

Y8 English Assessment
Writing and Presenting Oral Texts
Context: How human events may promote kotahitanga

English Knows covered:

<p>Phase 3 (years 7-8) Ngā whāinga me ngā hunga mā rātou ngā Tuhinga Text purposes and audiences</p> <p>KNOW: A text may have more than one audience. An audience's context influences its interpretations of the text. KNOW: As a text creator, I can use stories to advocate for myself, for others, and to try to change my world</p>	
<p>Learning Intentions</p>	<ul style="list-style-type: none"> We are PLANNING/DOING to demonstrate my understanding that texts may have more than one audience. An audience's context influences its interpretations of the text. We are PLANNING/DOING to demonstrate that, as a text creator, I can create texts to advocate for myself, for others, and to try to change my world
<p>Success Criteria</p>	<ul style="list-style-type: none"> I have constructed an oral text which presents clear ideas to a specific audience I have created an oral text which express my ideas and opinions about what I value, showing understanding that these may be interpreted in different ways by different audiences, and knowing that how I communicate my ideas can play a part in shaping society
<p>Phase 3 (years 7-8) Ngā āhuatanga reo Features and structures of language</p> <p>KNOW: Codes, conventions, and features of different types of texts are often subtle and able to be flexibly applied. Recognising them and the effects they have in different types of texts supports the analysis and crafting of texts. KNOW: Structural elements can be arranged for deliberate effect to build up meaning across a text. KNOW: How language is used varies across time, place, and social contexts. Recognising this variation helps us analyse social roles, relationships, and power.</p>	
<p>Learning Intentions</p>	<ul style="list-style-type: none"> We are PLANNING an oral text by <u>organising</u> my own text so that my structures support my purpose/ meaning We are PLANNING an oral text by revising and editing and proofreading the text to check the grammar, spelling, and punctuation We are PLANNING an oral text by <u>choosing</u> language that is appropriate to the topic, audience, and purpose
<p>Success Criteria</p>	<ul style="list-style-type: none"> I have created an oral text with clearly structured ideas. I have used language that is appropriate for my audience..

Context Overview

In Term 3, we are exploring the context of 'kotahitanga' through the lens of speeches. The aim is to raise awareness of important issues affecting the young people of today, and to empower the young people to make our society better through kotahitanga (unity, togetherness and solidarity).

Assessment Requirements

I've got something to say ...

In this assessment, you will choose an issue that is relevant to the young people of today, and deliver it in the form of a speech. As a manu kōrero (presenter), you are expected to think critically about the ideas presented, and show a deeper understanding of the persuasive techniques used in order to achieve your purpose and to convince your audience.

Assessment Conditions

You will present your speech in class.

The presentation will be differentiated for those students requiring a small-group audience.

Resources

- Oral text rubric - closely refer to the details in the criterion to guide your written speech and presentation.
- [Y7-8 Plan and Write your speech on this doc.](#)
- [Persuasive techniques examples](#)
- [Sentence openers](#)
- Speech exemplars in Google Classroom

Assessment Task: I've got something to say

You are required to plan, write and deliver a speech on a topic of interest to the young people. Your speech should be between 2:30 - 3:30 minutes long.

Rubric Oral Language Assessment YEAR 8

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Content (Ideas/ Structure)	You are WORKING TOWARDS identifying your interpretation of your chosen ideas, issues and/or events in a structured oral text.	You have described your own interpretation of your chosen ideas, issues and/or events in a structured oral text.	You have discussed your own interpretation of your chosen ideas, issues and/or events, using structures that support my purpose, and may have included perspectives of others.	You have advocated for your own interpretation of your chosen ideas, issues and/or events, as well as perspectives of others, using structures that support my purpose and build meaning
Language Use (Persuasive Techniques)	You are WORKING TOWARDS making consistently appropriate language choices for your audience and purpose.	You have selected appropriate language features for effect.	You have selected a range of language features for effect, which is beginning to support your purpose.	You have deliberately selected a range of language features for effect to support your purpose.
Voice	As a manu kōrero, you are working towards projecting your voice to the audience. You may have started to use a natural, varied tone	As a manu kōrero, you have clearly projected your voice to the audience and used a natural, varied tone	As a manu kōrero, you have effectively projected your voice. Your voice is clear and you are starting to use tone and pace for effect some of the time	As a manu kōrero, you are using tone and pace for effect/ emphasis most of the time
Presentation	As a manu kōrero, you are working towards using one or more presentation techniques [such as body language, gesture, and eye contact]	As a manu kōrero, you have used one or more presentation techniques [such as body language, gesture, and eye contact] with some success	As a manu kōrero, you have successfully used a range of presentation techniques [such as body language, gesture, and eye contact] most of the time.	As a manu kōrero, you have successfully selected a range of presentation techniques [such as body language, gesture, and eye contact]