

Diagnostic Writing Task

Due Date: Monday 17th February, 2020

10G: Period 2 / 10Y: Period 4 / 10M: Period 5 / 10E: Period 4
/ 10A: Period 4

Date Distributed: Monday 3rd February

Task Weighting: 10%

Outcomes

EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding and interpretation, critical analysis, imaginative expression and pleasure.

EN5-4B: Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds.

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

To successfully complete this task, students will need to show that they can compose a text for a specific purpose, demonstrating the use of the codes and conventions of persuasive writing to compose a convincing argument. The response will need to show the students' understanding of the concept of power in our society including the ways in which it is attained, abused and manipulated. The National Literacy Learning Progressions are also reflected in this task, specifically as students present a position and consistently support this with relevant ideas in an organised manner. Students are to incorporate vocabulary and rhetoric to add credibility to their response.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task will give students and their teachers the opportunity to assess their strengths, weaknesses and prior learning about writing. Students will be provided with the opportunity to reflect on their ability to compose an argument and express a supported opinion as this is a key skill to develop in preparation for senior school. Setting goals is important in the real world; this task will give students the tools to set their own literacy goals on which to build on over the year.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

Using the ideas and skills they have been working on in class so far this year, students will need to compose a personal, persuasive text in response to an unseen question. In order to complete this task, they will also need to use the strategies learnt in Year 9, including the PEEL or PETAL paragraph structure and persuasive devices and rhetorical language. Students should pay attention to paragraphs, sentence structure, spelling and punctuation in their writing as a way to build their argument.

Question:

The question will be released at the time of the task.

Details for Submission:

Students will need to write a persuasive text under test conditions in the classroom environment.

Checklist

- I have reviewed the techniques used in a persuasive text.
- I have revised sentence structure, paragraphs, spelling and punctuation.
- I have reviewed case studies studied in class that reflect different uses of power.
- I have completed the work set in class so far this term.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

2020 Year 10 Diagnostic Writing Task

<p>Audience The writer's capacity to orient, engage and persuade the reader.</p>	<ul style="list-style-type: none"> - Attempts to have a voice (ARGUMENT) - Indistinct position - Attempts to establish reader/writer relationship (POV) 	<ul style="list-style-type: none"> - Developing a voice (ARGUMENT) - Attempts to establish a position - Developing awareness of reader/writer relationship (POV) 	<ul style="list-style-type: none"> - Has a voice (ARGUMENT) - Position evident but may be inconsistent or weak - Evidence of awareness of reader/writer relationship (POV) 	<ul style="list-style-type: none"> - Establishes a strong, authentic voice (ARGUMENT) - Position established - Controls reader/writer relationship (POV) 	<ul style="list-style-type: none"> - Establishes a sophisticated, authentic voice (ARGUMENT) - Position explicitly established - Skilfully controls reader/writer relationship (POV)
<p>Persuasive Devices The use of a range of persuasive devices to enhance the writer's position and persuade the reader.</p>	<ul style="list-style-type: none"> -Uses only 1-2 simple devices 	<ul style="list-style-type: none"> -Uses some persuasive devices with inconsistent effectiveness 	<ul style="list-style-type: none"> -Uses some persuasive devices in an effective way 	<ul style="list-style-type: none"> -Uses a substantial number of persuasive devices in an effective way 	<ul style="list-style-type: none"> -Sustained and effective use of a range of persuasive devices
<p>Ideas The selection, relevance and elaboration of ideas for persuasive argument.</p>	<ul style="list-style-type: none"> -Ineffective or unrelated ideas 	<ul style="list-style-type: none"> -Simple ideas not elaborated 	<ul style="list-style-type: none"> -Idea(s) are supported with some elaboration 	<ul style="list-style-type: none"> -Ideas are elaborated and contribute effectively to the writer's position 	<ul style="list-style-type: none"> -Ideas are elaborated and contribute effectively to the writer's position -Ideas are generated, selected and crafted to be highly persuasive -Ideas are macro and reflect an engagement with broader society

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

Content mark _____/15 + Literacy mark _____/20 = Total mark _____/35

