

DOCUMENT RESUME

ED 209 318

TM 810 854

**TITLE** Teaching and Evaluating Student Writing (Elementary Grades). British Columbia Assessment of Written Expression, 1978.

**INSTITUTION** British Columbia Dept. of Education, Victoria.

**PUB DATE** 78

**NOTE** 296p.; A few pages marginally legible. For a related document, see TM 810 855.

**EDRS PRICE** MF01/PC12 Plus Postage.

**DESCRIPTORS** \*Educational Assessment; Elementary Education; Foreign Countries; Grade 4; Grade 8; State Programs; \*Writing Evaluation; \*Writing Exercises; Writing Skills

**IDENTIFIERS** British Columbia; \*British Columbia Assessment of Written Expression; Canada

**ABSTRACT**

This resource package has been prepared as a means for distributing not only the results of the 1978 British Columbia Assessment of Written Expression but also to provide educators with clear, well-organized, classroom-ready materials which will assist them in teaching and evaluating the skills of written expression. It contains all of the test exercises from the provincial assessments, together with marking scales, provincial results, and further suggestions for teaching and evaluating each writing skill. The assessment was conducted at the grades 4 and 8 levels. However, since many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels, the exercises have been keyed throughout the package: all exercises, scales, and sample papers for the grade 4 level were keyed as "EXERCISE 1"; at the Grade 8 level they were keyed "EXERCISE 2". The exercises utilize the re-emerging assumptions that the English/Language Arts program should be based on the competencies actually required in adult life and that these skills can be specifically taught, learned, and measured. (Author/BW)

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BRITISH COLUMBIA  
ASSESSMENT OF  
WRITTEN EXPRESSION  
1978

ED209318

*Teaching and Evaluating  
Student Writing*

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THE MINISTRY OF EDUCATION  
PROVINCE OF BRITISH COLUMBIA

TM 810 854



## TEACHING AND EVALUATING STUDENT WRITING

### UTILIZING MATERIALS DEVELOPED FOR THE 1978 ASSESSMENT OF WRITTEN EXPRESSION

This package of materials has been prepared for teachers of Language Arts and English for their use in British Columbia classrooms. The materials include all of the test exercises, marking scales, and results from the 1978 assessment. Classroom-usable examples of student writing for each exercise, as well as further suggestions for teaching and evaluation each of the writing skills, are also included. PLEASE READ THE INTRODUCTION BEFORE USING THE MATERIALS WITH YOUR STUDENTS.

We hope you find the looseleaf format useful--you are encouraged to duplicate the exercises, scales, and exemplars for use with your students. We suggest that the materials be kept either in a clip binder or in file folders, organized according to individual skills. The latter suggestion would also allow for storage of class sets of materials, ready for immediate use.

We would appreciate your comments on the content and arrangement of the package so that we can continue to improve future packages of materials.

LEARNING ASSESSMENT BRANCH

**TEACHING AND EVALUATING  
STUDENT WRITING**

*General Introduction*

**LEARNING ASSESSMENT BRANCH  
THE MINISTRY OF EDUCATION  
PROVINCE OF BRITISH COLUMBIA**

TEACHING AND EVALUATING STUDENT WRITING  
GENERAL INTRODUCTION

## ACKNOWLEDGEMENTS

The Ministry of Education gratefully acknowledges the services of the people, listed below, who have contributed to the production of this resource materials package.

The members of the 1978 Assessment of Written Expression Contract Team, who developed the test exercises, refined the marking scales, and designed the overall assessment project:

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Denis Rodgers (U.B.C.)  
Lyn Glazier (Vancouver)  
Arnald Muir (North Vancouver)  
Maureen Noonan (West Vancouver)

The members of the 1978 Assessment of Written Expression Management Committee, who were responsible for overseeing the work of the assessment and for offering constructive criticism and advice to the Contract Team:

Bill Atkinson (Quesnel)  
Fred Bowers (U.B.C.)  
Rick Cooper (Vancouver)  
Aileen Fletcher (Powell River)  
Nancy Greer (Ministry of Education)  
John McVicar (Ministry of Education)  
Sylvia Rayer (West Vancouver)  
Jan Sarkissian (Victoria)

The teachers who, using the pilot test responses, developed and refined the marking criteria (scales) which were used in the assessment:

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William Atkinson (Quesnel)	Nora Medenwaldt (Burnaby)
David Barnett (U.B.C.)	William Mumford (Vancouver)
Audrey Bragagnolo (Vancouver)	Jorgen Nielsen (Burnaby)
Rod Brown (Nanaimo)	Alice Njaa (Burnaby)
Nancy Buan (Vancouver)	Eric Paakspuu (Richmond)
Larry Carlson (New Westminster)	Sylvia Pritchard (Coquitlam)
Anne Clemens (Coquitlam)	Lois Rain (Richmond)
Rick Cooper (Vancouver)	Fred Rezanson (Burnaby)
Jessie Deplissey (Vancouver)	Peter Roth (U.B.C.)
Faye Erbe (Richmond)	Joanne Ryeburn (New Westminster)
Judy Giles (Coquitlam)	Gail Schneider (Langley)
William Griffin (Surrey)	Iris Stacey (Burnaby)
George Hawksworth (New Westminster)	James Strilesky (Richmond)
Sharon Jeroski (U.B.C.)	Del Sturhahn (Vancouver)
Joyanne Landers (Coquitlam)	Allison Sullings (Vancouver)
Peggy McCarty (U.B.C.)	Robert Sweet (U.B.C.)
Helen MacIsaac (U.B.C.)	Anne Thompson (Vancouver)
Heather McKay (Richmond)	Angela Waber (Richmond)
Allison McKenzie (Vancouver)	John Wiebe (Burnaby)
Mary Mann (West Vancouver)	Jude Williams (Delta)

The individuals who worked with the test exercises, scales, and results, added the preambles and teaching suggestions, and prepared these resource packages for this publication.

John McVicar, Project Director (Ministry of Education)  
Rod Brown, Project Co-ordinator (Nanaimo)  
Rick Cooper (Vancouver)  
Faye Erbe (Richmond)  
Clara Penner (Surrey)  
Jude Williams (Delta)  
Berenice Wood (Burnaby)  
Sandra Young (Shuswap)

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## GENERAL INTRODUCTION

This resource package has been prepared as a means for distributing not only the results of the 1978 Assessment of Written Expression but also to provide educators with clear, well-organized, classroom-ready materials which will assist them in teaching and evaluating the skills of Written Expression. It contains all of the test exercises from the provincial assessments, together with marking scales, provincial results, and further suggestions for teaching and evaluating each writing skill. It is hoped that the package will enable teachers to clarify the goals of their composition programs and to communicate these clearly to students and parents. In addition, it is believed that the method of "scaling" compositions presented here is a simpler, more accurate means of measuring and evaluating student writing than many of the more impressionistic methods traditionally utilized by teachers.

These packages grew out of the 1978 British Columbia Assessment of Written Expression. That assessment proceeded from a skills analysis of all of the various forms of writing likely to be required of a competent Grade 12 graduate in his/her adult roles as a citizen, worker, learner, and creative individual. The test exercises were designed to elicit specific clearly defined skills which had been so identified and were given to sample classes throughout the province at the Grade 4, 8, and 12 levels.

Three types of exercises were developed for the provincial assessment. These are Directed Writing materials, a Global Essay, and some Editing and Proof-reading exercises.

Directed Writing - these exercises were designed to cue students to respond to a situation using a particular skill (e.g. students were asked to write a letter appropriate to a given situation and their responses were graded for the presence of the correct conventions of the formal social letter).

Global Essay - students were asked to write a relatively lengthy composition, choosing either a narrative or expository format.

Editing/Proofreading - students were asked to correct errors or to provide missing mechanical elements from a piece

of writing (e.g. punctuation, capitalization, abbreviations, usage).

The materials presented here have been designed to assist teachers of Language Arts and English at all grade levels. However, since the Grade 12 exercises would be of little instructional value to elementary teachers and the Grade 4 materials would be of little use to secondary teachers (and in the interests of keeping the size of the package to a realistic level), the materials have been split into two packages. One package, incorporating the grades 4 and 8 materials, has been designed for teachers of grades one to eight; the other package utilizes materials from the grade 8 and 12 tests and is designed for use by secondary teachers.

The assessment was conducted at the grades 4, 8, and 12 levels. However, since many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels, the exercises have been KEYED throughout the two packages. All exercises, scales, and sample papers for the grade 4 level were keyed as "EXERCISE 1". At the Grade 8 level they were keyed "EXERCISE 2", while the Grade 12 materials were keyed "EXERCISE 3".

Please note that only a few of the hundreds of identifiable writing skills are represented here. This package does not represent a total writing curriculum, but it is a beginning.

Note also that the writing skills in this package have not been prioritized in any way. All of them are considered to be important, but there is no suggestion that they are of equal weight. The package has been organized so that the directed writing skills are presented first, followed by the narrative and expository exercises.

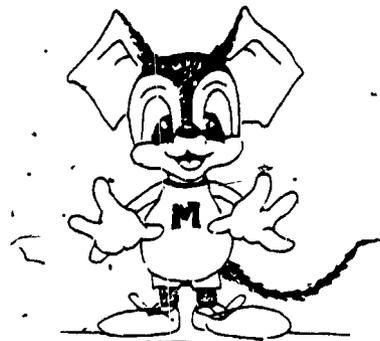
All teachers who use these exercises and scales are strongly encouraged to read both the Summary Report and the General Report of the 1978 Assessment of Written Expression. The Summary Report is available in each school in British Columbia and copies of the General Report are located in each School District office. Additional copies may be obtained by writing to the Learning Assessment Branch in Victoria.

Teachers should find the materials in this package particularly timely and useful since they utilize the re-emerging assumptions that the English/Language Arts program should be based on the competencies actually required in adult life and that these skills can be specifically taught, learned, and measured.

The Test Exercises

The exercises were originally developed for the 1978 Assessment of Written Expression. Most of them were written so as to relate to a theme which had been selected for each grade level.

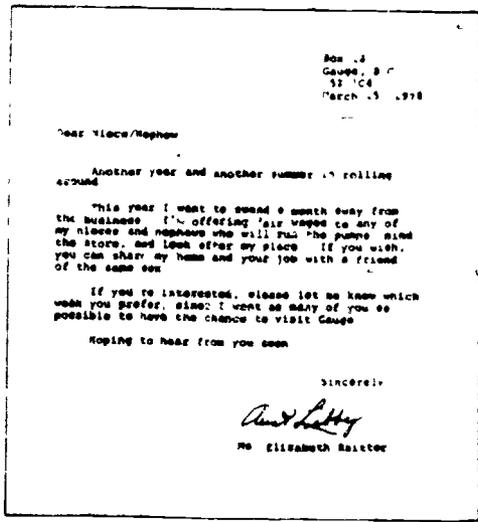
At the Grade 4 level the theme was generally "Marty Mouse as Camp Mascot", and each exercise was introduced by some characterization of Marty Mouse.



At the Grade 8 level the theme related to an advertisement for a Junior Reporter and activities related to that position.

<b>BUSINESS DEVELOPMENT OFFICER</b>	<b>REAL ESTATE TRAINING</b>	<b>SIDING SALES Opportunity</b>	<b>PROFESSIONAL</b>
<b>JUNIOR REPORTER WANTED</b>			
<p>The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.</p> <p><b>BENEFITS:</b></p> <ol style="list-style-type: none"> <li>1. Many different experiences</li> <li>2. A chance to express your ideas</li> </ol> <p><b>DUTIES:</b></p> <p>To write about things that happen in your school and your community that are of general interest to teenagers</p> <p><b>APPLY</b> to the editor of this newspaper</p>			
<b>Clothing Managers</b>	<b>Assistant Managers</b>	<b>PRINTING SALES</b>	<b>HEAVY EQUIP</b>

At the Grade 12 level ,  
the theme concerned a mythical  
town, Gauge, B.C., Aunt Libby,  
and the running of a store/gas  
station with a friend.



These thematic contexts were used to create continuity and heighten interest for students.

In order to allow more flexible use of the exercises and other materials in this package, they have been coded as follows:

- Grade 4 - Exercise 1
- Grade 8 - Exercise 2
- Grade 12 - Exercise 3

Within a given school or classroom situation, the test exercises could easily become overused. Use them, but also develop alternative exercises that can be used with the same scale and sample student responses. Once a teacher feels confident with the scales and the rationale behind each skill, he/she can create other thematic approaches for a whole new series of exercises. Such a theme might be a 'Star Wars' theme. Such a thematic context often creates continuity for students.

The Marking Scales

The concept of "scaling" is presented here as an alternative to the traditional practice of marking merely for grades. Teachers (and their students) require a procedure for measuring and evaluating writing which designates mastery of certain skills much more precisely than does a 'pass' or a letter grade. The marking scales in this package have been designed not only to indicate the presence of certain basic skills but also to measure the degree of each student's mastery of those skills.

The marking scales for the 1978 Assessment of Written Expression were originally developed by groups of teachers using actual student responses to pilot versions of the tests. Each marking scale consists of several clearly defined points which describe in detail the characteristics of various levels of student response.

A good scale simplifies the chores of marking to that of a "sorting" process. This sorting process means, simply, that each student paper will fall within the confines of a specific category, or scale point, according to the description of that point on the scale as devised for that specific skill. Thus, each paper will fit somewhere on the scale as a result of the stated specific and unique limits of each point on the scale. Therefore, it is highly effective as a means of marking for purposes of diagnosis and measurement of student achievement and progress.

The following are some worthwhile suggestions for using marking scales:

1. Familiarize your students with the marking scales by which their work will be evaluated. Make sets of scales and sample responses for class or group discussion.
2. It might be advisable to "block out" the Provincial Results and grade level designation when using the marking scales with the students.
3. When working with a scale or series of scales, the teacher's task becomes one of sorting student papers into piles representing levels of competency or mastery.
4. Avoid being influenced by characteristics of the writing which are not being scaled. Focus only on the skill you are scaling at the moment.
5. Teachers should feel free to revise the marking scales. You may find that there are too many--or too few--scale points. Or you may wish to alter the wording of particular scale points.
6. The 'scale-and-sort' method of measuring student competence is not limited in its application to writing skills. In fact, it adapts well to virtually all instructional situations. Design your own scales for marking speeches,

art projects, or the content of literature essays.

The Assessment Results and Interpretation Panel Judgements

Throughout these packages of materials, there is a section below each marking scale which indicates two important pieces of information: The first of these indicates the percentage of students in the provincial sample whose work was 'scaled' into each scale point category. The second piece of information is a dotted line which is the point along the scale which represents the dividing line between 'minimally acceptable' and 'unacceptable' levels of achievement, according to the collective judgement of a panel of educators and the public. This information is presented as in the example below:

PROVINCIAL RESULTS - Grade 8				
Scale Point	1	2	3	4
Percent of Students	26	10	19	43

In situations in which the 'percent of students column does not add up to 100, the difference is accounted for by papers which were off the topic, blank, illegible, or incomplete.

The dotted vertical line is the Interpretation Panel's 'cut-off point' which divides those papers which were judged to be 'acceptable' from those which were judged 'unacceptable'.

In arriving at their judgements, the Interpretation Panels for each grade level used the scale point descriptions and sample student papers which are reproduced in these packages. Teachers may wish to set their standards differently or alter the 'cut-off points' which are presented here in light of their knowledge of local expectations or some other variable not considered in a provincial assessment.

The Sample Papers

Each of the sample papers presented in this package was scaled by three different teachers during the assessment marking sessions and was sorted into the same scale point on all three occasions. This high degree of

reliability should help to make these papers excellent teaching tools in the classroom as examples of the characteristics which each scale point will have.

For some scales in the Narrative/Expository section there are no sample papers for some scale points (usually the highest scale point) due to the fact that none of the papers which were graded on three occasions seemed to fit the demands of that scale point (at least, in the judgements of all three markers).

### Further Suggestions for Teaching

Further suggestions for teaching and evaluating each skill have been included in each section of this package. Use these if you find them applicable; in addition, design your own alternative exercises and scales. Send your successful ideas to the Learning Assessment Branch for inclusion in subsequent editions of this project. Suggestions or inquiries should be addressed to:

Learning Assessment Branch  
Ministry of Education  
Parliament Buildings  
Victoria, B. C.  
V8V 1X4

TEACHING AND EVALUATING  
STUDENT WRITING

*Directed Writing Skills*

LEARNING ASSESSMENT BRANCH  
THE MINISTRY OF EDUCATION  
PROVINCE OF BRITISH COLUMBIA

DIRECTED WRITING SKILLS  
(ELEMENTARY GRADE LEVELS)

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Shows Fluency in Ability to Generate Ideas and Associations . . . . .	DW	82
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Organizes Details and Ideas . . . . .	DW	135
Conveys Personality Through Selected Details . . . . .	DW	143
Organizes Events in a Plausible Sequence . . . . .	DW	152

## INTRODUCTION

The Directed Writing exercises, as developed by the assessment Contract Team, were designed to cue students to respond to a given situation in such a way that they would demonstrate their current level of competence with regard to a particular and well-defined writing skill. Levels of competence are represented by each scale point on the marking scale.

The Directed Writing materials in this package deal with nineteen distinct skills. Each "skill-section" consists of the following:

1. An introduction to the skill.
2. Exercise 1 (Grade 4).
3. Exercise 2 (Grade 8).
4. Marking scales, provincial results, and Interpretation Panel judgements.
5. Additional suggestions for teaching and evaluating the skill.

Some of the skills were tested at only one grade level provincially. There is, therefore, only one exercise provided for each of the following skills:

1. Adjusts tone to audience (Exercise 1).
2. Shows fluency in ability to generate ideas and associations (Exercise 2).
3. Describes human physical features and details of clothing (Exercise 2).
4. Uses correct mechanics of quotation marks (Exercise 1).

However, the exercise, scale, and teaching suggestions which are provided in each of these cases may prove to be useful at any grade level.

Please note that specific grade level reference has been minimized to permit more flexible use of these materials. The exercises, scales, and sample papers have been labelled as follows:

Exercise 1 - Corresponding to Grade 4

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12 (not included in this package)

As mentioned in the General Introduction, the assessment tests were designed around certain themes at each grade level, in order to stimulate interest and to elicit better writing from students. The introductory pages for Grades 4 and 8 are reproduced in full, as is the classroom poster which was used at the Grade 4 level. Teachers might find students to be more aware of the situation regarding the individual exercises if they are introduced to the themes prior to the use of the exercises. Teachers might consider designing exercises for their classes around current or local interests.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE  
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

INTRODUCTION TO GRADE 4 EXERCISES ON DIRECTED WRITING

Hi everybody!

Welcome to Camp Elmwood. We hope you will have lots of fun at outdoor school. On the following page you will find a form we would like you to fill in, so that we can learn something about you before you start your camp activities.

Your camp mascot,  
Marty Mouse



INTRODUCTION TO GRADE 4 EXERCISES ON DIRECTED WRITING



This form is to tell me all about you.

I want you to fill in the form.

CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Mother's or Father's Name: \_\_\_\_\_

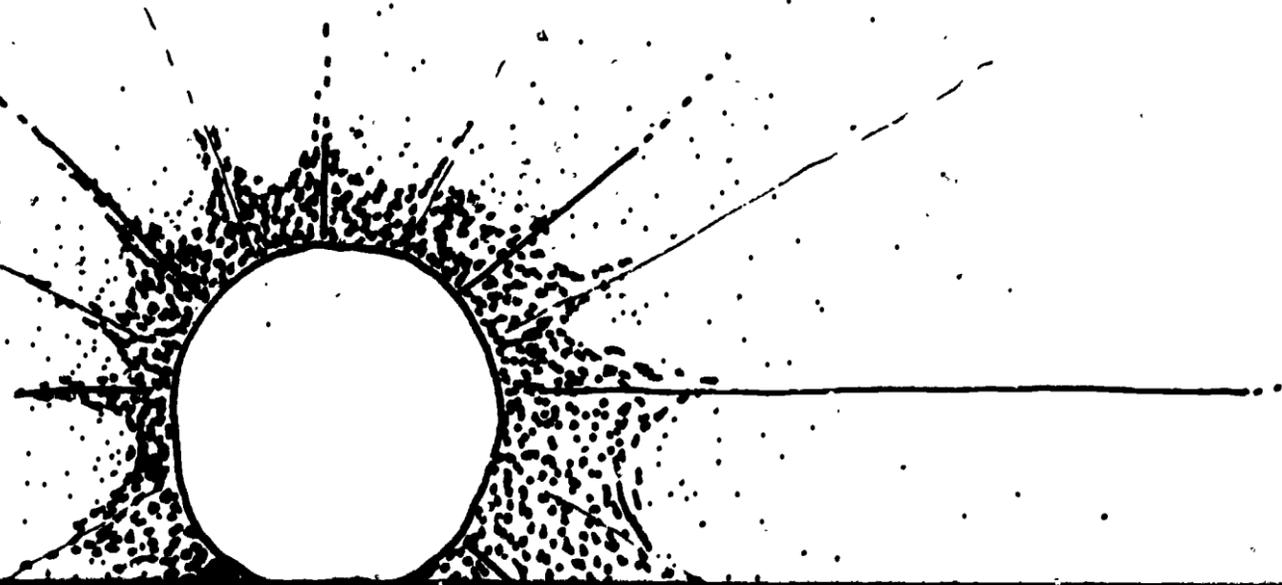
Home Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

