 Contemporary Possibilities

Assessment Task – Multimodal Presentation for Non-linear Narratives

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Multimodal Presentation | 20 | 6 |

Outcomes

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

Teacher notes

Task

Students are required to compose an original non-linear narrative that gives the responder choice in the story’s progression. The narrative must be presented as a multimodal digital text using one of the platforms explored in class (Prezi, Sway or other multimedia presentation platforms). The narrative should:

* Engage the responder through a variety of multimodal elements such as; text, buttons, links, sound, images, video, animations, memes and gifs etc.
* Provide the responder with multiple opportunities to control the narrative’s progression. This could include choice over the direction of the plot, or viewing the perspective of multiple characters.
* Engage the responder with a variety of visual and language forms.

Students will be required to present their final text to an audience, reflecting on:

* The process of constructing a nonlinear multimodal text.
* A wide variety of techniques and their impact on the responder.

Notes

* This task could be adjusted by providing the students with a narrative and asking them to alter it by creating multiple ending. Alternatively, the narrative outline could be constructed as a class, and students could complete the story and digital composition.
* The narrative component of the task could be integrated into the Common Unit: Reading to Write.
* This task could be modified to suit a nonfiction text.

| Marking guidelines/rubric. Module A:Contemporary possibilities |
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| * Demonstrates a perceptive understanding of visual and language techniques to convey ideas about contemporary possibilities
* Composes and presents a sophisticated, sustained and engaging narrative response
* Perceptively utilises a variety of multimodal elements, including but not limited to, animations, gifs, sound, images, video, links.
* Response skilfully demonstrates options to provide multiple reading paths for the responder appropriate to audience, purpose, context and form
 | A17-20 |
| * Demonstrates a highly-developed understanding of visual and language techniques to convey ideas about contemporary possibilities
* Composes and presents a clear, sustained and engaging narrative response.
* Effectively utilises a variety of multimodal elements, including but not limited to, animations, gifs, sound, images, video, links.
* Response effectively demonstrates options to provide multiple reading paths for the responder appropriate to audience, purpose, context and form
 | B13-16 |
| * Demonstrates a sound understanding of visual and language techniques to convey ideas about contemporary possibilities
* Composes and presents a sustained and engaging narrative response
* Soundly utilises at least two multimodal elements, including but not limited to, animations, gifs, sound, images, video, links.
* Response attempts to provide multiple reading paths for the responder appropriate to audience, purpose, context and form
 | C9-12 |
| * Demonstrates a limited understanding of visual and language techniques to convey ideas about contemporary possibilities
* Demonstrates some ability to compose and present a narrative response
* A limited application of of multimodal elements, including but not limited to, animations, gifs, sound, images, video, links.
* Attempts to compose a narrative with limited appropriateness to audience, purpose and context and form
 | D4-8 |
| * Elementary understanding of visual and language techniques
* Demonstrates some evidence of the ability to compose a narrative response
* Attempts to compose a narrative
 | E1-3 |
| * Non – attempt
 | 0 |