

School Name
and Badge

Grade 5
English Home Language
Writing Project Assessment Booklet

Task 6:
40 marks

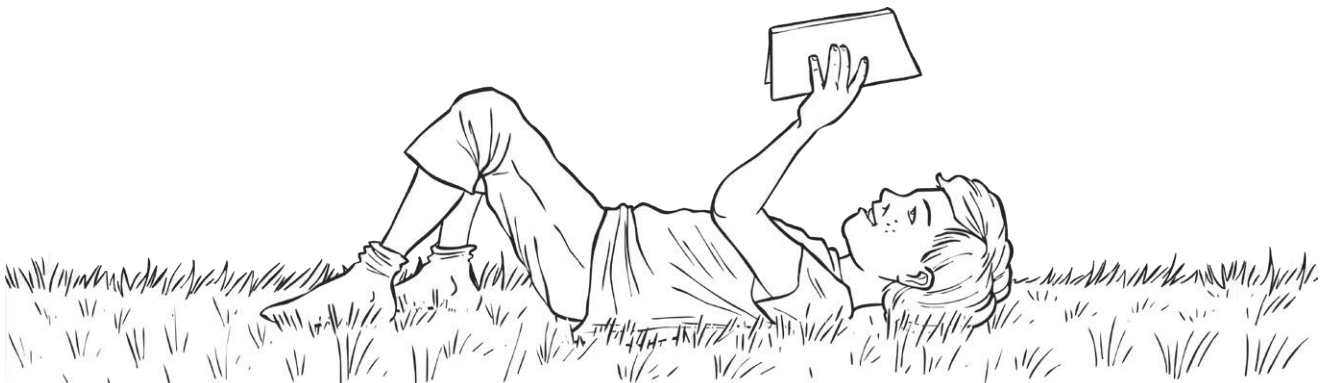
Formal Assessment Task 6: Writing
Formal Assessment Task 7: Oral Presentation

Task 7:
20 marks

Name: _____

Class: _____ Date: _____

Assessor: _____ Moderator: _____



Instructions:

- This project is made up of three sections.
- Follow the instructions for each section carefully.
- Work as neatly as possible.

Welcome to your writing project!

This project is all about **figures of speech in poetry**.
Have a look at the research question below and then dig in!

The Research Question	Hypothesis
Which figures of speech are used in poetry?	Which figures of speech do you think are best suited to poems? Take a guess!
What is a research question?	What is a hypothesis?
This is a question that comes to mind. We are curious about what the answer could be and therefore start researching the topic.	This is our prediction as to the answer to the research question. To find out whether our hypothesis is correct, we conduct research.

Phase One: Research

Do some research to help you prove or disprove your hypothesis.

Find out the answers to the following questions based on your research:

- What is a poem?
- What is meant by literal and figurative language?
- Find out information about the following figures of speech:
 - Similes
 - Metaphors
 - Alliteration
 - Assonance
 - Onomatopoeia
- Find some examples of age-appropriate poems or songs that use the figures of speech listed above.



Bring all your notes and research to school on the required date. You will need to create a poster showcasing your research and the results thereof. Was your hypothesis proved or disproved? Your poster must contain the following information:

1. State your research question, your hypothesis and a conclusion.
2. Write the answers to the questions you had to research neatly.
3. Make sure that you plan where you write each set of answers so that you use all the space on the poster.
4. Bring art supplies to school so that you can add to the overall design appeal of your poster.

Look at the rubric below to see how to structure your poster. Make sure to use an A2 poster so that you can position your information neatly.

	0	1	2
Research question, hypothesis and conclusion have been stated clearly.			
All required research questions have been answered.			
Language and spelling.			
Visual presentation (neatness and layout).			
Listed resources and research.			

Total: _____ / 10

Phase Two: Writing

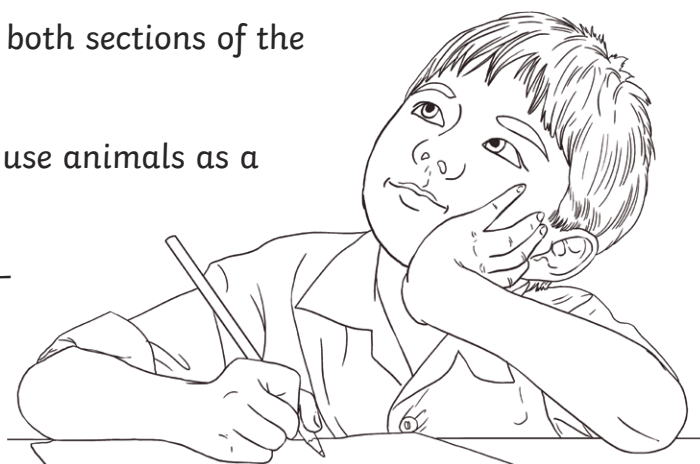
Use the information in the project as a prompt for a creative writing activity.

