

# Middle School Assessment Cover Sheet

Assessment Details			ENGLISH		
Student Name:			Unit:	<b><i>2. Introducing Shakespeare</i></b>	
Year Level:	<b>9</b>	Teacher:			
Semester:	<b>1</b>	Assessment Title:			
Term:	<b>2</b>	Assessment Type:	<i>Inquiry-based Learning</i>	Instrument No.	<b>2</b>

Assessment Conditions				
Task Issued:			Length/Time:	N/A
Draft/Proposal Due:	teacher conferencing		Submitted: (office stamp or teacher signature)	
Assignment Due Date:				

Assessment Policy Notes:	
1	You must adhere to the Middle School Assessment Policy & teacher instruction when completing this task (see student diary for more detail).
2	This Assessment Cover Sheet and the Task Sheet must be attached and handed in with your final assessment submission.
3	Remember that if you copy from researched sources, you must reference and acknowledge them properly.
4	Due dates must be met. Failure to hand in your work on time for any reason (including IT problems) is unacceptable.
5	If you require an extension, you must discuss your reasons with your teacher at least 3 days before the due date.
6	The assessment pack will contain the Assessment Cover Sheet, the Task Sheet, the assignment itself (for example the clip for a multi-modal) on a USB, DVD, CD and any drafts as well as personal notes which led to the production of the assignment.
7	Please specify the final number of words at the end of the task ( <b>not valid for this task</b> ).
8	Your assignment must have a title.
9	If an application for extension was lodged and accepted once circumstances were carefully analysed, please tick this box: <input style="float: right; margin-left: 20px;" type="checkbox"/>

Assessable Criteria
Ideas and Information
Text Structures
Language Features
Final Grade

<b>Submission Notes:</b>	
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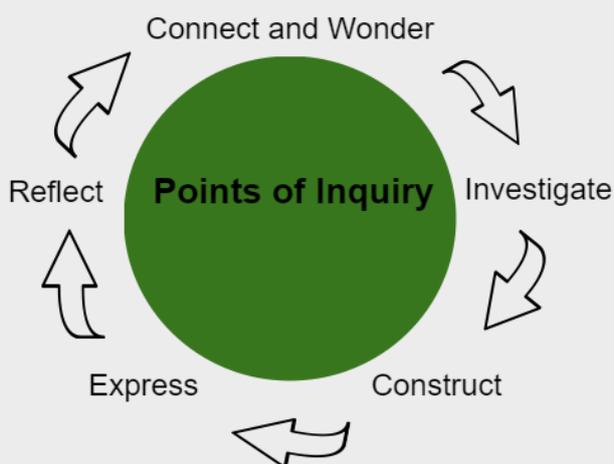
*Middle School, English*  
*Task 3*

**INTRODUCING SHAKESPEARE**  
**Inquiry-based Learning**

1. SUBJECT: **English**
2. SEMESTER: **1**
3. YEAR LEVEL: **9**
4. YEAR: **2016**
5. CONTEXT: **see below**

William Shakespeare has been and will continue to be one of the greatest writers of all time. His life, work and context continue to be scrutinised, researched and used as subject matter for generations of students who learn, from their engagement with the Bard, incredible language skills as well as how to write imaginatively in prose and poetry. This inquiry unit aims to give students opportunities to delve into the life and times of Shakespeare, by creating their own dynamic inquiry questions which they will investigate and communicate their findings in a relevant and socially driven way. Students will learn to contextualise Shakespeare's work and his importance today, evaluating perspectives and sources to share their understanding.

6. TASK:



**Task Overview**

For this task you will conduct inquiry research on a topic based on Shakespeare which examines various perspectives and contexts. You will follow the Points of Inquiry model during this process (see image).

**Connect and Wonder:** participate in class activities (structured and guided inquiry) and ask your own inquiry questions.

**Investigate:** conduct inquiry research using your research journal and sources; evaluate sources using the CARS system. Your inquiry questions may change as you research.