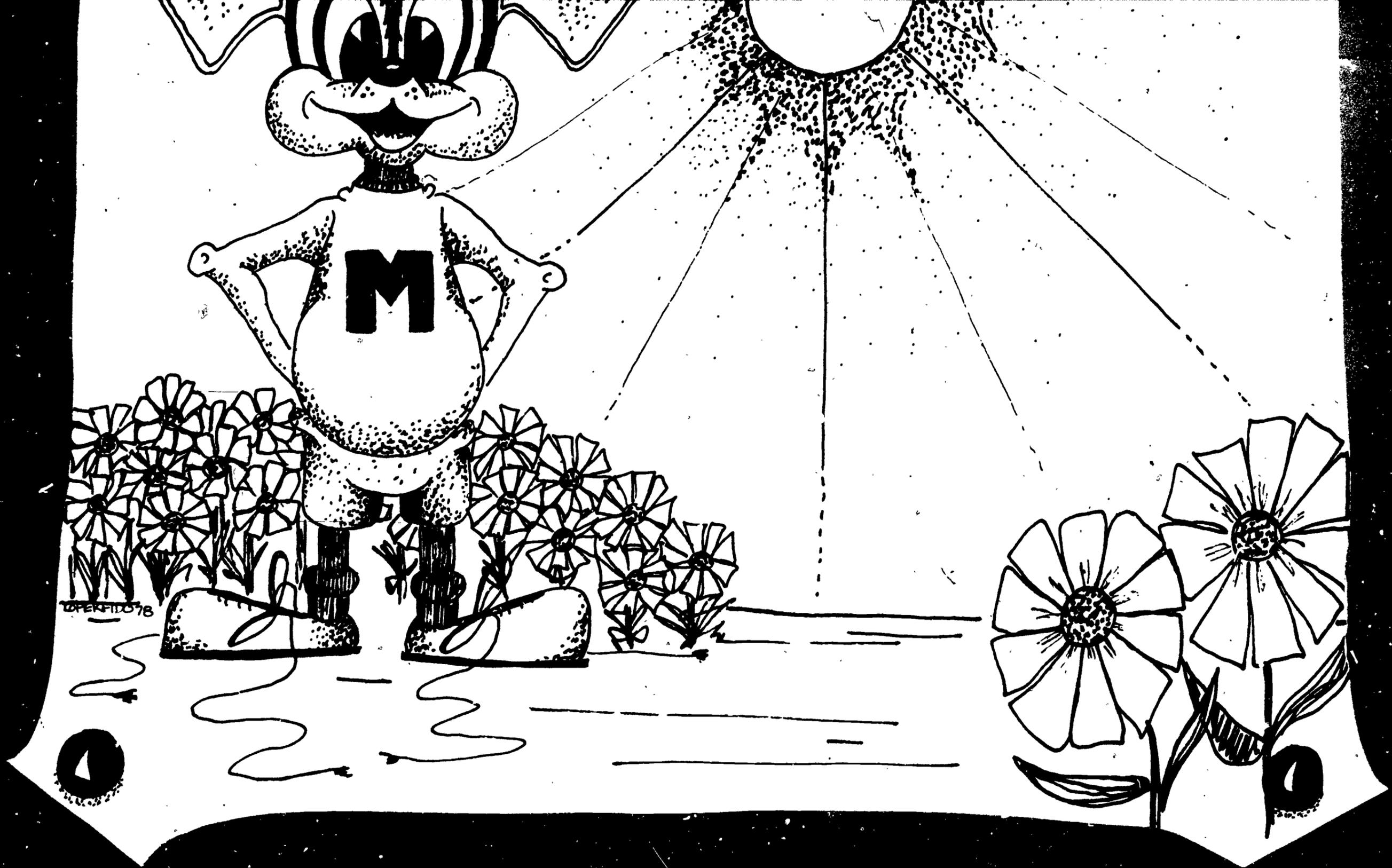
Phone Number: \_\_\_\_\_

List three things you would like to do at camp:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WELCOME TO  
CAMP ELMWOOD





LOPEKFD078



INTRODUCTION TO GRADE 8 EXERCISES ON DIRECTED WRITING

When this ad appeared in your local weekly newspaper you applied for the job - and got it. Congratulations! Turn the page to find out what you have to do.

Employment Opportunities

EMPLOYMENT OPPORTUNITIES

PERSONNEL & CLERKS

Small friendly office who needs a clerk in kitchen attention to detail call 688-7851

Officers/Loan Officers Etc Central Credit Union on 2038 Van Voe SR9

Personnel Consultants 5-0261-1155 W Geor

Finance teller required daily for North Delta 96-7181

Finance teller top stereo 1970 Ford 5900 R Lander & 736-1208

Time Receptionist req 8-24 4 Months through between 9 am to 3 pm OFFER STAFF REQ'D by Personnel 684-7254

Recruitment Placements Personnel 681-3326

PART TIME

IDEAL

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Telephone appointment South Burnaby Eves & cap salary 524-2137

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Active people with good or Sales Order Desk cap salary 10 am to 3 pm to 5 pm Phone 876-1919

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Available person to work part nights in retail in security business Flexible Reception & clerical involved Reply in writing to Box 3336, this

Part time Girl Friday required by Abbotsford car shop Must be mature & experienced Box 2305

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**REAL ESTATE TRAINING**

You should investigate

SALES

**SIDING SALES Opportunity**

SALES

**PROFESSIONAL 10% Commission**

**JUNIOR REPORTER WANTED**

The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.

**BENEFITS:**

1. Many different experiences.
2. A chance to express your ideas.

**DUTIES:**

To write about things that happen in your school and your community that are of general interest to teenagers.

**APPLY** to the editor of this newspaper.

**Clothing Managers Assistant Managers**

If you have the presentation & confidence & are fully experienced & capable of handling either position in long established mens' clothing stores, we have these positions available in both our Vancouver and Victoria stores & are prepared to offer top salaries & benefits.

**CAREER PERSONNEL**

Major manufacturer of pressure sensitive tape requires a rep with related experience to call on their distributors and service the industrial users Territory B C Initially straight salary to be replaced with commission package in the \$20,000 plus range within 1 year Call Don Strunk in confidence

**PRINTING SALES**

Personal Interviews Only Apply 1680 Kingsway between P.M. & 12 noon

**HEAVY EQUIP.**

Manufacturer of truck bodies and equipment seeks a rep with similar exp. with resources in the

If you haven't applied for 1970 what we offer is a professional program in central for greater leadership. For more call Stan or Le CARLESSE 688-8888

**Earn What \$240**

**EXPERIENCE**

International career opportunity available. Experience not needed. High School Graduate for 3 plus years experience in the job market for the current season. 688-6417 9:00 a.m.

"Everything" • Backing of 1 party • The chance for yourself • Unlimited opportunity • A broad product line • Unlimited expansion • Requires 1 year of experience • Payday over • Spontaneous promotion error • Must be available auto 684-5857, 9:30 a.m. to 12 noon

**AUTOMATIC** An excellent opportunity available for a collector used cars. If you increase your inventory in the area, you will have an extra profit if you are not aware of it.



SKILL: USES CORRECT MECHANICS OF LETTER/ENVELOPE FORMAT

The writing of letters and addressing of envelopes are naturally closely related skills.

Students should be aware that there is a correct format.

For Grades 1 - 5 this skill is practical to teach after Christmas or some such special event which prompts Thank-you letters.

For Grades 6 - 8 the skill might be worked with in conjunction with any special event requiring an invitation.

NOTE: The CONTENT of the letter is not relevant to the points of these scales:

These skills are referred to as SKILL 1 in the Assessment of Written Expression reports.



This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

Note - Revision of scale recommendation: The Grade 4 scale requires only 2 out of 5 units of correctly placed information for top scale points. Creating a 4 point scale by combining points 1 & 2 as the first point and proceeding from there as the scale suggests would make the scale more usable.

Basis of the scale: (a) number of units of information complete and correct: (1) camp name and address, (2) date, (3) salutation, (4) name of person who is to receive the letter, and (5) appropriate closing; (b) correct placement of information on the page.

Scale Point 1: Does not have any correct units of appropriate information.

Scale Point 2: One or more appropriate information units are present but NONE of them are correctly placed.

Scale Point 3: One unit of information correctly placed.

Scale Point 4: Two units of information correctly placed.

Scale Point 5: More than two units of information correctly placed.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2		4	5
Percent of Students	5	19	15	12	39

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 458 Elmwood Avenue in Saltwood, B.C.

SCALE POINT 2



This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 458 Elmwood Avenue in Saltwood, B.C.

*458 Elmwood Ave  
Saltwood BC*

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

*258 Elmwood Ave  
Saltwood BC*

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow. *Camp Elmwood is at 458 Elmwood Avenue in Saltwood, B.C.*

SCALE POINT 3



This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 458 Elmwood Avenue in Saltwood, B.C.

*Saltwood BC  
450 Elmwood Avenue  
April 2 1978*

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

SCALE POINT 4



This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

Elmwood Camp  
450 Elmwood Ave.  
Saltwood B.C.

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

Love  
Kare

SCALE POINT 5



This is a letter you have written home. I want you to fill in the camp address, the greeting, the closing, and the date.

Camp Elmwood is at 450 Elmwood Avenue in Saltwood, B.C.

Camp Elmwood  
450 Elmwood Avenue  
Saltwood B.C.

Dear home

We had a fun trip here. I made a crazy sandwich. I'll write more tomorrow.

Love  
Kare

An Invitation

Your class is planning a Spring Party in the gymnasium next Friday afternoon, from three until five.

The class has asked you to write a letter inviting last year's teacher, Mr. Fraser, to come to the party. He lives in Goldville, British Columbia, at 289 Brooks Street. His apartment number is 302, and his postal code is V6J 4R2. You are writing from your home address.

ASSIGNMENT

Write a short letter of invitation to Mr. Fraser. Be sure to include your return address, necessary headings and closing. An envelope for you to address is on the following page.

Basis of the scale: Frequency of major and minor errors.

