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| **English Department**  **Achievement Standard Cover Sheet** |  |

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| **Teacher and student to complete prior to beginning the assessment** | | | |
| Achievement Standard | [*3.4 Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas*](https://www.nzqa.govt.nz/ncea/assessment/search.do?query=English&view=achievements&level=03) *(AS91475)* | | |
| Level | *3* | Credits | *6* |
| Student’s name |  | | |
| Teacher |  | | |
| Due Date |  | | |
| Student Authenticity Statement | I understand that the work I submit for this assessment must be my own. I understand that if it was appropriate to source information then that information must be acknowledged in the appropriate manner (eg by using APA referencing and using quotation marks). I understand that I may be required to identify my sources if there is any question about the authenticity of this work.  I have acknowledged that plagiarism and/or collusion will result in disciplinary action which may make me ineligible for a grade in this standard.  Student signature:  x\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

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| **Teacher to complete after the assessment** | | | | |
| Piece 1 | **Not Achieved** | **Achieved** | **Merit** | **Excellence** |
| Did not meet the criteria to achieve this standard. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.  Ie: demonstrating understanding of purpose and audience through:   * the development of ideas and the making of links between them throughout a piece of writing. This may include use of: narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints * the selection and use of structures and language features appropriate to the particular written text type to create consistency in meaning and effect, and to sustain interest * the accurate use of written text conventions (including spelling, punctuation, grammar) so that the writing contains at most minor errors. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is **convincing.**  Ie: demonstrating discerning understanding of purpose and audience through:   * the discriminating selection and integration of ideas, language features, and structure. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and **commands attention.**  Ie: demonstrating a sophisticated understanding of purpose and audience through:   * the insightful selection and integration of ideas, language features, and structure to create a striking whole. |
| Marker’s Comments | See script / written below: | | | |

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| **Teacher to complete after the assessment** | | | | |
| Piece 1 | **Not Achieved** | **Achieved** | **Merit** | **Excellence** |
| Did not meet the criteria to achieve this standard. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.  Ie: demonstrating understanding of purpose and audience through:   * the development of ideas and the making of links between them throughout a piece of writing. This may include use of: narrative, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints * the selection and use of structures and language features appropriate to the particular written text type to create consistency in meaning and effect, and to sustain interest * the accurate use of written text conventions (including spelling, punctuation, grammar) so that the writing contains at most minor errors. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and is **convincing.**  Ie: demonstrating discerning understanding of purpose and audience through:   * the discriminating selection and integration of ideas, language features, and structure. | Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas and **commands attention.**  Ie: demonstrating a sophisticated understanding of purpose and audience through:   * the insightful selection and integration of ideas, language features, and structure to create a striking whole. |
| Marker’s Comments | See script / written below: | | | |

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| Student’s name |  | | | |
| **FINAL**  Grade | **Not Achieved** | **Achieved** | **Merit** | **Excellence** |
| Accepted by Student | I understand why I gained this grade, and accept this decision based on the quality of my work against the criteria outlined above.  Student signature:  x \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |