Assessment task

Year level	7
Learning area	English
Subject	Reading
Title of task	Exploring expositions

Task guidelines

Description of task	The role of expositions will be explored through looking at the expositions to three novels, and exploring the language and conventions of the three examples. The three expositions to be studied are *The Amazing Spencer Gray* by Deb Fitzpatrick, *Bridge to Terabithia* by Katherine Paterson and *Hoot* by Carl Hiaasen. Each exposition will be considered separately and students will complete short answer questions for each one before completing a comparative task.
	All responses will form part of the task for moderation purposes. The moderation task can be done as a stand-alone task; however, as this work relates to the study of prose fiction and novels, it could be used as lead-in work to a novel study.
Type of assessment	Formative and summative
Purpose of assessment	To assess students' ability to comprehend, interpret, analyse and compare written texts
Assessment strategy	Short answer and extended response
Evidence to be collected	Written responses
Suggested time	Minimum time to complete all 4 parts of the task: 4 x 50–60 minute lessons.
	Recommended time allocation: 8 x 50–60 minute lessons.
	Teachers may determine the amount of teaching time required for the delivery of the assessment with their classes/school. Teachers can plan for targeted instruction, reflection and discussion based on the needs of their students.
	The amount of time required for prior learning will be dependent on the teaching and learning that has occurred to date. See Task Preparation below.

Content description

Content from the Western Australian Curriculum	**Literacy** Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose
	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources
	Literature Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts
	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches

Task preparation	
Prior learning	As per the year-level description, teachers should provide students in Year 7 with a range of literary texts that 'are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.' In preparing for and teaching this task, teachers may teach and revise student understanding of: • expositions, and the role of expositions in narratives, i.e. to introduce central characters, setting, plot, conflict, style • language features, such as ▪ aesthetics, metalanguage (Year 7) ▪ modality, emphasis, repetition, metaphor (Year 6) ▪ imagery, e.g. simile, metaphor, personification (Year 5) ▪ nonsense words, spoonerisms, neologisms, puns (Year 4) ▪ rhythm, onomatopoeia (Year 3), and how these features are used by authors to achieve a particular purpose or effect. • purpose and audience as demonstrated in a range of imaginative texts, particularly novels • how the use of vocabulary and language features create representations of ideas, characters and events • strategies used to interpret, analyse and compare a range of texts and text types.
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment	
Assessment conditions	Individual, in-class assessments
Resources	**Extracts** • *Bridge to Terabithia* by Katherine Paterson (pages 1 to 7) ▪ Read from beginning of novel to the end of the sentence that reads, '… bare wood of the tabletop.' • *Hoot* by Carl Hiaasen (pages 1 to 3) ▪ Read from beginning of novel to the end of the sentence that reads, '… really seen it himself.' **Provided resources** • Exposition extracts for *The Amazing Spencer Gray* by Deb Fitzpatrick • Task questions, marking keys and task specific assessment rubric (summative rubric) ▪ An additional writing marking key has been provided to assess students' writing. This should allow teachers to focus on, and assess, student achievement in reading using the summative marking rubric, independent of their writing achievement.

Note re marking keys: Two versions of marking keys are provided for the separate parts 1–4 of the task, as well as an overall summative marking key and specific assessment rubric that have been written for this task. The four parts of the task form one task, and should be marked overall (and graded for the purpose of the moderation activity). The marking keys that are specific to the individual texts are provided should teachers wish to provide formative feedback to students between each text, or to provide, additional feedback on those individual parts of the task. The content of those marking keys is identical, just that one version has numerical marks and one does not. Teachers can choose to use either marking key, or neither. If you choose to use the numerical marking key for the individual parts of the task, your numerical scores may not necessarily reflect the grading pattern as effectively as using the overall marking key or the assessment pointers. Students may demonstrate higher level achievement on questions with fewer marks. This will be discussed as part of the moderation meetings.

