English 9 Short Stories Summative Assessment “August Heat”, W.F. Harvey

MYP Year 4

Statement of Inquiry: Finding links, bonds, and relationships among people is achievable through a study of various genres and intertextual relationships.

The Assignment:

Write an ending for either August Heat, The Ruum, The Veldt, or All Summer in a Day? Be sure to maintain the same point of view, and use descriptive details that are in keeping with setting, plot, and character revelation of the story thus far.

Assessment:

Criterion C: Producing Text

Ask yourself the following:

Does your ending fit with the original story (this is based on voice matching, and consistency with the characters, setting and the nature of the rising action)?

Have you used creativity and imagination in your story telling?

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| **Achievement**  **level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity and **minimal** exploration of and reflection on new perspectives and ideas * makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience * selects **few relevant** details and examples to develop ideas. |
| 3-4 | The student:   * produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination or sensitivity and **some** exploration of and critical reflection on new perspectives and ideas * makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience * selects **some** relevant details and examples to develop ideas. |
| 5-6 | The student:   * produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination or sensitivity and **substantial** exploration of and critical reflection on new perspectives and ideas * makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience * selects **sufficient** relevant details and examples to develop ideas. |
| 7-8 | The student:   * produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination or sensitivity and **perceptive** exploration and consideration of new perspectives and ideas * makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience * selects **extensive** relevant details and examples to develop ideas with precision. |

Criterion D: Using Language

Check for correctness of: spelling grammar and other structural considerations such as proper punctuation for dialogue, and sentence variety

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| **Achievement**  **level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * uses a **limited** range of appropriate vocabulary and forms of expression * writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention * uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication * spells/writes and pronounces with limited accuracy; errors often hinder communication * makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| 3-4 | The student:   * uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression * **sometimes** writes and speaks in a register and style that serve the context and intention * uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication * spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication * makes **some** use of appropriate non-verbal communication techniques. |
| 5-6 | The student:   * uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** * writes and speaks **competently** in a register and style that serve the context and intention * uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication * spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication * makes **sufficient** use of appropriate non-verbal communication techniques. |
| 7-8 | The student:   * **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression * writes and speaks in a **consistently appropriate** register and style that serve the context and intention * uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** * spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** * makes **effective** use of appropriate non-verbal communication techniques. |