

Task for *Looking for Alibrandi*

Assessment Task 2: an Infographic

By the end of Year 9, students will meet the following Achievement Standards	Approaching or below Year 9 Standard	At Year 9 Standard	Above Year 9 Standard
Receptive mode: Students will be required to demonstrate their mastery of the following			
Evaluate and integrate ideas and information from texts to form their own interpretations	Evaluate and integrate some ideas and information about <i>Looking for Alibrandi</i> , and its context, to form interpretations	Evaluate and integrate ideas and information about <i>Looking for Alibrandi</i> , and its context, to form individual interpretations	Evaluate and integrate sophisticated ideas and information about <i>Looking for Alibrandi</i> , and its context, to form individual interpretations
Productive mode: the quality of the composition, language use and editing.			
Manipulating language features and images to create an innovative text	Attempt to use language features and images to create an effective infographic	Manipulate language features and images to create an effective infographic	Creative integration of language features and images to create an effective infographic
Create texts that respond to issues, interpreting and integrating ideas from other texts (e.g.: publisher website)	Attempts to create an infographic representing some issues within, and individual interpretation of, <i>Looking for Alibrandi</i>	Create an effective infographic representing issues within, and individual interpretation of, <i>Looking for Alibrandi</i>	Create a dynamic infographic representing the complexity of issues within, and individual interpretation of, <i>Looking for Alibrandi</i>
Edit for effect, including the use of accurate spelling and punctuation	Attempts made editing, including the use of correct spelling and punctuation	Accurate editing, including precise spelling and punctuation	Advanced editing with precise spelling and punctuation
Select vocabulary, grammar and graphics that contribute to the effectiveness of the text.	Selection of vocabulary, grammar and graphics to contribute to the creation of the infographic	Appropriate selection of vocabulary, grammar and graphics to contribute to the effectiveness of the infographic	Dynamic selection of vocabulary, grammar and graphics to contribute to the impact of the infographic
<p>Student comment and self assessment: For example: What goals did you set yourself? How successful have you been, do you think, with this assignment? What was most difficult or most enjoyable?</p>			
Teacher assessment:	Approaching or below Year 9 Standard	At Year 9 Standard	Above Year 9 Standard
Teacher comment:			
<p>Please see Year 9 English Portfolio Samples for <i>At, Below and Above Year 9 Standard</i>: http://www.australiancurriculum.edu.au/English/Curriculum/F-10#level=9</p>			