Suggested professional reading resources for teachers
- First Steps – *Reading Resource Book*
- *Igniting a Passion for Reading,* Steven L. Layne
- *In Defense of Read-Aloud*, Steven L. Layne
- Online resources for text suggestions and teaching notes, such as
  https://www.fremantlepress.com.au/classroom-express
  https://readingaustralia.com.au/level/primary/
  https://readingaustralia.com.au/level/secondary/?post_type=book

Instructions for teachers – suggested approach

Exploring expositions (parts one–three of task)

Lesson one: Part one of task

Distribute the exposition of *The Amazing Spencer Gray* by Deb Fitzpatrick. Launch activity and the text and read the extract aloud. Give students time to read the extract independently. Discuss the text and how it functions as an exposition to the novel, getting students to reveal what they have observed about the extract without referring to the short answer questions. (If the students volunteer information related to the questions, that is a natural evolution in the discussion and not a problem). Discussion may be in pairs, small groups or as a whole class, whatever method best suits the class. Students may make notes on the extract or on separate paper and may use these in the next lesson and then submit them as part of their work to assist in collecting evidence of reading skills.

Lesson two

Provide students with the answer booklet for this text, and give them the opportunity to read and ask questions about the task. Students complete questions independently.

Lessons three–six: Parts two and three of task

Follow the process above for *Bridge to Terabithia* (part two of task)*,* and then *Hoot* (part three of task)*,* or adapt as required to meet the needs of the class.

Note: teachers may choose to lead discussion and reflection with the class on each text after completing the questions and prior to launching the next text. Teachers may choose to collect and mark each text sample as they go, to provide students with feedback (more likely in Year 6 classes), or provide more general formative feedback to the whole class based on teacher observations about student responses as the teacher moves around the room while the students are writing (more likely in Year 7).

Comparative task (part four of task)

Lesson seven

Ensure students have copies of all three expositions, and their responses to the texts. The teacher may write the question for task four on the board and lead a discussion with students about the question, deconstructing the question and getting students to identify points of comparison and make notes. Group discussion and note-making in this lesson is advisable. Give students the opportunity to read the question independently and ask questions. They may use a graphic organiser or other note-making format to compare the three texts or the three running characters. Teachers should explain that this question is an extended response, so they should write a detailed answer, using paragraphs and examples. Teaching of writing expectations is allowed.

Lesson eight

The teacher should distribute the task at the beginning of the lesson. Students may refer to their note-making from the previous lesson and the text extracts. Students are to complete the task independently. Collect all work completed by the students for assessment and grading purposes, including notes and annotated extracts.

Part 1: *The Amazing Spencer Gray*

Exposition One: the opening of *The Amazing Spencer Gray* by Deb Fitzpatrick.

Spencer Gray reckoned the first few minutes were always the hardest. His legs hurt, his lungs hurt, his breath was thin and hot. Bones jarred as feet met the ground. He could so easily stop.

Then, after he'd gone a couple hundred metres, Spencer would begin to find his rhythm, with his feet hitting the ground like the beat of a couple of drums. His breathing smoothed, and the air didn't rasp so drily over the back of his throat. His breaths would match his feet – in, in, out. In, in, out. They began to fit one another: breath and feet. In, in, out. In, in, out.

Stay at the front, Spencer.

And his feet would push off the earth, rather than uncomfortably slapping down on it. He would feel his feet actively using the ground to make the next stride strong and long.

In, in, out.

In, in, out.

In, in, out.

In, in, out.

If Spencer was going to get a stitch, he'd begin to feel it around then, pulling in his side. Like a zip being yanked up and down, over and over, up and down, up and down. That was when he'd push his thumb right into the pain, deep into it, try to almost press it away. At the same time, he'd close his mouth and suck air in through his nose, and push it out the same way. It was much harder to get enough air in that way, but it was the only way to kill a stitch. Spencer would want to open his gob and greedily suck in all the oxygen he needed, but he knew that if he did, the stitch would get him in the end.

It will pass, Spencer. Push through it, push through.

