

Y9 English Assessment:

Knows Covered

- Text creators choose text structures to create meaning
- As a text creator, I contribute to national and global conversations

Knows being assessed

- Text creators choose text structures to create meaning
- As a text creator, I contribute to national and global conversations

Task Description

The Year 9 Wai Whanau students will write a speech that is either persuasive or informational. They must carefully construct their speech and include techniques (anecdotes, counter arguments, scientific research, persuasive language etc.) learned in class to meet their purpose and intended audience. They have also been exploring the Olympics by researching the history of the games, information about the host cities and the social and economic impact of the host cities before and after the games in Global Studies.

Resources shared with students:

1. Speech topic proposal:

[List of Speech Topics](#)

Due by Tuesday 20th August 2024 end of class session 3

2. [Research Template](#)

3. [Speech Writing Template](#)

4. [Speech Writing Tips](#)

Written speech due date : 6th September 2024

Speech presentation starts in Week 8 Tuesday 10th September 2024

Timetable for Speeches

TAAB Assessment Rubric

<https://drive.google.com/drive/u/0/folders/17Nu5GoTfShVuP7PliXPogJJ05OGr3B5>

| | Working Towards Curriculum Expectation | At Curriculum Expectation | Above Curriculum Expectation | Beyond Curriculum Expectation |
|----------------------------|---|--|--|---|
| Content (Ideas/ Structure) | You are working outwards structuring an oral text which identifies your views about a given topic revolving around the Olympics. | You have structured an oral text which identifies your views about a given topic revolving around the Olympics. | You have structured an oral text which explains your views about a given topic revolving around the Olympics. | You have structured an oral text which discusses your views about the a given topic revolving around the Olympics. |
| Language Choices | You are WORKING TOWARDS making consistently appropriate and effective language choices for your audience and purpose. | You have selected a range of language features for effect, which support your purpose. | You have deliberately selected a range of language features for effect to support your purpose, and to demonstrate how language choices affect meaning. Your choices have attempted to position your audience. | You have crafted a range of language features that support your purpose and demonstrate understanding of how language clearly impacts meaning. Your choices have successfully positioned your audience. |
| Voice | You are working towards using tone and pace for effect/ emphasis most of the time. | Your voice is clear and you are starting to use tone and pace for effect some of the time | You are using tone and pace for effect/ emphasis most of the time | You are using tone and pace for effect/ emphasis consistently |
| Presentation | You are working towards successfully selecting a range of presentation techniques [such as body language, gesture, and eye contact] | You have successfully used one or more presentation techniques [such as body language, gesture, and eye contact] | You have successfully used a range of presentation techniques [such as body language, gesture, and eye contact] most of the time | You have successfully and consistently used a range of presentation techniques [such as body language, gesture, and eye contact], with some |

| | | | | |
|-----------------|--|--|--|--|
| | | | | control |
| Time Management | You have not submitted your assessment | You have not submitted your assessment by the due date | You have submitted your assessment by the due date | You have submitted your assessment by the due date |