Major errors: (1) omission of any of the four required elements: date, return address, opening, closing (2) ordering of information in address/date block.

Minor errors: (1) spacing/alignment (2) inclusion of unnecessary information (for example, 'From' or sender's name in address/date block) (3) punctuation in address/date, opening or closing (4) capitalization in address/date, opening or closing.

NOTE: Count each omission of a required element as a major error, each punctuation error as one minor error, etc.

Scale Point 1: Two major errors or more than four minor errors.

Scale Point 2: One major error and no more than four minor errors.

Scale Point 3: No major errors. No more than four minor errors.

Scale Point 4: No major errors. No more than one minor error.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	53	33	7	4
		*	*	

\*The Interpretation Panel did not reach consensus to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement for this grade level.

SCALE POINT 1

Dear Mr Fraser

We are having a party next Friday  
and I would really like you to  
come the address is for where  
you can reach me is 434 E Keith  
write to tell if you ~~could~~ make it  
or not

Thank you

Wandy

SCALE POINT 2

23876 56 Ave  
Surrey, B.C.  
Canada  
V3W 1N4

Dear Mr Fraser,

We cordially invite you  
to come and attend our  
young party ~~to~~

It is next Friday  
afternoon, ~~at~~ in the gymna-  
sium from about until  
five.

Hope to see you there,

Yours truly,

Sharon

SCALE POINT 3

Wendy McCallum  
Ayrton, B.C. phone no.  
April 12, 1978

Dear Sir;

You are invited to a spring party  
in the gymnasium Friday. We would  
sure like you to come for the grade eight  
class thought of the idea.

P.S.

Don't bring  
anything.

Your truly  
Wendy

SCALE POINT 4

2236 Terrace Ave  
North Vancouver B.C.  
V1R 1B5  
April 10, 1979

Dear Mr Fraser

Our grade eight class is having a Spring  
Party next Friday afternoon. We are hoping that  
you will be able to attend. The party will start  
at 3:00 pm and will end at 6:00 pm. Please notify us  
by Thursday whether you will come or not.

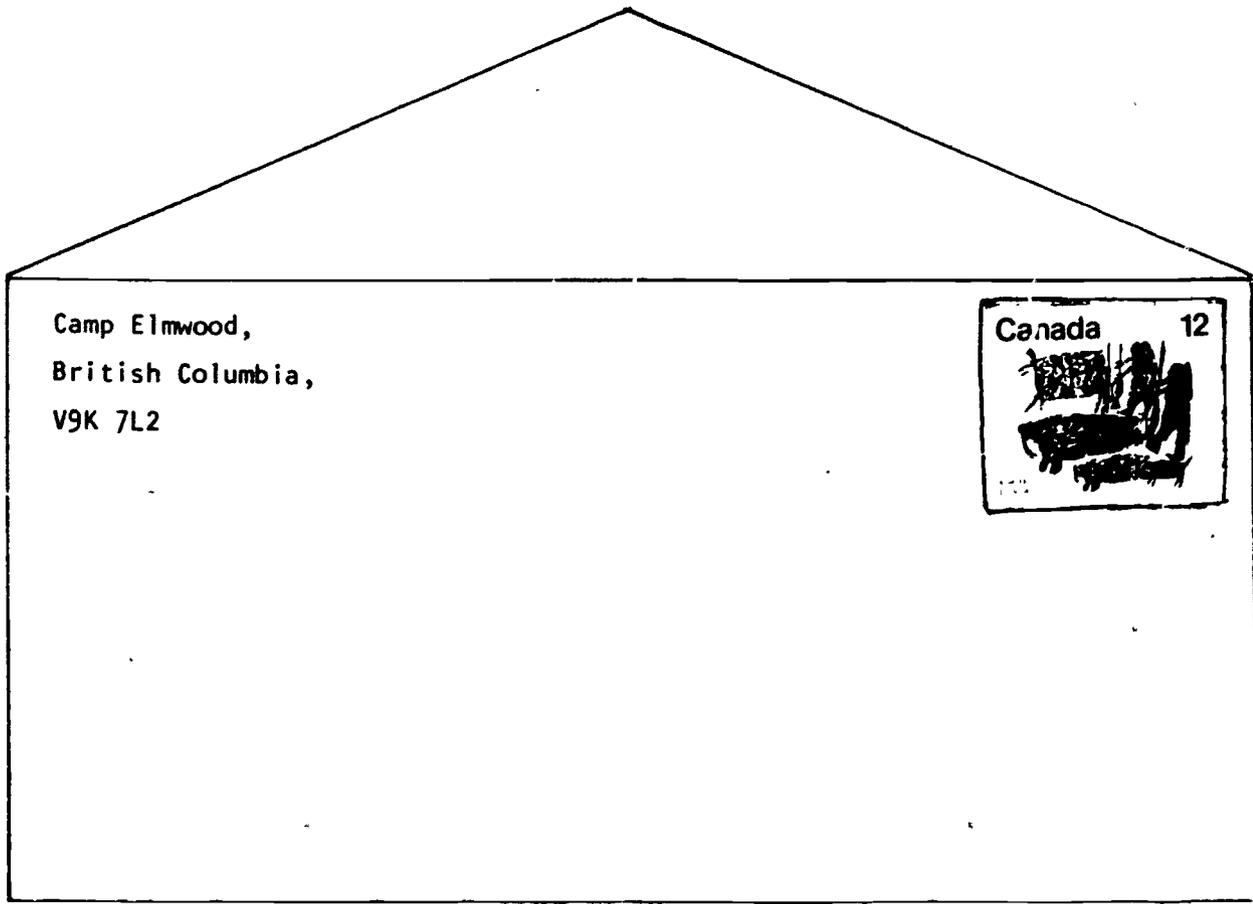
Yours truly,

Wade



This is the envelope for your letter about the cabin.

I want you to address the envelope to your mother or father, or someone in the family.



Basis of the scale: Inclusion of information necessary for delivery (1) name, (2) street address (3) community, and (4) province. Urban addresses require all four, rural addresses may omit the street address. Generally, capitalization, punctuation, irrelevant additions and postal code were not considered.

Scale Point 1: Two or more essential pieces of information missing.

Scale Point 2: One piece of essential information missing.

Scale Point 3: All essential information given but one or more errors in position (must be centered on the envelope) or sequence.

Scale Point 4: All essential information correctly presented.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	24	13	19	40

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



This is the envelope for your letter about the cabin.

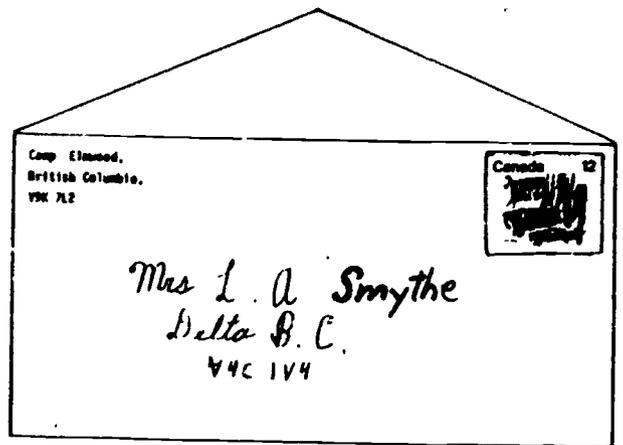
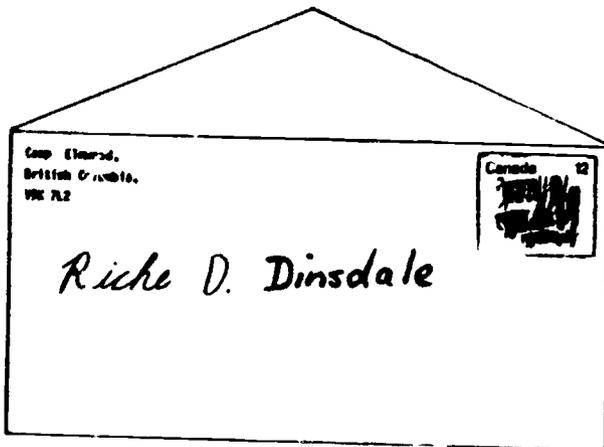
I want you to address the envelope to your mother or father, or someone in the family.

SCALE POINT 2



This is the envelope for your letter about the cabin.

I want you to address the envelope to your mother or father, or someone in the family.



SCALE POINT 3



This is the envelope for your letter about the cabin.

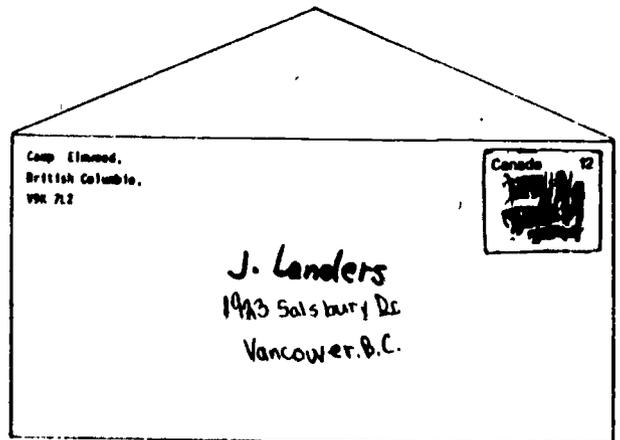
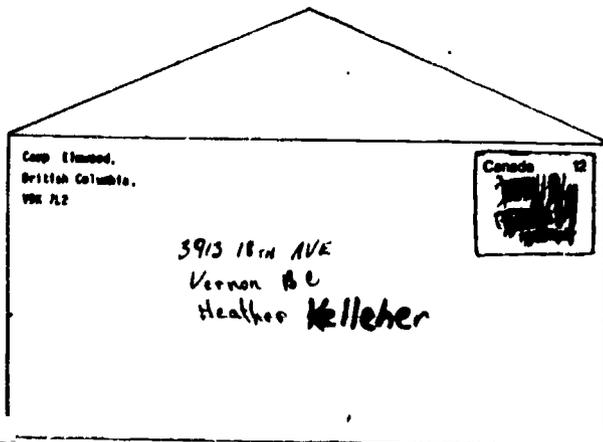
I want you to address the envelope to your mother or father, or someone in the family.