Give me a break, he'd want to shout; let me stop now!

But there was no stopping, Spencer knew that. You couldn't stop. You kept at it, and afterwards, after all the pain had gone and your body glowed with the effort of it, you realised what you'd done; how far you'd gone; how hard it had been, and how worth it.

[Fitzpatrick, D. (2013). *The amazing Spencer Gray*. Fremantle, WA: Fremantle Press, pp. 5-6.]

1. What is the main character doing and how do you know?

_____

_____

_____

_____

2. Which the word that best describes the main character? Circle your choice.

- Determined
- Lazy
- Enthusiastic
- Stubborn
- Brave
- Cowardly
- Other _____

Explain why you chose that word. Give reasons for your choice.

_____

_____

_____

_____

_____

_____

3. Give an example of repetition from the text. Why has the author used this language feature?

_____

_____

_____

_____

_____

_____

4. Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of the use of these words?

_____

_____

_____

_____

_____

_____

5. *Stay at the front, Spencer.* Who is saying this and why?

_____

_____

_____

_____

_____

_____

_____

6. There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. Identify other language features the author has used. Give examples and explain the effect of the language feature/s.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. Based on the title of the book and the exposition you have read, make predictions about the remainder of this book.
Consider what has been revealed about the characters, setting, conflict, plot, and the author's style and use of language.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Assessment tool (without marks)	
Part 1: *The Amazing Spencer Gray*	
Question 1: What is the main character doing and how do you know?	
Explains how they know the main character is running and uses evidence from the text to clearly support their explanation.	
Identifies the main character is running and provides evidence from the text.	
Identifies the main character is running.	
Question 2: Which word best describes the main character? Explain why you chose that word. Give reasons for your choice.	
Selects an appropriate word to describe the main character and gives relevant and/or accurate reasons for their choice using evidence from the text.	
Selects an appropriate word to describe the main character and gives reasons for their choice using evidence from the text.	
Selects an appropriate word to describe the main character and gives a reason for their choice.	
Selects an appropriate word.	
Question 3: Give an example of repetition from the text. Why has the author used this language feature?	
Provides an example of repetition and accurately explains the effect, or explains in detail.	
Provides an example of repetition and attempts to explain why the author may have used it.	
Provides an example of repetition.	
Question 4: Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of the use of these words?	
Explains how the use of specific vocabulary enhances the story and the reader's response to the character/events.	
Identifies that the use of vocabulary enhances the story and the reader's response to the character/events.	
Identifies the relationship between the vocabulary and the theme of running.	
Recognises that the verbs make the writing more interesting.	
Question 5: *Stay at the front, Spencer*. Who is saying this and why?	
Identifies the use of italics to represent Spencer Gray and provides an explanation of the dialogue's purpose.	
Identifies the use of italics to represent Spencer Gray.	
Question 6: There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.	
Identifies the use of italics to represent inner dialogue and provides a detailed explanation of the purpose of inner dialogue.	
Identifies the use of italics to represent inner dialogue and provides an explanation of the purpose of inner dialogue.	
Identifies the use of italics to represent inner dialogue.	
Identifies the use of italics to suggest a change in the description.	

Question 7: Identify other language features the author has used. Give examples and explain the effect of the language feature/s.	
Accurately identifies examples of language features and provides an accurate and detailed explanation of its effect.	
Accurately identifies an example/examples of language features and provides an explanation of its effect.	
Identifies an example/examples of a language feature.	
Question 8: Based on the title of the book and the exposition you have read, make predictions about the remainder of this book. **Consider what has been revealed about the characters, setting, conflict, plot, and the author's style and use of language.**	
Makes insightful predictions about possible events and/or conflict in forthcoming chapters. Considers how the character and setting may be further developed and/or comments on language and style.	
Makes plausible predictions about possible events and/or conflict in forthcoming chapters. Considers some aspects of how character and setting may be further developed and/or may make some comments on aspects of language and style.	
Makes predictions about possible events and/or conflict in forthcoming chapters. Mentions character and/or setting and may comment on some examples of language or style.	
Provides some comments about what may occur in the remainder of the book.	