Read the instructions below and complete the writing task.

Read the instructions below and complete both sections of the writing task.

Write **three** poems of **20 words each** that use animals as a metaphor for emotions.

Make sure you follow the writing process – create and edit drafts of your work until you are happy with your final product.



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Use the writing frames below for guidance to create a poem that makes use of the characteristics of an animal to describe an emotion.

Line 1: (Emotion)

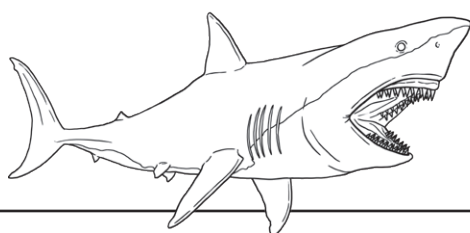
Line 2: Is a/an (adjective + animal)

Line 3: (Describe its movement)

Line 4: (Describe its environment)

Line 5: (What does it want/how does it feel?)

Look at the examples to see what the final product will look like.



Fear

Is a hungry shark
Its dark body silently glides
Master of the icy ocean depths
Ready to take a bite!

Happiness

Is a playful puppy

Tumbling, rolling and pouncing

Sniffing every branch and
twig

Excited to explore the
world!



Rubric

Checklist Poem One

	Not achieved	Partially achieved	Achieved
	0	1	2
Learner has followed the guidelines of the frame			
Learner's work is original and creative			
Learner's work makes sense and is logical			
Learner's work is free of spelling mistakes			
Learner has created a striking poem that accurately describes emotions			

Checklist Poem Two

	Not achieved	Partially achieved	Achieved
	0	1	2
Learner has followed the guidelines of the frame			
Learner's work is original and creative			
Learner's work makes sense and is logical			
Learner's work is free of spelling mistakes			
Learner has created a striking poem that accurately describes emotions			

Checklist Poem Three

	Not achieved	Partially achieved	Achieved
	0	1	2
Learner has followed the guidelines of the frame			
Learner's work is original and creative			
Learner's work makes sense and is logical			
Learner's work is free of spelling mistakes			
Learner has created a striking poem that accurately describes emotions			

Total: _____ / 30

Phase Three: Oral Presentation

Present your research poster to the class.

Prepare a speech of two to three minutes about the findings of your research. You can include the following discussion points:

- What is a poem?
- What is meant by literal and figurative language?
- Find out information about the following figures of speech:
 - Similes
 - Metaphors
 - Alliteration
 - Assonance
 - Onomatopoeia
- Provide some examples of age-appropriate poems or songs that use the figures of speech listed above.
- Recite one or two of the metaphorical poems you have written.

Remember not to read the information. You must work on your presentation skills.

You will have to:

- a. Show evidence of research/investigation,
- b. Present your ideas,
- c. Structure your presentation with an introduction, body and conclusion, and
- d. Use appropriate body language and presentation skills.



Rubric

	0-1	2	3	4-5
Visual Aids	The learner has no key notes and has not brought a poster to showcase their research.	The learner has key notes but has read from them instead of delivering the presentation as an oral.	The learner has prepared good key notes and makes reference to them when they feel unsure of how to proceed.	The learner has prepared key notes, but doesn't need to refer to them. They refer to their poster while maintaining interaction with the audience.
Content	Inadequate preparation - illogical arguments are presented and the audience is left uninspired.	The learner has made some reference to research question but most of the presentation is generic. Learner seems to make up information on the spot.	Good reference to research and attention to structure and style. Somewhat thought-provoking insights and generally logical arguments.	Impressive preparation and reference to research. Thought provoking selection of material and a logical argument.
Structure		Learner has a beginning and middle, however, presentation comes to a sudden stop.	Structure is clear and style well-crafted. A beginning, middle and end is easily identified.	
Use of Voice and Expression	The learner struggles to express themselves accurately and clearly. Their tone is monotonous and often inaudible.	The learner rushes through the presentation making it difficult for the audience to follow the content.	The learner makes efforts at being engaging but this does seem forced at times. They make good word choices and speak fluently.	The presentation is engaging and the learner speaks clearly and with natural animation. The learner makes excellent word choices and above-average word choices.
Audience Awareness	The learner makes no eye contact with the audience and does not stand up straight, confidence will need to be improved in the future.	The learner was relaxed and made eye contact with the audience. They were relaxed and showed signs of being at ease and confident.		

Total: _____ / 20