SCALE POINT 4

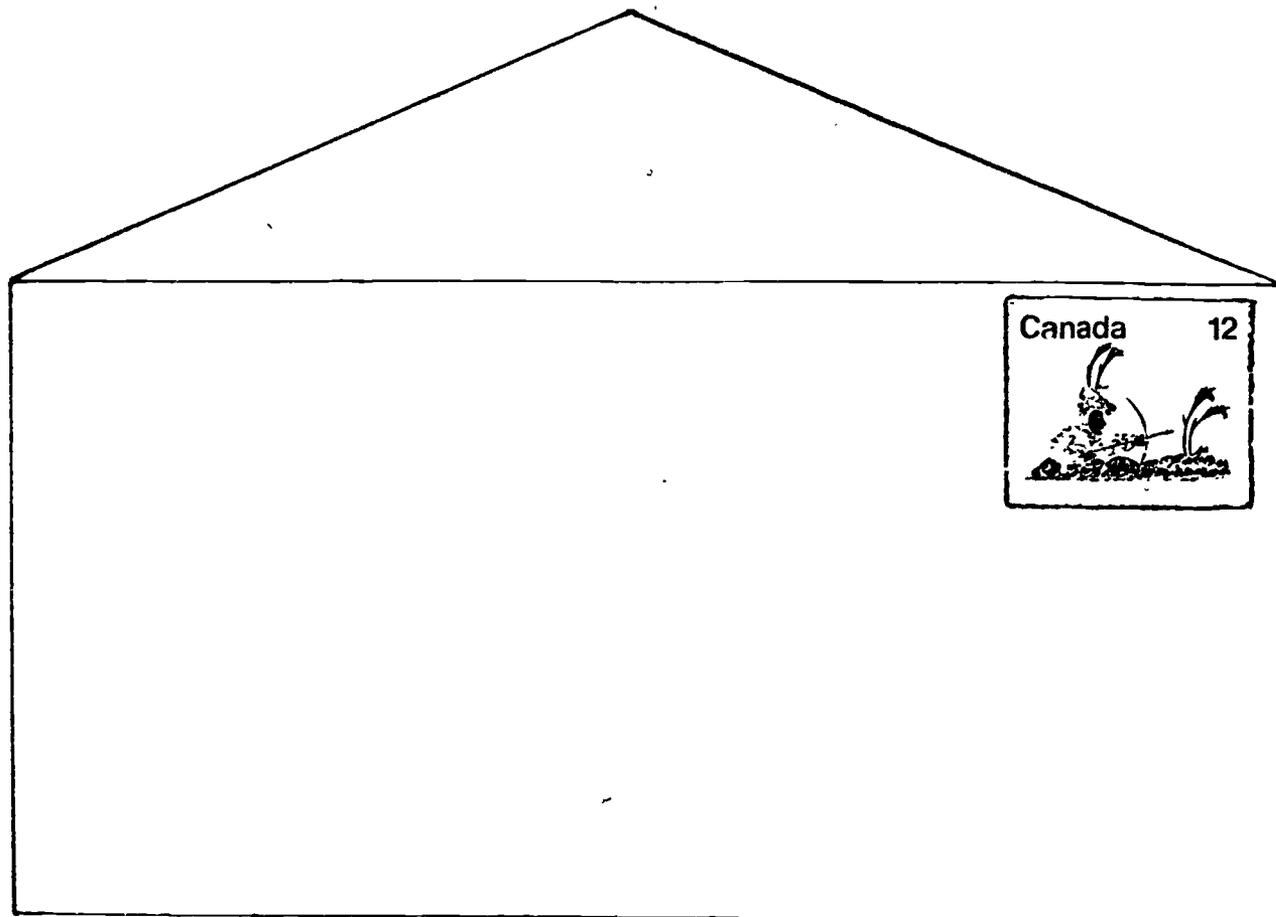


This is the envelope for your letter about the cabin.

I want you to address the envelope to your mother or father, or someone in the family.



Mr. Fraser lives in Goldville, British Columbia, at 289 Brooks Street. His apartment number is 302, and his postal code is V6J 4R2. You are writing from your home address. Here is the envelope for you to address to Mr. Fraser.



Basis of the scale:

Major errors: Serious omission in either address or return address.

Minor errors: Inconsistent alignment; improper placement on the envelope; inconsistent punctuation; items out of order.

Scale Point 1: One or more major errors.

Scale Point 2: Two or more minor errors. No major errors.

Scale Point 3: One minor error. No major errors.

Scale Point 4: No errors.

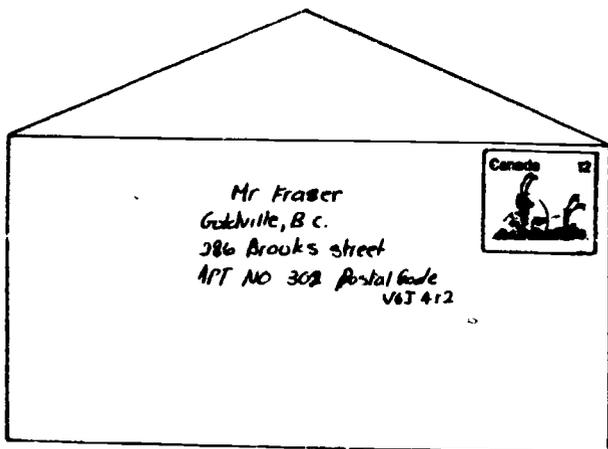
PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	48	37	10	2
	*	*		

\*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Acceptable level of achievement for this grade level.

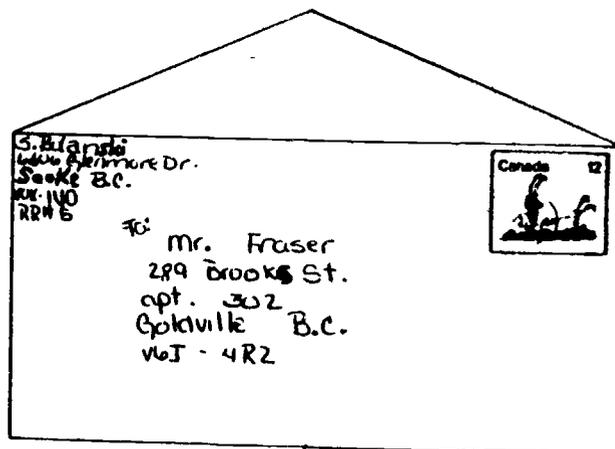
SCALE POINT 1

Here is the envelope for you  
to address to Mr. Fraser.



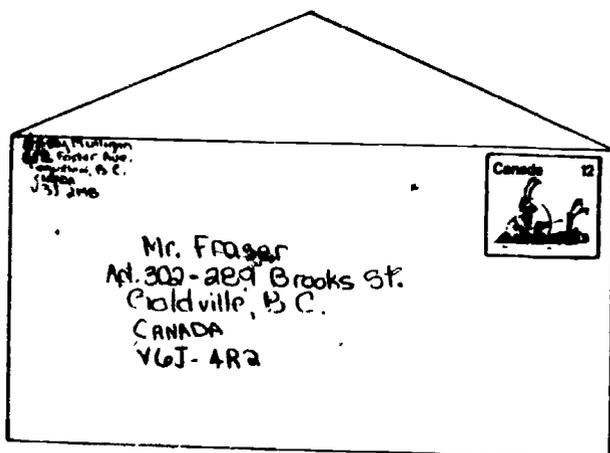
SCALE POINT 2

Here is the envelope for you  
to address to Mr. Fraser



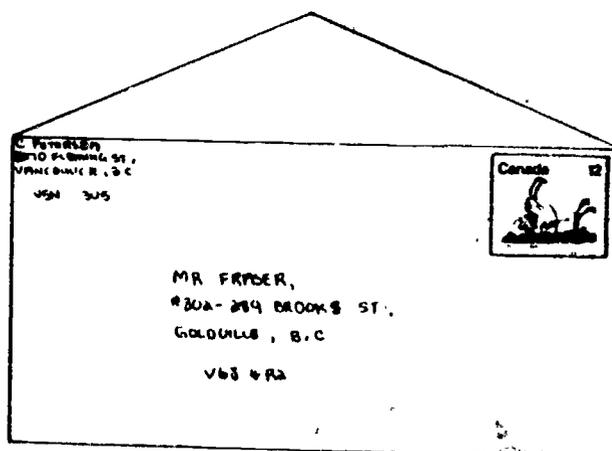
SCALE POINT 3

Here is the envelope for you  
to address to Mr. Fraser



SCALE POINT 4

Here is the envelope for you  
to address to Mr. Fraser



SUGGESTIONS FOR TEACHING:

- (1) Grades 1 - 2: The teacher supplies students with a printed letter with space and lines for them to place the salutation and closing. All other information i.e. date, return address and body are supplied. A simple topic such as a "thank-you" letter is appropriate.
- (2) Grades 3 - 5: Use exercise 1 and its scale.
- (3) Grades 3 - 6: A good lead up exercise would be to have the students arrange all given information in a correct order from a scrambled page. Any letter body may be used as a basis for these exercises.
- (4) Grades 6 - 8: Use Exercise 2 and scale.

SKILL: USES CORRECT MECHANICS OF QUOTATION MARKS

This skill was assessed at the Grade 4 level only. However, it is necessary at any grade level for students to note that words written exactly as they were spoken by a character must be enclosed by quotation marks.

This skill is referred to as SKILL 2 in the Assessment of Written Expression reports.



Basis of the scale: (1) physical form of the quotation marks is not considered - either single or double marks are acceptable (2) the quotation must be enclosed (3) relationship of the quotation marks to other punctuation is not considered (for example, the quotation mark may precede an exclamation or question mark).

Scale Point 1: No quotation marks correctly used.

Scale Point 2: One or two quotations correctly enclosed by quotation marks.

Scale Point 3: Three or four quotations correctly marked.

Scale Point 4: Five or six quotations correctly marked.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	26	24	23	26

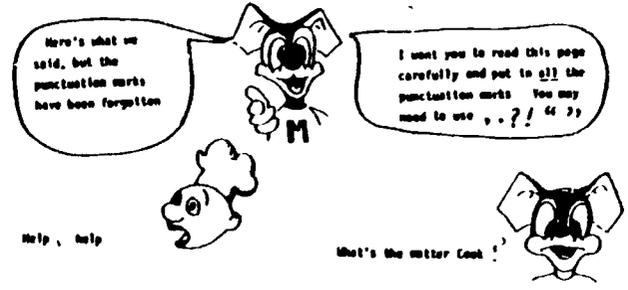
\*

NOTE: There has been no grade 8 marking scale developed for this skill. It is suggested that this scale be used judiciously at grades 5 - 8 or that more appropriate exercises and scales be developed by the teacher.

\*Interpretation Panel cut-off point.