Teacher feedback:

Student self-evaluation:

Assessment tool (with marks)	
Part 1: *The Amazing Spencer Gray*	
Question 1: What is the main character doing and how do you know?	
Explains how they know the main character is running and uses evidence from the text to clearly support their explanation.	3
Identifies the main character is running and provides evidence from the text.	2
Identifies the main character is running.	1
Question 2: Which word best describes the main character? Explain why you chose that word. Give reasons for your choice.	
Selects an appropriate word to describe the main character and gives relevant and/or accurate reasons for their choice using evidence from the text.	4
Selects an appropriate word to describe the main character and gives reasons for their choice using evidence from the text.	3
Selects an appropriate word to describe the main character and gives a reason for their choice.	2
Selects an appropriate word.	1
Question 3: Give an example of repetition from the text. Why has the author used this language feature?	
Provides an example of repetition and accurately explains the effect, or explains in detail.	4–5
Provides an example of repetition and attempts to explain why the author may have used it.	2–3
Provides an example of repetition.	1
Question 4: Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of the use of these words?	
Explains how the use of specific vocabulary enhances the story and the reader's response to the character/events.	4–5
Identifies that the use of vocabulary enhances the story and the reader's response to the character/events.	3
Identifies the relationship between the vocabulary and the theme of running.	2
Recognises that the verbs make the writing more interesting.	1
Question 5: *Stay at the front, Spencer*. Who is saying this and why?	
Identifies the use of italics to represent Spencer Gray and provides an explanation of the dialogue's purpose.	2
Identifies the use of italics to represent Spencer Gray.	1
Question 6: There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.	
Identifies the use of italics to represent inner dialogue and provides a detailed explanation of the purpose of inner dialogue.	4
Identifies the use of italics to represent inner dialogue and provides an explanation of the purpose of inner dialogue.	3
Identifies the use of italics to represent inner dialogue.	2
Identifies the use of italics to suggest a change in the description.	1

Question 7: Identify other language features the author has used. Give examples and explain the effect of the language feature/s.	
Accurately identifies examples of language features and provides an accurate and detailed explanation of its purpose and/or effect.	5–6
Accurately identifies an example/examples of language features and provides an explanation of its purpose and/or effect.	4–3
Identifies an example/examples of a language feature.	2–1
Question 8: Based on the title of the book and the exposition you have read, make predictions about the remainder of this book. **Consider what has been revealed about the characters, setting, conflict, plot, and the author's style and use of language.**	
Makes insightful predictions about possible events and/or conflict in forthcoming chapters. Considers how the character and setting may be further developed and/or comments on language and style.	5–6
Makes plausible predictions about possible events and/or conflict in forthcoming chapters. Considers some aspects of how character and setting may be further developed and/or may make some comments on aspects of language and style.	3–4
Makes predictions about possible events and/or conflict in forthcoming chapters. Mentions character and/or setting and may comment on some examples of language or style.	2
Provides some comments about what may occur in the remainder of the book.	1
Total	**/35**

Teacher feedback:

Student self-evaluation:

Part 2: Bridge to Terabithia

1. Why is Jesse determined to be the fastest runner?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. What do these other characters think about Jesse? Give evidence from the text.

May Belle:

_____

_____

_____

_____

_____

Ellie:

_____

_____

_____

_____

_____

3. We are given an insight into the characters' Momma and Dad. What do we learn about these characters? Why did the author choose to include this information?

Momma:

_____

_____

_____

_____

_____

Dad:

_____

_____

_____

_____

_____

4. Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Language feature	Quote from text	Effect/Purpose
Repetition		
Simile		
Sarcasm		

5. Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?

