

RICH ASSESSMENT TASK 1

Receptive mode

Year 9 standard	Approaching or below	At	Above
<i>Demonstrate comprehension and evaluation strategies for this text, applying appropriate vocabulary to express your understanding.</i>	Demonstrates some comprehension skills, using simple vocabulary from and minimal words from the Quizlets.	Demonstrates appropriate comprehension skills, using extended vocabulary from the Quizlets.	Demonstrates advanced comprehension skills, using extended vocabulary from and beyond the Quizlets.
<i>Analyse and explain the way your selected author/illustrator has used visual elements, text structure, layout and font for specific purposes and effects.</i>	Limited analysis and discussion of visual elements used by the author/illustrator for specific purposes and effects, with little or no reference to the metalanguage of visual literacy.	Analysis and discussion of visual elements used by the author/illustrator for specific purposes and effects, including some reference to the metalanguage of visual literacy.	Sophisticated analysis and discussion of visual elements used by the author/illustrator for specific purposes and effects. Extended reference to the metalanguage of visual literacy.
<i>Analyse and explain the way your selected author/illustrator has used metaphor, metonymy, symbols, icons and myth and how their vocabulary contributes to the effectiveness of the text.</i>	Limited analysis and explanation of the literary devices used by the author, and little or no discussion of how such language serves the purpose of the author.	Appropriate analysis and explanation of the literary devices used by the author, and some discussion of how such language serves the purpose of the author.	Sophisticated analysis and explanation of the literary devices used by the author, and discussion of how such language serves the purpose of the author.
<i>Discuss and provide evidence of the intertextual links between the two texts.</i>	Minimal evidence used to show few or weak intertextual links between texts.	Evidence used to support intertextual links between texts.	Strong evidence used to support thoughtful intertextual links between texts.
<i>Explore and reflect on your understanding of human experience as represented in the picture books. Include commentary on the national and/or global relevance of the text.</i>	Some reflection on human experience, as well as national and/or global relevance, within the two texts studied.	Thoughtful reflection on human experience, as well as national and/or global relevance, within the two texts studied.	Astute and insightful reflection on human experience, as well as national and/or global relevance, within the two texts studied.

Productive mode

Year 9 standard	Approaching or below	At	Above
<i>Create and present a PechaKucha according to the demands of the task with a focus on time, voice and visual engagement for your audience.</i>	PechaKucha was designed and presented meeting some of the demands of the format. Little attention paid to audience engagement.	PechaKucha was designed and presented with skill with attention paid to engaging an audience.	PechaKucha was designed and presented with skill and flair with attention paid to engaging an audience.
<i>Demonstrate your interpersonal skills and your capacity to contribute to the discussion and presentation according to each of the criteria above.</i>	Challenges evident regarding interpersonal skills and contributions to the group.	Sound interpersonal skills and valid contributions to the group in order to meet criteria.	Excellent interpersonal skills and valuable contributions to the group in order to meet criteria.

Student comment and self-assessment

(e.g. What goals did you set yourself? How successful do you think you have been with this assignment? What was most difficult or most enjoyable?)

Teacher assessment (circle)

Approaching or below Year 9 standard	At Year 9 standard	Above Year 9 standard
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Teacher comment