SCALE POINT 1

SCALE POINT 2



A bear came to my kitchen and stole all the syrup!

A bear came to my kitchen and stole all the syrup!

Then Cook asked, "What shall we do?"

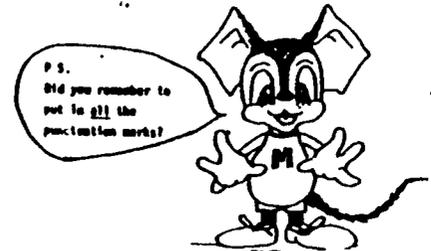
Then Cook asked "What shall we do?"

"We'll have to eat honey instead," I replied.

"We'll have to eat honey instead," I replied.

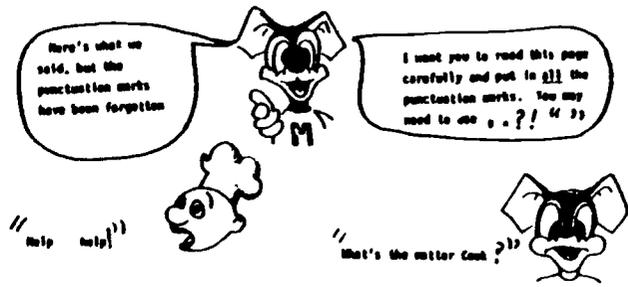
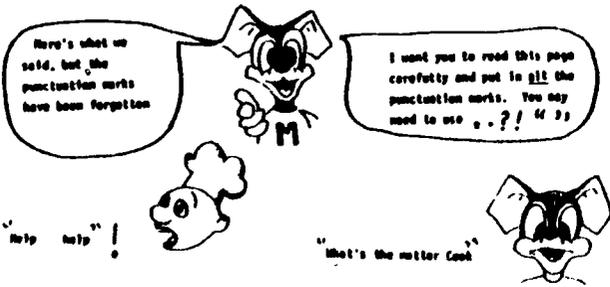
"I hope that bear comes to a sticky end," said Cook.

"I hope that bear comes to a sticky end," said Cook.



SCALE POINT 3

SCALE POINT 4



A bear came to my kitchen and stole all the syrup!

A bear came to my kitchen and stole all the syrup!

Then Cook asked "What shall we do?"

Then Cook asked, "What shall we do?"

"We'll have to eat honey instead," I replied.

"We'll have to eat honey instead," I replied.

"I hope that bear comes to a sticky end," said Cook.

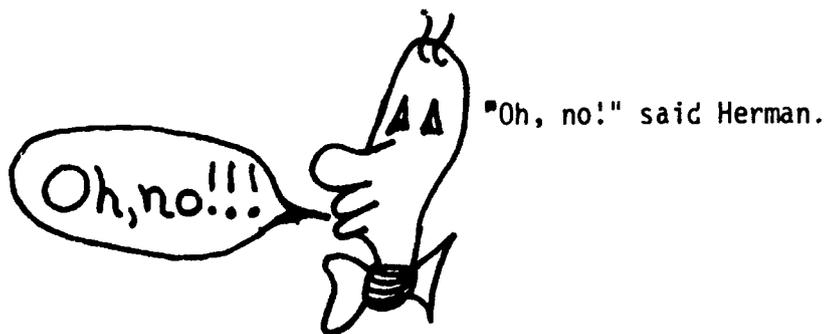
"I hope that bear comes to a sticky end," said Cook.



SUGGESTIONS FOR TEACHING:

- (1) Grades 1 - 4: Oral lesson - students, in turn, speak to the teacher. She writes their statements directly onto the board without discussing the object of the lesson. She encloses their remarks with quotation-marks and adds the name of the speaker. After 6 - 8 such statements she asks, "What am I doing?" Students supply reasons for using quotation marks.
- (2) Grades 2 - 4: Teacher can draw simple cartoons on a poster board. Students complete as per suggestion #3.
- (3) Grades 5 - 8: Take simple comic stories and transfer the words from bubbles to properly enclosed quotation sentences.

i.e.



SKILL: FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

"Form Filling" has become an essential exercise of daily life in our society.

Unfortunately many students are not aware of the fact that forms must be completely filled out to the specifications of each form to be acceptable.

This skill is referred to as SKILL 4 in the Assessment of Written Expression reports.



This form is to tell me all about you.

I want you to fill in the form.

CAMP ELMWOOD OUTDOOR SCHOOL

Please Print

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Mother's or Father's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_

List three things you would like to do at camp:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Basis of the scale: No penalties for spelling or punctuation errors.  
 No extra points awarded for information not included in the following list. One point credited for each of:

- first name
- family name
- age
- sex
- either or both parents' names
- house number or box number or R.R. No.
- Street name or box number or R.R. No.
- City or town
- province
- Canada or postal code
- phone number or indication of not owning a phone
- first thing to do at camp
- second thing to do at camp
- third thing to do at camp
- printing (not writing) form

Scale Point 1: Five or fewer points indicated on list.

Scale Point 2: Received between six and ten points.

Scale Point 3: Received eleven or twelve points.

Scale Point 4: Received thirteen or more points.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	1	9	38	52

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



This form is to tell me all about you. I want you to fill in the form.

CAMP ELAMOOD OUTDOOR SCHOOL. Please Print. Name: Age: 11 Sex: male. Mother's or Father's Name: Home Address: Phone Number: List three things you would like to do at camp: swim, canoe, sit by a fire.

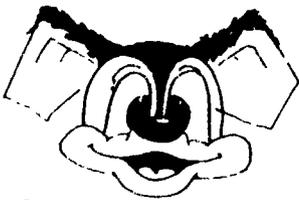
SCALE POINT 2



This form is to tell me all about you. I want you to fill in the form.

CAMP ELAMOOD OUTDOOR SCHOOL. Please Print. Name: Lee Wong. Age: 10 Sex: Boy. Mother's or Father's Name: JUDITH Wong. Home Address: Goose Creek. Phone Number: List three things you would like to do at camp: swim, hike, bike ride.

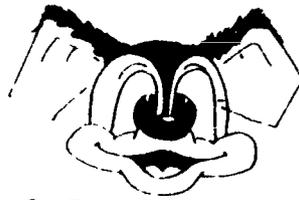
SCALE POINT 3



This form is to tell me all about you. I want you to fill in the form.

CAMP ELAMOOD OUTDOOR SCHOOL. Please Print. Name: Dolly Hogan. Age: 10 Sex: female. Mother's or Father's Name: Phyllis Hogan. Home Address: 2825 old summit lake road Saanich. Phone Number: 962-4092. List three things you would like to do at camp: learn how to swim, how to cook, I would like to take pictures.

SCALE POINT 4



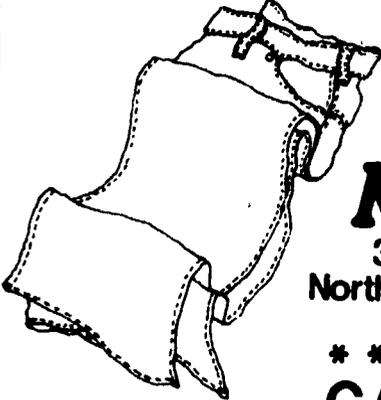
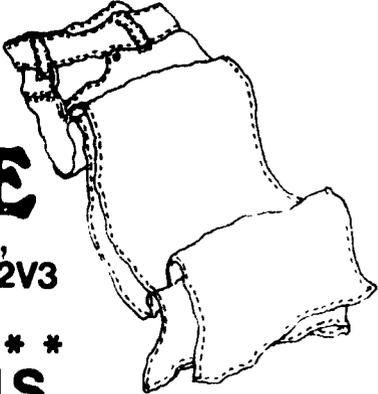
This form is to tell me all about you. I want you to fill in the form.

CAMP ELAMOOD OUTDOOR SCHOOL. Please Print. Name: Paul Logan. Age: 10 sex: Boy. Mother's or Father's Name: Alex Logan. Home Address: Ferndale St 20921 VSL 1V1. Phone Number: 254-8248. List three things you would like to do at camp: Play baseball, Go hiking through the woods, Go swimming in the lake if there is one.

50

You ripped your favourite jeans in the accident on the railway tracks. With your first pay cheque you write to order a new pair of jeans from The Jean Machine. Their advertisement is below.

ASSIGNMENT: Using the information in the advertisement complete the order form. You may use an imaginary name and address if you wish.

**THE JEAN MACHINE**  
 3557 Lonsdale Avenue,  
 North Vancouver, B.C. V7J 2V3

\*\*\*\*\*  
**CASUAL JEANS**  
 \*\*\*\*\*

**\* STYLED WITH:**  
 front scoop pockets  
 back patch pockets  
 watch pocket

**\* COLOURS:**  
 (54) Beige  
 (88) Navy  
 (74) Brown

**\* Machine wash-dry**  
**\* Rugged**  
**\* Shrink-resistant**  
**\* Cotton polyester**

**ORDER No. 403-032-147-sizes 8, 10, 12 only \$13.99**  
**403-032-146-sizes 14, 16, 18 only \$19.99**

- ORDER FORM -

THE JEAN MACHINE

3557 Lonsdale Avenue,  
North Vancouver, B. C.  
V7J 2V3

1. Name ( please PRINT):

\_\_\_\_\_

Last Name	First Name	Middle Initial
-----------	------------	----------------

2. Full mailing address (please PRINT):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Telephone No. \_\_\_\_\_

4. Goods Wanted: \_\_\_\_\_ Order No. \_\_\_\_\_

5. Size: \_\_\_\_\_ Colour No. \_\_\_\_\_ Price: \_\_\_\_\_

To receive your free birthday gift, state:

6. Your Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Year Month Day

The scale for Exercise 2 has incorporated punctuation, spelling and capitalization as necessary to the completion of a printed form. It is recommended that point 4 read "All elements entered" and point 5 be omitted in order to more accurately assess this particular skill.

Basis of the scale: Necessary information included and properly entered.

Points to count

- name
- correct address (not address of 'Jean Machine' or omitted)
- address correctly entered (not all on one line)
- telephone number
- goods wanted
- order number
- colour number
- size and price (must agree with size)
- age and date of birth (should agree)
- printing

Scale Point 1: Three or fewer of the above list satisfactory.

Scale Point 2: Four or five of the above list satisfactory.

Scale Point 3: Six or seven of the above list satisfactory.

Scale Point 4: All elements entered but contains some minor errors such as punctuation, capitalization or spelling.

Scale Point 5: Flawless.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	2	11	38	47	1

\*Interpretation Panel cut-off point.