_____

_____

_____

_____

_____

_____

_____

_____

6. Based on what you have read in this extract, which details do you believe will be important to the novel?

_____

_____

_____

_____

_____

_____

_____

_____

Assessment tool (without marks)	
Part 2: *Bridge to Terabithia*	
Question 1: Why is Jesse determined to be the fastest runner? Strong answers here might mention his desire to redefine himself as other than the crazy kid who draws, to be the best at something, or to make his Dad proud.	
Identifies and discusses Jesse's personal desire to be the fastest runner and provides clear text references to justify response.	
Identifies Jesse's personal desire to be the fastest runner and provides appropriate reasoning from the text.	
Identifies Jesse's personal desire to be both the fastest runner at school and provides a reason through a simple response.	
Identifies that Jesse is determined to be the fastest runner at school.	
Question 2: What do these other characters think about Jesse? Give evidence from the text.	
Provides an accurate and detailed explanation of the characters' relationship to Jesse and uses evidence from the text to support their explanation.	
Provides a simple explanation of the characters' relationship to Jesse and uses evidence from the text to support their explanation.	
Provides a simple explanation of the characters' relationship to Jesse.	
Question 3: We are given an insight into the characters' Momma and Dad. What do we learn about these characters? Why did the author choose to include this information?	
Infers details about the characters from the text and provides an explanation as to what the information tells the reader about the characters.	
Identifies literal details about the characters from the text. Provides some reasoning as to why the author has included the information.	
Identifies some details about the characters from the text.	
Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose.	
Identifies some language features using examples from the text and provides a simple explanation of their effect/purpose.	
Identifies some language features using examples from the text.	
Question 5: Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?	
Selects a character and discusses, in detail, their response to/opinion of the character, supporting their response with an explanation of the features the author used to influence their response/opinion.	
Selects a character and discusses their response to/opinion of the character and provides some explanation of the features the author used to influence their response/opinion.	
Selects a character and discusses their response to/opinion of the character.	

Question 6: Based on what you have read in this extract, which details do you believe will be important to the novel?	
Uses specific evidence from the text to make inferences about characters, and/or plot and/or setting, conflict etc.	
Draws on some evidence from the text to make inferences about the text.	
Makes basic inferences about the characters or actions of the novel.	

Teacher feedback:

Student self-evaluation:

Assessment tool (with marks)	
Part 2: *Bridge to Terabithia*	
Question 1: Why is Jesse determined to be the fastest runner? Strong answers here might mention his desire to redefine himself as other than the crazy kid who draws, to be the best at something, or to make his Dad proud.	
Identifies and discusses Jesse's personal desire to be the fastest runner and provides clear text references to justify response.	6–7
Identifies Jesse's personal desire to be the fastest runner and provides appropriate reasoning from the text.	4–5
Identifies Jesse's personal desire to be both the fastest runner at school and provides a reason through a simple response.	3–4
Identifies that Jesse is determined to be the fastest runner at school.	1–2
Question 2: What do these other characters think about Jesse? Give evidence from the text.	
Provides an accurate and detailed explanation of the characters' relationship to Jesse and uses evidence from the text to support their explanation.	5–6
Provides a simple explanation of the characters' relationship to Jesse and uses evidence from the text to support their explanation.	3–4
Provides a simple explanation of the characters' relationship to Jesse.	1–2
Question 3: We are given an insight into the characters' Momma and Dad. What do we learn about these characters? Why did the author choose to include this information?	
Infers details about the characters from the text and provides an explanation as to what the information tells the reader about the characters.	3–4
Identifies literal details about the characters from the text. Provides some reasoning as to why the author has included the information.	2
Identifies some details about the characters from the text.	1
Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose.	5–6
Identifies some language features using examples from the text and provides a simple explanation of their effect/purpose.	3–4
Identifies some language features using examples from the text.	1–2
Question 5: Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?	
Selects a character and discusses, in detail, their response to/opinion of the character, supporting their response with an explanation of the features the author used to influence their response/opinion.	5–6
Selects a character and discusses their response to/opinion of the character and provides some explanation of the features the author used to influence their response/opinion.	3–4
Selects a character and discusses their response to/opinion of the character.	1–2