**Construct:** create an answer to your inquiry question and sub-questions based upon your research.

**Express:** create a product to demonstrate your findings to engage others outside of class.

**Reflect:** give feedback to others and reflect on your experience in inquiry learning.

## Task Breakdown

**1. Inquiry questions:** In pairs, choose three inquiry questions based on the QFocus, 'Shakespeare was not of an age, but for all time.' These questions should allow you to research a variety of perspectives and contexts. Remember that these questions may change over time as you research.

**2. Initial research:** Conduct brief research on your three inquiry questions. After you have explored each question briefly, choose one that interests you the most. This will be your inquiry question.

**3. Create sub-questions:** Create at least three sub-questions which further define your research. As you inquire, remember to continually evaluate your sub-questions and change them as needed. You will need to add to, detract from and modify your inquiry sub-questions as you research. You may also need to adapt your inquiry question.

**4. Begin research:** Using the research journal template (attached), begin your research process. You may use another organisational method with teacher approval. Be sure to document how your inquiry question and sub-questions change. Use the CARS evaluation system to analyse sources for bias and credibility.

**5. Create a product:** Demonstrate your findings in some way. Your result must...

- Answer your inquiry question and sub-questions clearly
- Take social action or be shared with others in some way
- Be creative and unique (show your personal perspective and context)

You might consider creating a social media campaign, writing and performing a skit, creating an art piece, teaching a younger grade, working with your local library in some way, creating a website, submitting an article to a newspaper or magazine, hosting an event or another creative idea of your own.

**6. Give feedback:** As the reviewer, write 100 words of feedback for at least two other pairs after seeing their final product. Explain things that were impactful and that you learned, as well as ideas that could have been expanded or improved. As the reviewee, read the ideas given to you graciously and apply any feedback you find valuable.

**7. Reflection:** Write 300 words of reflection analysing and evaluating what you learned through your inquiry process. Analyse any weaknesses in the answers you found to your inquiry questions. Describe how and if you benefitted from this inquiry assignment.

**8. Submission:** You must submit your research journal (or equivalent), final product (discuss mode with your teacher), feedback, reflection and reference list.

## 7. DETAILS:

**Purpose:** To inquire and analyse for social relevance and perspectives

**Audience:** Teacher, peers and a wider audience of your choice

**Role and relationship:** You will become an expert in your field of study; you will then educate your wider audience in an effective and socially engaging manner