SCALE POINT 1

- ORDER FORM -

THE JEAN MACHINE  
3067 Louisdale Avenue,  
North Vancouver, B.C.  
V7J 2V3

1. Name (please PRINT):  
 Last Name Bauer First Name Olga Middle Initial S

2. Full mailing address (please PRINT):  
12567-428 st Surrey  
B.C. V7V 8 9R

3. Telephone No. 692-9778

4. Goods Wanted: jean pants Colour No. 103-032-147

5. Size: 10 Colour No. 88 Price: \_\_\_\_\_

To receive your free birthday gift, state:

6. Your Age: 19 Date of Birth: 10 June MONDAY  
 Year Month Day

SCALE POINT 2

- ORDER FORM -

THE JEAN MACHINE  
3067 Louisdale Avenue,  
North Vancouver, B.C.  
V7J 2V3

1. Name (please PRINT):  
 Last Name Blackwell First Name Clara Middle Initial \_\_\_\_\_

2. Full mailing address (please PRINT):  
29554 Davenport Lake at BC  
V0K-12

3. Telephone No. 866-6096

4. Goods Wanted: 1 Order No. 032

5. Size: 16 Colour No. 88 Price 18.99

To receive your free birthday gift, state:

6. Your Age: 17 Date of Birth: 64 March 29  
 Year Month Day

SCALE POINT 3

- ORDER FORM -

THE JEAN MACHINE  
3067 Louisdale Avenue,  
North Vancouver, B.C.  
V7J 2V3

1. Name (please PRINT):  
 Last Name McDonald First Name Lanny Middle Initial J

2. Full mailing address (please PRINT):  
8422a Woodbine St. Duncan  
BC

3. Telephone No. 858-8696

4. Goods Wanted: Rugged Order No. 022

5. Size: 16 Colour No. 88 Price \$19.99

To receive your free birthday gift, state:

6. Your Age: 13 Date of Birth: 64 Aug 1  
 Year Month Day

SCALE POINT 4

SCALE POINT 5

- ORDER FORM -

THE JEAN MACHINE  
3667 Leesdale Avenue,  
North Vancouver, B. C.  
V7J 2V3

1. Name (please PRINT):  
 Last Name: JONES      First Name: Dorinda      Middle Initial: L

2. Full mailing address (please PRINT):  
2814 Hot Spring rd  
Oliver, B.C.

3. Telephone No. 796-2348

4. Goods Wanted: JEANS      Order No. 403-032-146

5. Size: 14      Colour No. 88      Price: \$19.99

To receive your free birthday gift, state:

6. Your Age 13      Date of Birth: 03 SEP 10  
Year      Month      Day

- ORDER FORM -

THE JEAN MACHINE  
3667 Leesdale Avenue,  
North Vancouver, B. C.  
V7J 2V3

1. Name (please PRINT):  
 Last Name: Smith      First Name: Laura      Middle Initial: A.

2. Full mailing address (please PRINT):  
Box 741,  
Glade, B.C.  
V0M-1A0.

3. Telephone No. 796-9878

4. Goods Wanted: 1pc. Jeans      Order No. 403-032-146

5. Size: 14      Colour No. 74      Price: \$19.99

To receive your free birthday gift, state:

6. Your Age 14      Date of Birth: 04 SEP 10  
Year      Month      Day

SUGGESTIONS FOR TEACHING:

The teacher might develop forms to show:

- Grades 1 and 2: name, age and town.
- Grade 3: name, age and full address.
- Grades 4 and 5: as scaled.
- Grades 6 to 8: use Grade 8 scale as is.

Additional teaching suggestions: Devise forms of the following types:

- (1) ordering Hot Dogs
- (2) favorite food forms
- (3) favorite color forms
- (4) personality questionnaires
- (5) contest forms
- (6) book report forms
- (7) joining-a-club forms
- (8) simplified job application forms
- (9) fictitious form on a character from a novel

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

The skill of using appropriate speech, in a concise manner, varies little from grade to grade.

The number of ideas the student must refer to in a concise manner, however, is increased with each grade level.

The directions to Exercise 2 could be improved with discussion of "helpful" information regarding the selling of an item ("uses oil" does not 'help' sell a car).

This skill is referred to as SKILL 8 in the Assessment of Written Expression reports.

Basis of the scale: From most verbose to terse measured by number of clauses and phrases. Terse clauses - short and to the point. Verbose - redundant expression; distracting modifiers (for example, 'cute bear'); modifiers which are not powerful ('brown bear'); too many adjectives for one noun.

Scale Point 1: Poster does not deal with the topic of danger.

Scale Point 2: One or more verbose clauses alone or in addition to terse clause(s).

Scale Point 3: One terse clause plus one phrase OR more than two terse clauses. (NOTE: in all categories, single words of warning such as 'beware', 'warning', 'caution', 'danger', 'bears' were accepted as part of the clause and not counted as a separate clause even when punctuated as a separate sentence. For example, 'Warning. Bears are dangerous' is counted as one clause.)

Scale Point 4: Two terse clauses with no phrases.

Scale Point 5: One terse clause, no phrases.

PROVINCIAL RESULTS (Grade 4)

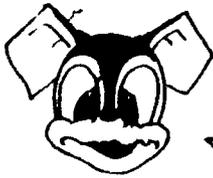
Scale Points	1	2	3	4	5
Percent of Students	4	34	19	21	21

\*

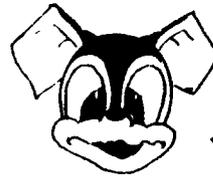
\*Interpretation Panel cut-off point.

SCALE POINT 1

SCALE POINT 2



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of ~~one short sentence~~ to warn people to stay away from bears.

Write your sentence at the bottom of this poster. Keep your warning short.



*Put a bet on your door close the windows and stay calm*

I want you to think of ~~one short sentence~~ to warn people to stay away from bears.

Write your sentence at the bottom of this poster. Keep your warning short.



*Be aware of Bears they are very dangerous at this time of the year*

SCALE POINT 3



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of ~~one short sentence~~ to warn people to stay away from bears.

Write your sentence at the bottom of this poster. Keep your warning short.



*Don't go in near bears! They could be dangerous!*

SCALE POINT 4



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears

Write your sentence at the bottom of this poster

Keep your warning short



Bears are dangerous. Watch out for them.

SCALE POINT 5



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears

Write your sentence at the bottom of this poster

Keep your warning short



Bears are DANGEROUS.

Car for Sale

The first writing you do for the newspaper is an advertisement for your sister's car. She has gone to nursing school and says if you can sell her 1965 Datsun you can keep all the money you get over \$200.00. It's a small sports model with a stick-shift and a new paint-job: orange with a white racing stripe. The four-cylinder engine uses a lot of oil, but it still gets 30 miles (50km) to each gallon of gasoline.

Under the paint, the body is rusting away and the clutch is worn. However, the upholstery is good and the radio works well. There are new snow tires on the back but the front tires need replacing. There is only one crack in the windshield and it's on the passenger side.

ASSIGNMENT: Write a Car for Sale advertisement.

Do not lie, but include as many details as you think will help sell the car. You can use no more than 35 words so choose your words carefully.

Write your finished advertisement here - one word in each space.  
Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM


Basis of the scale: Within 35 word limit. Number of extraneous words (not informative or persuasive - e.g. an, the, this, and).

Scale Point 1: Exceeds 35 word limit.

Scale Point 2: Includes more than six unnecessary words.

Scale Point 3: Includes four to six unnecessary words.

Scale Point 4: No more than three unnecessary words.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	9	47	24	17

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Write a rough draft here:

Car For Sale  
 '65 Datsun, good condition. 4-cylinder engine, good gas mileage. New paint, racing stripes, Radio, works well. upholstery is good. New tires in back, front worn. But useable crack in one window, passenger side. 250. or best offer, call 501-2347.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FINGER RIVER TIMES - - CLASSIFIED AD FORM

Car For Sale				
'65	Datsun	Good	condition	4-cylinder
engine	stick	shift	Sport	Model
30 miles	to	the	gallon	New,
paint	racing	stripes	Radio	works
well	upholstery	is good	New	tires in
back,	front	worn	But	useable
crack	in one	window,	passenger	side.

SCALE POINT 2

Write a rough draft here:

Car for Sale  
 for sale, a 1965 Datsun, like new. New paint job and stick-shift. four cylinder engine and gets 30 miles to the gallon. The upholstery is new and has a good radio. But there is a ~~crack~~ crack in the windshield, but is very small.

Write your finished advert:ment here - one word in each space. Maximum 35 words.

FINGER RIVER TIMES - - CLASSIFIED AD FORM

Car for Sale				
1965	Datsun	like	new.	New
paint	and	has	stick	shift.
four	cylinder	engine	and	gets
30	miles	to	the	gallon.
The	upholstery	is	new	and
the	radio	works	good.	Taking
offers				

SCALE POINT 3

Write a rough draft here

1965 DATSUN

'65 Datsun pretty good condition, stick-shift, New orange paint job with white racing stripes. four cylinder engine needs work, but gets 30 miles to gallon. looking for 250

Write your finished advertisement here - one word in each space. Maximum 35 words

FINGER RIVER TIMES - - CLASSIFIED AD FORM

1965 DATSUN				
'65	Datsun	pretty	good	condition
stick	shift	New	orange	paint
job	with	white	racing	stripes
Four	cylinder	engine	needs	work.
But	gets	30	miles	to
gallon.	looking	for	two	hundred.

SCALE POINT 4

Write a rough draft here: 1965 Datsun, four cylinder engine, sport

1965 Datsun, four cylinder engine, sport model with stick shift, new paint job. 50 km to a gallon. ~~the body rusting~~ new snow tires on the back, crack on passenger side, generally good condition. Asking \$2000

Write your finished advertisement here - one word in each space. Maximum 35 words.

FINGER RIVER TIMES - - CLASSIFIED AD FORM

1965 DATSUN				
1965	Datsun	sports	model	four
cylinder	engine	new	paint	job
50	km	to	a	gallon
new	snow	tires	generally	good
condition	asking	\$2000.		

SUGGESTIONS FOR TEACHING:

- (1) Poster contests.
- (2) Summer safety warnings.
- (3) Telegraph messages to a country studied in Social Studies.
- (4) Bulletin Board captions.
- (5) Newspaper headlines.