Question 6: Based on what you have read in this extract, which details do you believe will be important to the novel?	
Uses specific evidence from the text to make inferences about characters, and/or plot and/or setting, conflict etc.	5–6
Draws on some evidence from the text to make inferences about the text.	3–4
Makes basic inferences about the characters or actions of the novel.	1–2
Total	**/35**

Teacher feedback:

Student self-evaluation:

Part 3: *Hoot*

1. What sort of character is Dana? What clues does the author give?

_____

_____

_____

_____

_____

2a. Think about the strange boy who is running. Who could he be? Why is he running?

_____

_____

_____

_____

_____

_____

2b. Is the strange boy likely to be a protagonist (hero) or antagonist (villain)? Why do you think this?

_____

_____

_____

_____

_____

_____

3. The author has positioned the audience to be curious about the strange boy. How has the author done this?

_____

_____

_____

_____

_____

4. Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Language feature	Quote from text	Effect/Purpose
Repetition		
Simile		
Sarcasm/humour		

5. Describe the settings that are included in this extract and whether you believe those settings will be significant to the remainder of the novel, and why you think they will or will not be important.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Using the title of the novel and the extract, make predictions about the ongoing plot, characters, conflict, setting, theme and style of this novel, as well as a suggested audience.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Assessment tool (without marks)	
Part 3: *Hoot*	
Question 1: What sort of character is Dana? What clues does the author give?	
Discusses the character of Dana using both literal and implied information.	
Identifies a literal description of the character of Dana and provides literal examples from the text.	
Question 2a: Think about the strange boy who is running. Who was he? Why is he running? **Question 2b: Is the strange boy likely to be a protagonist (hero) or antagonist (villain)? Why do you think this?**	
Makes inferences about the character, justifying their response using a range of information from the text.	
Makes inferences about the character, using a range of information from the text.	
Makes a prediction about the character, using information from the text.	
Provides a simple prediction about the character using limited information from the text.	
Question 3: The author has positioned the audience to be curious about the strange boy. How has the author done this?	
Identifies a range of features or moments the author has used to position the audience to be curious about the character and explains their effect in detail and with accuracy.	
Identifies a range of features or moments the author has used to position the audience to be curious about the character and explains their effect.	
Identifies some moments the author has used to position the audience to be curious about the character.	
Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose.	
Identifies some language features using examples from the text and provides a simple explanation of their effect/purpose.	
Identifies some language features using examples from the text.	
Question 5: Describe the settings that are included in this extract and whether you believe those settings will be significant to the remainder of the novel, and why you think they will or will not be important.	
Identifies the setting within and outside the bus and may identify the time setting. Provides some description of the settings and makes reasoned explanation of the significance of the settings for the novel and how they made that decision.	
Recognises that there are multiple settings identified and provides some description of them and provides some inferences about the potential significance of them and why they made that decision.	
Identifies the bus as a setting and infers the relevance of that.	
States that the setting is on a bus travelling to school.	

Question 6: Using the title of the novel and the extract, make predictions about the ongoing plot, characters, conflict, setting, theme and style of this novel, as well as a suggested audience.	
Selects appropriate references from the extract and/or uses the title to make thoughtful predictions about the development of the novel based on what is suggested in the opening pages and selects an audience.	
Uses evidence from the extract and/or the title to make sound predictions about the novel and audience.	
Makes logical predictions about the novel and may suggest an audience.	
Makes general predictions that may have limited connections to the extract.	

