

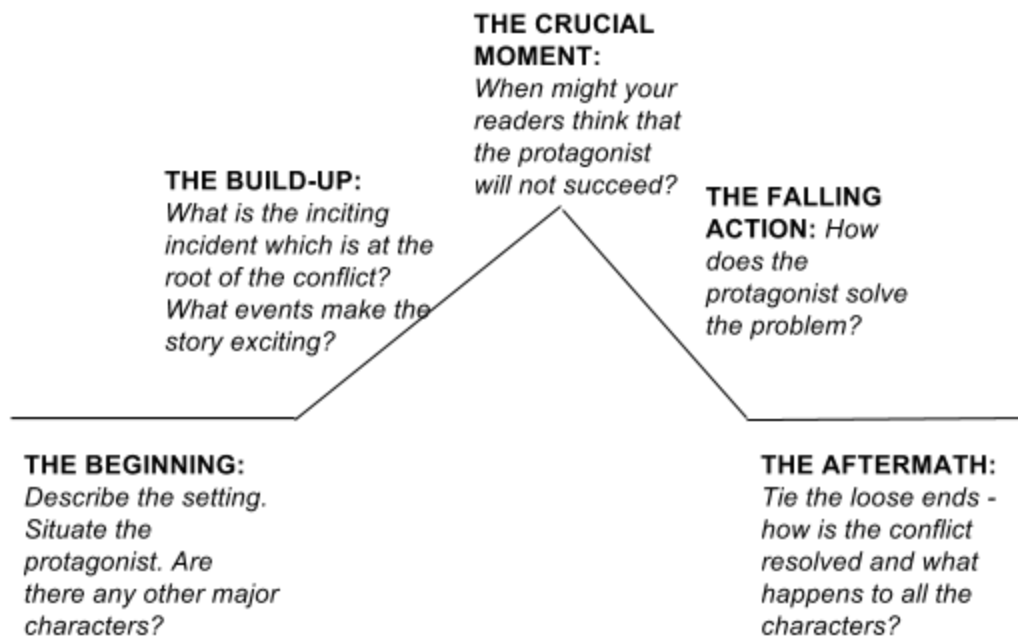
## *The Phantom Tollbooth* - Summative Assessment

Due date: Friday, 15th December (Day 6)

You have been practicing how to use figurative language by responding to creative writing prompts. You will now try to do the same by writing a story rich with figurative language.

Firstly, think what kind of a story it will be and the type of conflict you would like to explore.

Secondly, make a plan for your story. Use the graph below to help you.



Finally, use the figurative language when writing the story. Include (and underline):

- 4 idioms
- 2 pairs of homophones
- 4 synonyms
- 1 pun
- 3 examples of simile
- 3 examples of personification
- 3 examples of onomatopoeia

Use the template below to format your document before submitting it:

<p>Your name</p>  <p>The title</p>  <p>The story..... (<u>underline</u> the examples of figurative language)</p>
--

Double space the text and use a 12 pt font.

The story will be marked for **Criterion B - Organization** and **Criterion D - Using Language**.

	<b>Criterion B: Organization</b> <i>At the end of year 1, students should be able to:</i> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<b>Criterion D: Using language</b> <i>At the end of year 1, students should be able to:</i> <ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in an appropriate register and style</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques.</li> </ul>
<b>0</b>	<b>The student does not reach a standard described by any of the descriptors below.</b>	<b>The student does not reach a standard described by any of the descriptors below.</b>
<b>1-2</b>	The student: <ul style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures, though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of logic</b></li> <li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>	The student: <ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>
<b>3-4</b>	The student: <ul style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	The student: <ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>

<p><b>5-6</b></p>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>logical</b> manner, with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses <b>avariied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
<p><b>7-8</b></p>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a logical manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>