**Peer Assessment of Drafts NAME:**

 **(Work in groups of 2-3. Each read the other’s draft, considering one criteria at a time. Sign off below when you have assessed a particular criteria. Return the sheet to me at the end of the lesson. )**

**Assessment objectives Criterion: Understanding and analysis of literary texts**

1. demonstrate **understanding** of at least one selected **complex literary text** and **ways of reading the text/s** to **develop valid close reading/s**

5. analyse the **genre, structure and textual features** of the selected complex literary text/s to support **valid interpretations**

**What we are aiming for: student work has the following characteristics: 9–10**

• discerning understanding of at least one selected complex literary text to develop discriminating close reading/s

• discerning understanding of ways of reading the selected complex literary text/s to develop discriminating interpretations

• discerning analysis of the genre, structure and textual features of the selected complex literary text/s to support discriminating interpretations.

**Guiding Questions:**

* Does the draft show discerning understanding of the chosen novel? Does the student sound as if they are extremely familiar with the novel? Have they referred to the relevant parts of the novel in some detail, providing plenty of supporting evidence from the novel? Has the student shown knowledge of the text **both in their explanation of the text and in their analysis and reading of the text?**
* **Are the characters contextualized well enough for the reader to understand the setting and situation of the character?**
* Are their interpretations of the text clear and insightful?
* Has the student referred to the genre of the novel and some of its relevant structural and textual features when they have been supporting their interpretations?

**ASSESSED BY:**

**Criterion: Understanding and application of theories**

**Assessment objectives**

2. demonstrate understanding of relevant aspects of at least **two selected theories** in order to **explore a focus question** and to develop and explore **close reading/s** of the selected complex literary text/s

3. demonstrate understanding of **relationships among and within aspects of the selected theories** in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s

4. **apply appropriate aspects of at least two theories** to a selected complex literary text/s to produce a close reading, or readings , of that text, or texts, and to explore a focus question

**The student work has the following characteristics: Marks 9-10**

• discerning understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore

close reading/s of the selected complex literary text/s

• discerning understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question

and the associated close reading/s of the selected complex literary text/s

• discerning application of appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or

readings, of that text, or texts, and to explore a focus question.

**Guiding Questions:**

**How well has the student explained the theories? Are the explanations clear and detailed? Alert the student to sentences which do not clearly express meaning.**

**How well has student explained the relationship among theories and theorists?**

**How well has the student applied the theories?**

**ASSESSED BY:**

**Criterion: Evaluation and synthesis**

**Assessment objectives**

8. evaluate the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of the complex literary text/s and to explore a focus question

9. evaluate the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these

10. synthesise analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.

The student work has the following characteristics: 9-10

 • discerning evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question

• discerning evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these

• discerning synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.

**Guiding Questions:**

**How well has the student evaluated the strengths and weaknesses of selected theory?**

**How well has the student evaluated their own close reading? I.e. what was revealed?**

**How well has the student synthesized close reading, evidence and theories?**

**ASSESSED BY:**

**Criterion: Controlling textual features and conventions**

**Assessment objectives:**

6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended academic research paper for an academic audience

7. use textual features (including spelling, grammar and punctuation) to create an extended academic research paper

The student work has the following characteristics:

* discerning use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
* discerning use of textual features to create a theorised, extended analytical response for an academic audience.

Guiding Questions:

**Are the sentences complete? Do they make sense? Alert the student to sentences which do not clearly express meaning.**

**Is vocabulary used precisely? Tell them if you spot a word that doesn’t seem to fit the context.**

**Are they elevating vocabulary in order to write for an academic audience? Are they avoiding simple vocabulary and colloquialisms?**

**Could ideas have been expressed more concisely using fewer, more concise, words?**

**Have they used punctuation, especially semi-colons, correctly?**

**ASSESSED BY:**

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