## 8. ASSESSMENT CONDITIONS:

**Time:** N/A

**Assistance:** In class conferencing and home time will be required to complete this assessment

**Draft:** teacher conferencing as needed

## 9. DATES:

**Date set:**

**Final assignment due:**

Criteria sheet - Unit 2/Yr. 9: *Introducing Shakespeare*

	A	B	C	D	E
	EXTENDING	ADVANCING	DEMONSTRATING	DEVELOPING	EMERGING
	<ul style="list-style-type: none"> <li>- Independent (with evidence of independent research)</li> <li>- Applying in new contexts</li> <li>- Writing analytically/explaining with connections outside the teaching context</li> </ul>	<ul style="list-style-type: none"> <li>- Independent (with evidence of some independent research)</li> <li>- Beginning to apply in new contexts</li> <li>- Writing analytically/explaining with detail</li> </ul>	<ul style="list-style-type: none"> <li>- Independent (evidence of research present in at least one identifiable instance)</li> <li>- In familiar contexts</li> <li>- Writing analytically/explaining with correct understanding</li> </ul>	<ul style="list-style-type: none"> <li>- With prompts (oral or written questions, concrete materials, samples etc.)</li> <li>- In familiar contexts</li> <li>- Attempts to write analytically/explain</li> </ul>	<ul style="list-style-type: none"> <li>- With explicit prompts (step-by-step oral scaffolding, concrete materials, samples etc)</li> <li>- In familiar contexts</li> <li>- Learning to follow procedures</li> </ul>
Ideas and Information in Texts	<b>Discerning</b> selection and synthesis of <b>relevant</b> ideas and concepts from <b>researched</b> texts to develop <b>appropriate</b> and <b>justified</b> opinions	<b>Effective</b> selection and synthesis of <b>relevant</b> ideas and concepts from <b>researched</b> texts to develop <b>appropriate</b> and <b>justified</b> opinions	<b>Selection</b> of <b>key</b> ideas and concepts from at least one other source to develop <b>appropriate</b> opinions	<b>Limited</b> ability to select ideas and concepts from any other related texts	<b>Identification</b> of ideas and information from texts
	<b>Discerning</b> understanding of <b>relevant</b> ideas and information from the chosen source to develop <b>appropriate</b> and <b>justified</b> interpretations of its message	<b>Effective</b> understanding of <b>relevant</b> ideas and information from the chosen source to develop <b>appropriate</b> and <b>justified</b> interpretations of its message	<b>Evaluation</b> of <b>key</b> ideas and information from the source to develop <b>appropriate</b> interpretations of its message	<b>Limited</b> understanding of the ideas and information from the chosen source in <b>an attempt</b> to interpret its message	<b>Statement</b> of ideas and information from the chosen source
Text Structures	<b>Comprehensive</b> explanation of <b>different</b> viewpoints, attitudes and perspectives through the development of <b>cohesive</b> and <b>logical</b> arguments as well as use of <b>significant relevant</b> evidence	<b>Effective</b> explanation of <b>pertinent</b> viewpoints, attitudes and perspectives through the development of <b>cohesive</b> and <b>logical</b> arguments as well as use of <b>relevant</b> evidence	Explanation of <b>key</b> viewpoints, attitudes and perspectives through the development of <b>logical</b> arguments as well as use of <b>relevant</b> evidence	<b>Limited</b> explanation of <b>different</b> viewpoints with arguments which may or may not be logical	<b>Identification</b> of basic viewpoints or perspectives
	<b>Insightful</b> analysis and <b>Skilful</b> research into Shakespeare, examining how your research provides an answer to your inquiry question	<b>Apt</b> analysis and <b>well-developed</b> research into Shakespeare, examining how your research provides an answer to your inquiry question	<b>Analysis</b> and <b>research</b> into Shakespeare, examining how your research provides an answer to your inquiry question	<b>Limited explanation</b> of an aspect of Shakespeare, answering your inquiry question	<b>Identification and description</b> of <b>simple</b> ideas relating to Shakespeare
	<b>Discerning</b> use of your inquiry question and research to provide an argument about Shakespeare	<b>Effective</b> use of your inquiry question and research to provide an argument about Shakespeare	<b>Accurate</b> use of your inquiry question, some argument about Shakespeare	<b>Limited use</b> of your inquiry question to provide information about Shakespeare	<b>Basic</b> use of your inquiry question to provide information about Shakespeare
Language features	<b>Discerning</b> use of aesthetic features/stylistic devices to develop a <b>captivating</b> and <b>unique</b> personal presentation and script	<b>Apt</b> use of aesthetic features/stylistic devices to develop a <b>unique</b> personal presentation and script	<b>Use of some</b> aesthetic features/stylistic devices to develop a <b>personal</b> presentation and script	<b>Limited</b> use of <b>appropriate</b> aesthetic features/stylistic devices	<b>Little or no evidence of</b> use of aesthetic features
	<b>Discerning</b> use of a <b>range</b> of grammatical structures and vocabulary to <b>analyse</b> and <b>inform</b>	<b>Effective</b> use of a <b>range</b> of grammatical structures and vocabulary to <b>analyse</b> and <b>inform</b>	<b>Use of appropriate</b> grammatical structures and vocabulary to <b>analyse</b> and <b>inform</b>	<b>Limited</b> use of <b>some</b> grammatical structures and vocabulary which may or may not analyse	<b>Emerging</b> use of a <b>narrow</b> range of grammatical structures and vocabulary

