

Internal Assessment Resource

English Level 2

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| This resource supports assessment against:  Achievement Standard 91101 version 2  Produce a selection of crafted and controlled writing |
| Resource title: “… yeah, write” |
| 6 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91101-02-5498 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard English 91101: Produce a selection of crafted and controlled writing

Resource reference: English 2.4A v2

Resource title: “… yeah, write”

Credits: 6

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the Achievement Standard English 91101. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This assessment activity requires students to produce a portfolio of writing based on the idea of aNew Zealand identity. Students can choose whether to produce formal or creative writing as well as the text type (for example, poetry, narrative, description, feature article, or monologue). Students must submit at least two pieces of crafted and controlled writing from their portfolio for assessment.

Students are required to state the purpose and aims of their writing in a statement of intent before they begin. This will help the teacher understand what effects the students are aiming to achieve in their writing.

Conditions

* Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time.
* All writing must be prepared in class time. No work may go out of class in hard copy or electronic form, such as email. See the Conditions of Assessmentguidelines in order to ensure good assessment practice.
* You will need to schedule checkpoints during the year to ensure the authenticity of your students’ work. Drafts should be regularly emailed, stored, and/or printed by you to document the process.
* Students should have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made. You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students’ work.

Resource requirements

Throughout the year, various aspects of your teaching programme need to focus on New Zealand issues and/or texts or examples of writing which depict a sense of New Zealand identity.

These could include:

* New Zealand literature (short stories, poetry, films, novels)
* the issue of sustainability
* race relations in New Zealand
* the importance of Māori culture to New Zealand.

Additional information

Opportunities also exist to connect students’ crafted writing to the assessment of other internal standards such as Achievement Standard English 91106 *Form developed personal responses to independently read texts, supported by evidence.* Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. In all such cases, teachers should refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessmentguidelines*.*

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas. | * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas convincingly. | * Produce a selection of crafted and controlled writing which develops, sustains, and structures ideas effectively. |
| * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create effects. | * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to create convincing effects. | * Produce a selection of crafted and controlled writing using language features appropriate to audience and purpose to command attention. |

Student Instructions

Introduction

Throughout the year, you will create a portfolio of writing based on the idea of aNew Zealand identity. You can choose whether to produce formal writing or creative writing as well as the text type (for example, poetry, narrative, description, feature article, or a monologue).

Task

Submit at least two pieces of writing from your portfolio for assessment. See Resource A for a process you might use.

Make sure that each piece of writing:

* develops, sustains, and structures ideas appropriately for the text type
* makes connections between ideas
* uses language features that are appropriate to the audience and purpose (for example, an obituary for a deceased New Zealand writer uses euphemism rather than being blunt and insensitive)
* uses text conventions accurately so that the writing contains only minor errors.

State the purpose and aims of your writing in a statement of intent before you begin. This will help your teacher to understand what effects you are aiming to achieve in your writing.

You will be assessed on the quality of your structured ideas and writing. Length is not the primary consideration. However, it is unlikely that pieces that are shorter than 500 words will give you the opportunity to demonstrate your skills in crafting and controlling writing.

Resource A - A possible process

This is a process you might follow in preparing and completing each piece of writing.

* Decide on what aspect(s) of the New Zealand identity you wish to write about.
* Once this decision is made, you will need to consider which text type is most appropriate to communicate your ideas.
* Example: *Arriving in New Zealand* (In the examples below, the text type is printed in bold)
* A **web page** for a tourism website to introduce your region’s points of interest
* A **film review** of Jane Campion’s *The Piano*
* An **account** of arriving and settling in New Zealand from the point of view of a recent immigrant, or a Kiwi recently returned from their “OE”
* A **description** of a particularly striking scene in the first days of arrival
* A **newspaper editorial** about your opinion of New Zealand.
* Plan your writing carefully.
* Discuss your plans with your teacher.
* Write your draft.
* Review and revise your draft.

Assessment schedule: English 91101: “… yeah, write”

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student presents a selection of drafted and revised written pieces.  At least two pieces develop, sustain, and structure ideas and craft controlled writing using appropriate language features. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * deliberately uses language features appropriate to the selected text type and purpose to create meaning and effects * uses text conventions accurately so that the writing contains only minor errors. | The student presents a selection of drafted and revised written pieces.  At least two pieces develop, sustain, and structure ideas convincingly and craft controlled writing using appropriate language features to create effects. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * develops ideas and structure that are reasoned clear and relevant to the purpose of the text * deliberately uses language features appropriate to the selected text type and purpose to create meaning, effects, and audience interest * uses text conventions accurately so that the writing contains only minor errors. | The student presents a selection of drafted and revised written pieces.  At least two pieces develop, sustain, integrate, and structure ideas effectively and craft controlled writing using appropriate language features to command attention. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * uses ideas and structure to create text that is compelling, persuasive, innovative, and/or striking * deliberately and consistently uses language features, vocabulary selection, distinctive personal voice, dimensions, or viewpoints to create meaning and effect * uses languages features that sustain audience engagement and are inventive or articulate * uses text conventions accurately so that the writing contains only minor errors. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.