GRADE 6 ENGLISH ASSESSMENT TASK SHEET

Unit Title	**CHARACTERIZATION & INDEPENDENT READING**
Significant Concept(s)	Characters inspire us as they face problems, change and grow. When we understand how authors create characters, we are able to experience a story on a deeper level.
Unit Question(s)	*What do careful readers learn from characters?*

Task Overview	
What do you have to do?	You will choose one of the given scenarios and write a short piece of creative writing to complete the scenario. Your **goal is to show your understanding of how characters are developed in writing** by using 4 of the 6 types of characterization studied. You will use characterization to describe the main character, who is *also* the story's narrator (as Max in <u>Freak the Mighty</u>). **Step 1** - Choose a basic scenario. **Step 2** - Using the Relationship BrainFrame, you will plan your character and use of characterization (descriptive words). **Step 3** - Draft your storyline and character descriptions. **Step 4** - Revise with a partner. **Step 5** - Edit and publish. **Scenarios:** a) Two kids graffiti the outside of their school; they are taken into the principal's office and questioned the next day. b) Two kids are playing checkers; one is usually the loser but in this game he looks like he is going to win. c) Two new kids join a school; one is instantly popular and one is overlooked. d) A kid loses their iPhone at school and suspects their best friend. e) Two siblings go to choose a new pet dog; they have different opinions about their choices but the older sibling gets their way.
How will you be assessed?	MYP Criterion A: Content (use of characterization) MYP Criterion C: Style and Language Use (descriptive language)
When is the task due?	November 1

Criterion A: Content (productive)

Guiding Questions

- **Have I attempted to use at least 3 of the forms of characterization studied?** Am I <u>sometimes</u> successful in using characterization but have some difficulties using different <u>types</u> of it? Is my BrainFrame sometimes difficult to understand? (3 - 4)

- Have I **attempted to use 4 or more of the forms of characterization studied**? Am I mostly successful in creating a character as planned in my BrainFrame? (There may be some gaps in how I use characterization, or maybe some characterization is ineffective.) (5 - 6)

- **Have I used 4 or more forms of characterization successfully?** Does my character follow my BrainFrame? **Have developed my character throughout my story, with only minor exceptions in some areas?** (7 - 8)

- **Have I created a consistently well developed character with depth and some complexity? Do I use all 4 (and likely more!) forms of characterization with equal effectiveness?** (9 - 10)

Achievement Level	Level Descriptor
1-2	The student demonstrates **very limited** understanding of the text and topic, and **little or no** awareness of the author's choices. There is **little or no** detail, development or support.
3-4	The student demonstrates **limited** understanding of the text and topic, and **sometimes** shows an awareness of the author's choices, although detail, development and/or support are **insufficient**.
5-6	The student demonstrates a **sufficient** understanding of the text and topic, and an **awareness** of the author's choices, using **adequate** detail, development and support.
7-8	The student demonstrates a **good** understanding of the text, topic and the author's choices, using **substantial** detail, development and support.
9-10	The student demonstrates a **perceptive** understanding of the text, topic and the author's choices, **consistently** using **illustrative** detail, development and support.

Criterion C: Style & Language Use

Guiding Questions

- **Have I used accurate language in my characterization**? Do I **begin to choose descriptive words** to show how unique my character is? (3 - 4)

- Do I use descriptive language to show how my character fits into the story? **Am I sometimes quite precise and inventive - but not consistently?** Do I begin to show how language can be used to make the types of characterization more clear and obvious? (5 - 6)

- Is my descriptive language mainly inventive and precise? **Does language "bring my character to life" for the reader? Is characterization made clear and obvious though the language I use?** (7 - 8)

- **Is my use of descriptive language consistently inventive and precise? Do I evidently adapt the words for the <u>type of characterization</u> I am writing?** (9 - 10)

Achievement Level	Level Descriptor
1-2	The student employs a **very limited range of appropriate** vocabulary, **idiom and sentence structure. There is little or no evidence of a register and style that serve the context and intention.**
3-4	The student employs a **limited range of appropriate** vocabulary, idiom and sentence structure. There is **some evidence** of a register and style that serve the context and intention.
5-6	The student **generally** employs a range of **appropriate** vocabulary, idiom and sentence structure. The student **often uses** a register and style that serve the context and intention.
7-8	The student employs a range of **appropriate** vocabulary, idiom and sentence structure. The student **consistently uses** a register and style that serve the context and intention.
9-10	The student employs a **wide** and **effective** range of appropriate vocabulary, idiom and sentence structure. The student demonstrates **mastery** of a register and style that serve the context and intention.