



Sample assessment task

Year level	10
Learning area	English
Subject	Writing
Title of task	Narrative writing

Task details

Description of task	<p>After reading the class novel <i>Bye, Beautiful</i> by Julia Lawrinson, students will write a narrative of approximately 600 words using one of the prompts below:</p> <ul style="list-style-type: none"> • Write a third person point of view story about a child who, like Lawrence, witnesses an important event happening to a member of his/her family. • Write a short story about a character who, like Marianne, struggles to start a new stage in this/her life. • Write a narrative with a circular structure, like <i>Bye, Beautiful</i>, so that the first and last lines are almost the same. Set your narrative in a country town and use imagery in your description of the surroundings.
Type of assessment	Summative
Purpose of assessment	Understanding of narrative structure, setting, characterisation, point of view, and use of descriptive and figurative language.
Evidence to be collected	Narratives and drafts
Suggested time	Two lessons in class, one week to work on task at home

Content description

Content from the Western Australian Curriculum	<p>Literature – <i>Creating literature</i></p> <p>Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts</p> <p>Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience</p> <p>Create imaginative texts that make relevant thematic and intertextual connections with other texts</p> <p>Literacy – <i>Creating texts</i></p> <p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues</p> <p>Language – <i>Expressing and developing ideas</i></p> <p>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</p>
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Task preparation

Prior learning	<p>In preparing for this task, students should learn about and revise their understanding of the:</p> <ul style="list-style-type: none">• structure of a narrative, including exposition, rising tension, climax, and resolution• use of point of view and how this influences the response of the reader to the plot and characters• ways that language specific to a context (e.g. slang, colloquialisms, idiom, accent) can be used to develop characters, settings and action• use of descriptive and figurative language in developing rich characters and settings• ways that characters are built through characterisation (descriptions, actions, speech and the responses of other characters)• ways that authors make choices which take into consideration the audience, purpose and genre of their stories• ways that a studied text can influence our own writing• use of text structures, such as paragraphing, to denote shifts in time and place• processes for effective drafting, proofreading and editing• use of relevant word processing software.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<p>Students will plan their narrative with ideas and descriptions for plot, characters and settings. They will draft their narrative and then engage in peer conferencing to proofread and edit their work. Students will then submit a final copy of their story to the teacher.</p>
Resources	<p>Class novel, planning and scaffolding documents as desired/required, relevant technology for publishing.</p>

Marking key for narrative writing task

Excellent (4-5)	Very Good (3)	Satisfactory (2)	Needs Work (1)
Text structure, Language features, Ideas			
Creates an innovative and engaging text, examines complex issues, uses a range of language features and stylistic devices for a specific purpose and intended audience.	Creates an engaging imaginative text, explores challenging ideas and issues, uses language and stylistic features for a specific purpose and audience.	Creates an imaginative text to articulate ideas about issues. Experiments with language and stylistic features for a specific purpose and audience.	Creates an imaginative text using formulaic structures and familiar language features.
Written expression			
Expresses ideas clearly and fluently, varying sentence structure and length for effect and precision of meaning.	Expresses ideas clearly, using a range of sentence structures correctly.	Expresses ideas clearly using grammatically correct sentences most of the time. Repeats simple sentence structures.	Makes frequent grammatical and sentence structure errors (sentence fragments, run-on sentences) that obscure meaning. Ideas need development.
Vocabulary			
Uses sophisticated vocabulary for precise meaning.	Uses some sophisticated vocabulary to convey ideas clearly.	Vocabulary range is limited to mostly familiar words.	Employs a repetitive vocabulary, and inappropriate or inaccurate word choice on occasions.
Spelling			
Consistently spells difficult and sophisticated words correctly.	Spells most words correctly, sometimes making minor errors in difficult words.	Misspells some words including words with logical (phonetic or phonic) spellings, careless spelling errors.	Makes frequent spelling errors, and random spelling variations of the same word.
Punctuation			
Uses varied punctuation accurately, contributing to the clarity and precision of meaning. Uses punctuation for special effect.	Consistently uses correct punctuation to express meaning clearly, e.g. commas to indicate clauses and phrases.	Uses punctuation mostly correctly, with minor errors not detracting from meaning or readability.	Makes frequent punctuation errors, uses only simple forms of punctuation.
Total			/25

Teacher's comments

Self-evaluation