Assessment tool (with marks)	
Part 3: *Hoot*	
Question 1: What sort of character is Dana? What clues does the author give?	
Discusses the character of Dana using both literal and implied information.	3–4
Identifies a literal description of the character of Dana and provides literal examples from the text.	1–2
Question 2a: Think about the strange boy who is running. Who was he? Why is he running? **Question 2b: Is the strange boy likely to be a protagonist (hero) or antagonist (villain)? Why do you think this?**	
Makes inferences about the character, justifying their response using a range of information from the text.	7–8
Makes inferences about the character, using a range of information from the text.	5–6
Makes a prediction about the character, using information from the text.	3–4
Provides a simple prediction about the character using limited information from the text.	1–2
Question 3: The author has positioned the audience to be curious about the strange boy. How has the author done this?	
Identifies a range of features or moments the author has used to position the audience to be curious about the character and explains their effect in detail and with accuracy.	5–6
Identifies a range of features or moments the author has used to position the audience to be curious about the character and explains their effect.	3–4
Identifies some moments the author has used to position the audience to be curious about the character.	1–2
Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose.	5–6
Identifies some language features using examples from the text and provides a simple explanation of their effect/purpose.	3–4
Identifies some language features using examples from the text.	1–2
Question 5: Describe the settings that are included in this extract and whether you believe those settings will be significant to the remainder of the novel, and why you think they will or will not be important.	
Identifies the setting within and outside the bus and may identify the time setting. Provides some description of the settings and makes reasoned explanation of the significance of the settings for the novel and how they made that decision.	6–8
Recognises that there are multiple settings identified and provides some description of them and provides some inferences about the potential significance of them and why they made that decision.	3–5
Identifies the bus as a setting and infers the relevance of that.	2
States that the setting is on a bus travelling to school.	1

Question 6: Using the title of the novel and the extract, make predictions about the ongoing plot, characters, conflict, setting, theme and style of this novel, as well as a suggested audience.	
Selects appropriate references from the extract and/or uses the title to make thoughtful predictions about the development of the novel based on what is suggested in the opening pages and selects an audience.	5–6
Uses evidence from the extract and/or the title to make sound predictions about the novel and audience.	3–4
Makes logical predictions about the novel and may suggest an audience.	2
Makes general predictions that may have limited connections to the extract.	1
Total	**/38**

Part 4: Comparison of three texts

Compare the descriptions of the person running in each of the three supplied extracts. How have the authors described the running, and made readers interested in what is happening in each story?

Consider:
- characterisation
- language features
- vocabulary
- setting
- events/plot.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Assessment tool (without marks)	
Part 4: Compare the descriptions of the person running in each of the three supplied extracts. How have the authors described the running, and made readers interested in what is happening in each story?	
Comparing the descriptions	
Compares and analyses the person running across the different texts, effectively explaining how the authors described the running, e.g. language features, choice of words, punctuation.	
Compares the descriptions of the person running in each of the three texts, explaining how the authors described running by referring to the authors' use of language or structure, e.g. language features, choice of words, punctuation.	
Attempts to compare the descriptions of the runners/running in the texts, with some comments about how the text is written, e.g. language features, choice of words, punctuation.	
Describes the runner/running in the three texts and explains with detail or examples.	
Describes the runner or running in some of the texts with some detail.	
Attempts to describe the running in some of the texts, with a brief response.	
Attempts to describe the running in one text, briefly, using singular words.	
Author engagement	
Provides a highly effective comparison of language features, narrative elements or techniques to justify their response, showing awareness of how language choice builds interest and engages the audience.	
Effectively compares how the authors have attempted to interest readers, providing specific examples to enhance their argument.	
Effectively comments on how the authors have attempted to interest readers, providing examples.	
Comments on how one or more of the authors have attempted to interest readers.	
Provides a brief comment regarding engagement with the texts, which may list one or more techniques or language features.	
Written expression	
Writes a highly effective and well-constructed response which addresses all parts of the question, and has appropriate structure, paragraphing, spelling and grammar.	
Writes an effective and well-constructed response which answers the question appropriately, and has good control of language	
Writes an appropriate response, responding to most or all of the question and attempting to provide detail and appropriate structure and language use.	
Writes a satisfactory response, responding to key parts of the question and with adequate control of structure and language	
Attempts to address most parts of the question, using examples from the text.	
Writes a response which may show some attempt to address the question, but requires either more detail, or more control of language and structure.	

