



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: English Course: Advanced

Assessment Task: Reading to Write Assessment Task

Assessment Weighting: 30% Due: Term 1, Week 9 Date: Monday 25th March, 2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

EN11.1, EN11.2, EN11.3, EN11.4, EN11.5, EN11.7, EN11.8, EN11.9

Task Description/Overview

Students will respond to and compose a variety of texts in different forms and create a portfolio demonstrating their writing and drafting process.

Detailed Assessment Task Description

Part One: Portfolio of Writing – 20 marks

You will submit a portfolio of **your own original work**. This portfolio will include **TWO** pieces of writing, which are composed in **TWO DIFFERENT** text forms. Along with your final versions of each piece of writing, you are also required to submit **TWO** versions of original drafts for each, at least ONE of which has been annotated by your teacher. This will allow you to provide evidence of the drafting process.

Each original piece should be no less than 200 words, but no more than 800 words.

If for some reason you are not able to submit by the deadline (8.25am on the day), you must apply for illness/misadventure at the first available opportunity, with the provision of any appropriate documentation.

Part Two: Reflection Statement – 10 marks

You are also required to include a reflection statement in which you respond to guided questions about the process of writing and drafting, and how you selected your final pieces for the portfolio.

The questions you will be required to respond to in the reflection statement are:

1.
 - a) Which aspects of identity are communicated in your pieces and HOW have they been communicated? For each aspect of identity, use a quote from your work that displays how you have represented the concept. and describe the techniques in these quotes which promote awareness of the concept of identity. **(400 words)**
2. Explain how the drafting and editing process has assisted with the development of your final pieces. In your reflection, include **TWO** key examples (one from each text) that you changed from an early draft. Justify why you made these decisions. **(300 words)**

Submission

Read the following instructions carefully for submission:

- a. The **final copies** of your two pieces and the reflection will be submitted via the **CANVAS** course appropriate to you: "2024_11 ADV ENG ". You can access the submission page via the *Assignments* tab on the left column or click on the very big link on the Home Page. The file type for this submission should be doc. or docx. Your teacher will demonstrate how to access the submission page and submit a piece in class.

Online submissions must be received before 8:25am on the day. If the task is received past this time, you will need to apply for illness/misadventure.

If there are issues with submitting on CANVAS either email or share the file with your teacher before 8:25am on the day.

- b. The two required drafts for each of your final pieces can be scanned and uploaded to **CANVAS**. This could also be submitted via physical submission prior to the due date in class.

Assessment Criteria – Portfolio of Writing

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none">• composes two highly effective, sustained, imaginative and/or critical texts to represent their understanding of identity• uses a wide range of language forms and features creatively and effectively, and addresses purpose and audience in sophisticated ways• demonstrates highly effective use of the editing process	17-20
High (H)	<ul style="list-style-type: none">• composes two sustained and imaginative and/or critical texts to represent their understanding of identity• uses a range of language forms and features, related to their chosen forms, with a clear sense of purpose and audience• demonstrates effective use of the editing process	13-16
Sound (S)	<ul style="list-style-type: none">• composes two texts which represent their understanding of identity• uses language forms and features, related to their chosen forms, appropriate to purpose and audience• demonstrates some use of the editing process	9-12
Basic (B)	<ul style="list-style-type: none">• composes texts which represent a basic understanding of identity• uses some language forms and features, related to their chosen forms• demonstrates inconsistent or ineffective use of the editing process	5-8
Limited (L)	<ul style="list-style-type: none">• attempts to represent/represents a limited understanding of identity• limited use of appropriate language forms and features• minimal evidence of the editing process	1-4

Assessment Criteria – Reflection

Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> Assesses their own learning and writing process thoughtfully, considering strengths and areas for improvement Provides details, textual references and elaboration within their reflection statement Writes with confidence and flair and a competent use of spelling, grammar and punctuation to shape meaning 	9-10
High (H)	<ul style="list-style-type: none"> Assesses their own learning and/or writing process, considering some strengths and areas for improvement Provides some details, textual references and elaboration within their reflection statement, may be inconsistent Effective use of spelling, grammar and punctuation 	7-8
Sound (S)	<ul style="list-style-type: none"> Reflects on strengths and areas for improvement with some assessment of their own learning and/or writing process Provides adequate responses with references to own writing within their reflection statement Sound use of language, spelling, punctuation and grammar 	5-6
Basic (B)	<ul style="list-style-type: none"> Reflects on strengths and areas for improvement Attempts to provide responses with some references to own writing within their reflection statement, but may be inconsistent Inconsistent use of language, spelling, punctuation and grammar 	3-4
Limited (L)	<ul style="list-style-type: none"> Partial reflection that describes their learning process Limited attempts to provide textual references within their reflection statement Limited/elementary use of language, spelling, punctuation and grammar 	1-2

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes