

Grade 7 English Worksheet

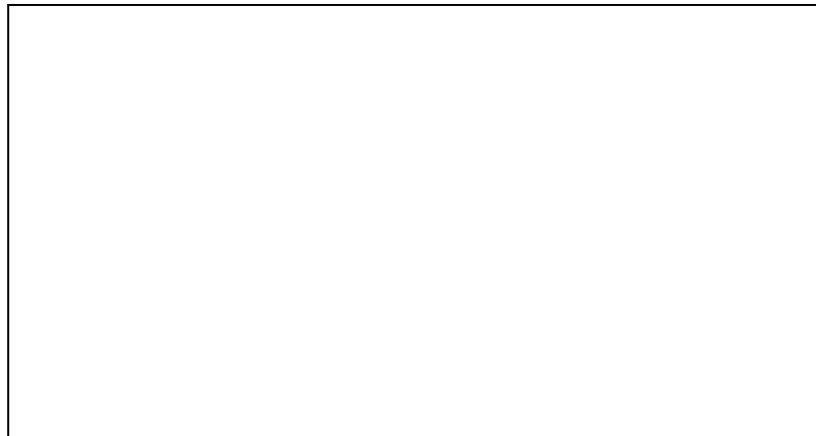
Assessment Task: Idioms, creative writing and mindmapping skills

Creative Writing-mindmap and editing

Choose any ONE of the following topics to write an imaginative and creative story.

- The Midnight Visitor
- Sunset
- Crime Scene On The Highway
- Birth of the Wind

1. **Mind map** your ideas below: (Write down any ideas that come to mind.)



- Organise your ideas – refer to your mind map and create a **rough draft**. (Use A4 paper)
- Plan and develop your story by using information from other sources, such as movies, books or cartoons.
- Be aware of plagiarism.
- Visualise as you write.

2. **Edit** your story by using the following criteria:

[10]

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Rubric for evaluating story

| Criteria | Yes | No |
|--|-----|----|
| Start with onomatopoeia (sound word) | | |
| Add a simile/metaphor | | |
| Underline all verbs | | |
| Use a thesaurus to replace the verbs with stronger verbs | | |
| Circle all common nouns | | |
| Add an adjective next to each noun | | |
| Check punctuation | | |
| 3 paragraphs | | |
| Check tenses | | |
| Check grammar and spelling – avoid clichés | | |

Write the **final draft** of your story.

[20]

Your teacher will use the following rubric to assess your story.

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Rubric for final draft of story

| Level | 4 | 3 | 2 | 1 | Marks |
|-------------------|---|---|---|---|--------------------|
| Format | Clear presentation, well formatted | Format not as specified Introduction and/ or conclusion not linked | No clear introduction/ conclusion Body lacks punctuation | Incorrect format Disjointed Irrelevant to topic | |
| | (2) | (1) | (½) | (0) | |
| Content | Relevant and factual Interesting | Relevant but not vivid | No story line Omission of facts | Irrelevant No reasoning Tautology | |
| | (10) | (7) | (4) | (2) | |
| Language | Polished use of vocabulary Good sentence structure | Good grammar and punctuation but lacks extended vocabulary | Many grammatical errors Lacks correct punctuation | Poor language structure No punctuation Limited vocabulary | |
| | (2) | (1) | (½) | (0) | |
| Creativity | Descriptive and vivid use of figures of speech | Good, but lacks higher-order skills | Satisfactory No figures of speech Unimaginative | Clichéd Low-order thinking | |
| | (3) | (2) | (1) | (½) | |
| Editing | Evident, few errors | Few obvious errors not corrected | Not clear | No editing evident | |
| | [3] | [2] | [1] | [1/2] | [Total: 20] |

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Suggested Solutions

- Ensure mind-mapping skills have been practised beforehand.
- Learners must have mastered the use of a thesaurus or personal dictionary.
- Figures of speech will have been taught before this task.
- Peers can also be used to edit the rough draft.
- Learners can be encouraged to illustrate their stories.

Use the rubric in the Appendix of Assessment Tools to assess learners' writing.

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Appendix of Assessment Tools

Rubric for final draft of story

| Level | 4 | 3 | 2 | 1 | Marks |
|-------------------|---|---|---|---|--------------------|
| Format | Clear presentation, well formatted | Format not as specified Introduction and/ or conclusion not linked | No clear introduction/ conclusion Body lacks punctuation | Incorrect format Disjointed Irrelevant to topic | |
| | (2) | (1) | (½) | (0) | |
| Content | Relevant and factual Interesting | Relevant but not vivid | No story line Omission of facts | Irrelevant No reasoning Tautology | |
| | (10) | (7) | (4) | (2) | |
| Language | Polished use of vocabulary Good sentence structure | Good grammar and punctuation but lacks extended vocabulary | Many grammatical errors Lacks correct punctuation | Poor language structure No punctuation Limited vocabulary | |
| | (2) | (1) | (½) | (0) | |
| Creativity | Descriptive and vivid use of figures of speech | Good, but lacks higher-order skills | Satisfactory No figures of speech Unimaginative | Clichéd Low-order thinking | |
| | (3) | (2) | (1) | (½) | |
| Editing | Evident, few errors | Few obvious errors not corrected | Not clear | No editing evident | |
| | [3] | [2] | [1] | [1/2] | [Total: 20] |