Assessment tool (with marks)	
Part 4: Compare the descriptions of the person running in each of the three supplied extracts. How have the authors described the running, and made readers interested in what is happening in each story?	
Comparing the descriptions	
Compares and analyses the person running across the different texts, effectively explaining how the authors described the running, e.g. language features, choice of words, punctuation.	9–10
Compares the descriptions of the person running in each of the three texts, explaining how the authors described running by referring to the authors' use of language or structure, e.g. language features, choice of words, punctuation.	7–8
Attempts to compare the descriptions of the runners/running in the texts, with some comments about how the text is written, e.g. language features, choice of words, punctuation.	5–6
Describes the runner/running in the three texts and explains with detail or examples.	4
Describes the runner or running in some of the texts with some detail.	3
Attempts to describe the running in some of the texts, with a brief response.	2
Attempts to describe the running in one text, briefly, using singular words.	1
Author engagement	
Provides a highly effective comparison of language features, narrative elements or techniques to justify their response, showing awareness of how language choice builds interest and engages the audience.	9–10
Effectively compares how the authors have attempted to interest readers, providing specific examples to enhance their argument.	7–8
Effectively comments on how the authors have attempted to interest readers, providing examples.	5–6
Comments on how one or more of the authors have attempted to interest readers.	3–4
Provides a brief comment regarding engagement with the texts, which may list one or more techniques or language features.	1–2
Written expression	
Writes a highly effective and well-constructed response which addresses all parts of the question, and has appropriate structure, paragraphing, spelling and grammar.	9–10
Writes an effective and well-constructed response which answers the question appropriately, and has good control of language	7–8
Writes an appropriate response, responding to most or all of the question and attempting to provide detail and appropriate structure and language use.	6
Writes a satisfactory response, responding to key parts of the question and with adequate control of structure and language	5
Attempts to address most parts of the question, using examples from the text.	4
Writes a response which may show some attempt to address the question, but requires either more detail, or more control of language and structure.	1–3
Total	**/30**

2021 Year 7 English – Summative rubric

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
Interpreting expositions	Uses comprehension strategies to identify and explain literal and implied meaning with clarity and insight.	Uses comprehension strategies to identify and explain literal and implied meaning with clarity.	Uses comprehension strategies to identify and explain literal and implied meaning.	Uses comprehension strategies to identify literal meaning and some implied meaning throughout the texts.
Text Connections	Uses textual and contextual details to explain insightful comparisons and connections between the characters in the text and personal experiences.	Uses textual and contextual details to explain comparisons and connections between the characters in the text and personal experiences.	Makes logical comparisons and connections between the characters in the text and personal experiences.	Makes some comparisons and connections between the characters in the text and personal experiences.
Language conventions	Identifies and explains how language features and vocabulary can be used in standard and unconventional ways to deliberately construct characters and influence a reader's response to them.	Provides appropriate explanations for how language features and vocabulary are used in the texts to construct characters and ideas and influence a reader's response to them in a broad sense.	Provides explanations for the choice of language features and vocabulary used to construct characters and ideas.	Recognises some language features in texts and how they are used, along with vocabulary choice, to construct characters.
	Demonstrates detailed and insightful understanding of the characters' personalities and qualities, drawing on the strategies used by the authors to construct them.	Demonstrates accurate and detailed understanding of the characters' personalities and qualities, drawing on the strategies used by the authors to construct them.	Demonstrates accurate understanding of the characters' personalities and qualities, drawing on the strategies used by the authors to construct them.	Demonstrates some understanding of the characters' personalities and qualities.
Use of evidence	Selects specific, relevant examples of textual details and personal opinions to justify their responses and/or explanations.	Selects and explains how specific evidence from a text supports their responses and/or explanations.	Selects relevant evidence from a text to explain their responses and/or explanations.	Broadly refers to texts to support their responses and/or explanations.