p> <ul style="list-style-type: none"> <li>• This assignment is my own work, based on my personal study and/or research.</li> <li>• I have <b>acknowledged all material and sources used in the preparation</b> of this assignment in a <b>reference list</b>.</li> <li>• Submitted assignments based on group work are not the same as other students' work.</li> <li>• I have not plagiarised (copied) in part, or in whole the work of other students.</li> <li>• I have read and I understand the success criteria used for this assessment</li> <li>• <b><u>I have kept a copy of my assignment and the receipt.</u></b></li> <li>• I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.</li> </ul> <p>Student's Signature: ..... Date: .....</p> <p>✂-----</p> <p><b>Assessment Task Student Receipt</b>  <i>(This receipt should be kept as proof of assessment submission)</i></p> <table border="1"> <tr> <td>FAMILY NAME:</td> <td>GIVEN NAME:</td> </tr> <tr> <td>TEACHER:</td> <td>CLASS:</td> </tr> <tr> <td>DATE DUE:</td> <td>DATE SUBMITTED:</td> </tr> <tr> <td>TITLE OF TASK:</td> <td>TEACHER'S SIGNATURE:</td> </tr> </table>				FAMILY NAME:	GIVEN NAME:	TEACHER:	CLASS:	DATE DUE:	DATE SUBMITTED:	TITLE OF TASK:	TEACHER'S SIGNATURE:
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## Task Information

Important idea(s) being explored:	Structure and language are used to make poems interesting, engaging and effective.
Skills, Knowledge and understanding being demonstrated:	Compose, annotate and analyse your poem.
Task Requirements:	<p>To complete this task you need to complete both parts:</p> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• Compose a poem of the senses using a range of language and structural techniques. The poem should be approximately 150 words. You may choose any appropriate setting and should demonstrate your knowledge of a wide range of structural and language techniques.</li> </ul> <p><b>Part B</b></p> <p>Compose a 300 word deconstruction on your poem. Your deconstruction must:</p> <ul style="list-style-type: none"> <li>• Identify structural and language techniques used</li> <li>• Provide examples of the techniques</li> <li>• Evaluate the effect of the techniques</li> </ul> <p style="text-align: center;">This task is to be completed at home.</p>
Syllabus Outcomes:	<p>EN4 – 1A A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN4 – 3B A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4 – 5C A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <hr/> <p>All English assessment tasks are due at the beginning of the English period on the due date. Students are responsible for ensuring that the task is ready to be submitted and/or completed at the beginning of the period. Students are strongly advised to hand write or print the task (where applicable) the day before the task is due. Students are strongly advised to email their teacher a copy of any task with an ICT component (where applicable) the day before the task is due. A transcript of any oral presentation must be submitted on the due date at the beginning of the English period.</p> <p>Tasks will not be accepted without a completed Cover Sheet attached.</p> <p>Any student who is absent from the English period on the due date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and task must be submitted to the Head Teacher of English on the first day back from absence and the student must complete the task as directed.</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 and evaluation of structural and language techniques to make poems interesting, engaging and effective					
Literacy / Numeracy skills assessed	Language techniques and vocabulary					
	Evaluative language					
	Use of spelling, punctuation, capital letters and grammar					
Processes Demonstrates Skills Knowledge Understanding	Composes a poem of the senses with annotations that identify techniques					
	Evaluates the structural and language features of a poem					

**Explanation of Marking Criteria**

<b>A</b>	<p>Student demonstrates extensive understanding and evaluation of structural and language techniques:</p> <ul style="list-style-type: none"> <li>• Composes a <b>highly developed</b> poem of the senses with techniques identified</li> <li>• Chooses and evaluates structural and language conventions of a poem with <b>outstanding skill and flair</b></li> <li>• Demonstrates <b>perceptive</b> understanding and use of language techniques and vocabulary</li> <li>• Uses language of evaluation <b>insightfully</b></li> <li>• Uses <b>highly developed</b> spelling, punctuation, capital letters and grammar</li> </ul>
<b>B</b>	<p>Student demonstrates high level of understanding and evaluation of structural and language techniques:</p> <ul style="list-style-type: none"> <li>• Composes a <b>well-developed</b> poem of the senses with techniques identified</li> <li>• Chooses and evaluates structural and language conventions of a poem with <b>sustained skill and flair</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates effective understanding and use of language techniques and vocabulary</li> <li>• Uses language of evaluation effectively</li> <li>• Uses well-developed spelling, punctuation, capital letters and grammar</li> </ul>
C	<p>Student demonstrates adequate level of understanding and evaluation of structural and language techniques:</p> <ul style="list-style-type: none"> <li>• Composes a developed poem of the senses with techniques identified</li> <li>• Chooses and evaluates structural and language conventions of a poem with some flair</li> <li>• Demonstrates competent understanding and use of language techniques and vocabulary</li> <li>• Uses language of evaluation competently</li> <li>• Uses developed spelling, punctuation, capital letters and grammar</li> </ul>
D	<p>Student demonstrates limited level of understanding and evaluation of structural and language techniques:</p> <ul style="list-style-type: none"> <li>• Composes a developing poem of the senses with techniques identified</li> <li>• Chooses and evaluates structural and language conventions of a poem inconsistently</li> <li>• Demonstrates basic understanding and use of language techniques and vocabulary</li> <li>• Uses some language of evaluation</li> <li>• Uses developing spelling, punctuation, capital letters and grammar</li> </ul>
E	<p>Student demonstrates very limited level of understanding and evaluation of structural and language techniques:</p> <ul style="list-style-type: none"> <li>• Composes a limited poem of the senses with techniques identified</li> <li>• Chooses and evaluates elementary structural and language conventions of a poem</li> <li>• Demonstrates limited understanding and use of language techniques and vocabulary</li> <li>• Uses elementary language of evaluation</li> <li>• Uses limited spelling, punctuation, capital letters and grammar</li> </ul>

FEEDBACK from Teacher:

- |   |   |
|---|---|
| <input type="checkbox"/> Use more poetic techniques | <input type="checkbox"/> Practise spelling, grammar and punctuation               |
| <input type="checkbox"/> Improve poetic structure   | <input type="checkbox"/> Improve knowledge of poetic techniques and their effects |
|   | <input type="checkbox"/> Work on sentence structure                               |
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Completion of assessment during allocated class time. Excellent  Moderate  Limited

Teacher Signature		Mark	
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