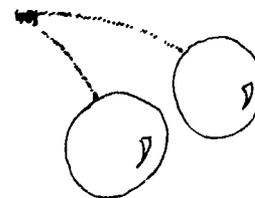
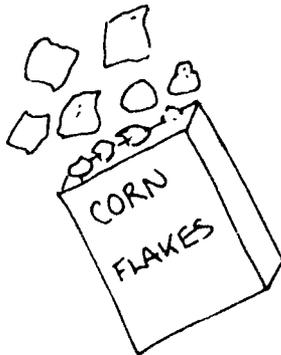
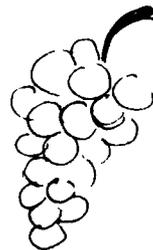
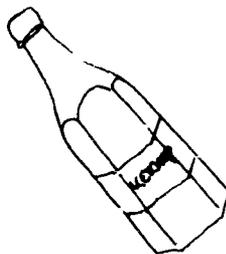
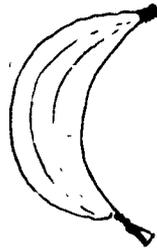
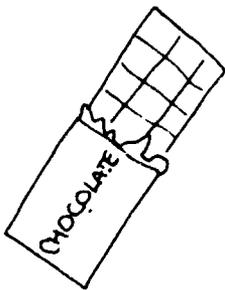
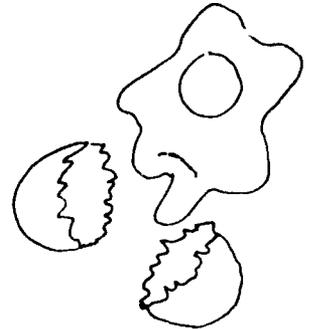
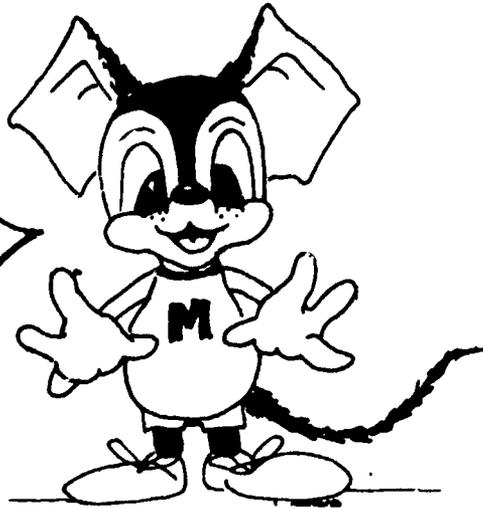
SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

At all levels, oral discussion and "lead up" activities are imperative to successful mastery of this skill.

Due to implicit correct sequence in Exercise 2, it is recommended that prior to introducing Exercise 2 the teacher allow each class member to operate a record player similar to that shown in the diagram.

This skill is referred to as SKILL 10 in the Assessment of Written Expression reports.

We're having a contest to see who can make a crazy sandwich. Look at the pictures and circle four things you would put between your slices of bread.



Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Clarification: Scale point 2 specifies the use of put, get and vague verbs only. Scale point 3 includes specific directed verbs and may also employ vague verbs.

Basis of the scale: Use of specific directive verbs and modifiers.

Scale Point 1: Merely lists all or some of the ingredients or the sequence in which they are to be used: no actual directions.

Scale Point 2: Gives directions for making sandwich using simple non-specific (vague) verbs such as, 'put', 'get'.

Scale Point 3: Gives directions using specific directive verbs such as 'beat', 'mix', 'smash', and 'knead'.

Scale Point 4: Gives directions including adverbs and/or adverbial phrases to modify specific directive verbs. (For example, 'spread carefully').

PROVINCIAL RESULTS (Grade 4)

	1	2	3	4
Scale Points				
Percent of Students	16	48	26	8

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



First I want you to write the four things you will put between your slices of bread.

- 1. egg
- 2. ketchup
- 3. mushroom
- 4. corn flakes

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

First I would put ketchup then the corn flakes, egg and then I would put the mushroom

SCALE POINT 2



First I want you to write the four things you will put between your slices of bread.

- 1. Chocolate
- 2. egg
- 3. grapes
- 4. Honey

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

First I would get an egg, honey, chocolate and grapes two slices of bread and put the chocolate on the egg on top of it and the honey on top of it and the grapes on top of it and bread on it.

SCALE POINT 3



First I want you to write the four things you will put between your slices of bread.

- 1. mushroom
- 2. grapes
- 3. Honey
- 4. Chocolate

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Put the honey on the bread then mash the grapes and put them on the bread then melt the chocolate and put it on then put the mushrooms over it.

SCALE POINT 4



First I want you to write the four things you will put between your slices of bread.

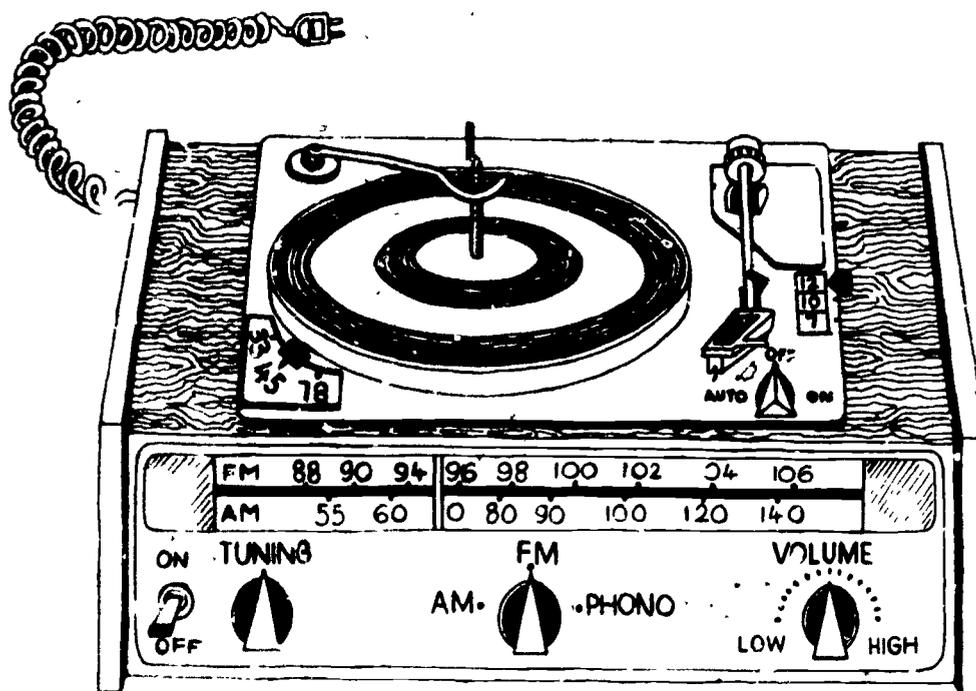
- 1. chocolate
- 2. cherries
- 3. grapes ketchup ice cream

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Take a slice of sausage and bread. Cover it with a gallon of ketchup. Melt the chocolate and pour it over the ketchup. Mash the cherries. Mix them with the ice cream. Spoon the ice cream over the chocolate. Put the other slice on top. Eat it!

USING A RECORD PLAYER

Because you have to work after school, you can't be at your class' Spring Party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records r.p.m. for 12" records.



ASSIGNMENT: Write a set of instructions for using the record player shown here in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

Clarification: The last statement of each scale point summarizes the criteria and should be emphasized when using this scale.

Basis of the scale: Completeness of detail for each step; completeness of number of steps; clarity; concise diction. Sequence should not be considered. (See Skill #42.)

Scale Point 1: Provides insufficient information for operation of the record player. Generally, fewer than five steps are given, and inappropriate detail is often included. These responses tend to be repetitive and contain very general statements.

Scale Point 2: These responses generally provide from 5 to 7 steps, and contain insufficient or non-specific detail (for example, the dials may be mentioned but instructions for their manipulation omitted). Often repetitive and somewhat difficult to follow. May contain irrelevant detail.

Scale Point 3: Provides sufficient detail for operation in at least 8 steps including starting and stopping, placement of the record; agreement for size and speed; instructions for all dials. Mechanisms are explicitly mentioned.

Scale Point 4: Directions are clear, complete and precise with no superfluous detail or unnecessary repetition etc. Language is compact.

PROVINCIAL RESULTS (Grade 6)

Scale Points	1	2	3	4
Percent of Students	32	48	13	4

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

By the needle there is a little button that says auto off and on well when it's on if you're playing a 45 record a just the speed 45. Then put the needle in the record adjust the volume were you want it.

SCALE POINT 2

and if all plug it in: Then choose a record if it's a 7" play it at 45 rpm and if it's a 12" play it at 33 rpm, you do this by changing the dial right at the (where you play your record) Turn it on Turn the volume to your own choice. Turn the switch in the middle to phono. Turn the switch by the needle to auto press and that's it.

SCALE POINT 3

Before you plug this in read all of these instructions.  
 1. Make sure everything is turned off before you plug it in.  
 2. Plug it in & plug the speaker in.  
 3. Lift up the arm that you see the record and all the way and then swing it over to the left all the way.  
 4. Put record on.  
 5. Flick dial to right speed depending on what size record you're using.  
 6. Turn the center dial to phono.  
 7. Adjust switch on the right beside the needle to 12, 10, or 7, depending on record.  
 8. Turn on switch on the left to on.  
 9. Before doing 10 put the arm that you put over the record back to the left position.  
 10. Turn on switch by needle to auto.  
 11. Then wait for needle to rest on record and then turn up the volume to the desired level.  
 12. Before head of instructions again and should do the following things.

SCALE POINT 4

PLEASE FOLLOW THESE INSTRUCTIONS!

1. Select a record (either a 7" small one or a 12" big one)
2. For the 7" records (small ones) set the speed selector (located on the left side of the record part) on 45 for the 12" records (big ones) set the speed selector on 33.
3. Flick switch on left side of the machine to "on" position (flick up)
4. Check: have you plugged the set into the outlet? If not, put on-off switch to off and plug in. Then start at #3 again.
5. Take record out of jacket.
6. Use dust remover to wipe off static & particles.
7. Lift arm on the left side & bring over to the left gently.
8. Match the whole in record to the stick part in the middle of the turntable (round part)
9. Switch AM-FM-PHONO indicator to PHONO
10. Put auto-off ON indicator to ON
11. Lift arm on right hand side & put it down VERY GENTLY on the beginning of the record
12. Adjust volume to desired loudness.

SUGGESTIONS FOR TEACHING:

- (1) Grades 1 - 2: Children follow specific oral directions to make chocolate milk. The teacher gives the first specific direction to one child. After the completion of his activity, he gives a subsequent direction to the next child and so on until the chocolate milk is mixed. The teacher records the children's instructions on a chart. This process may be done with older students using different recipes.
- (2) Grades 1 - 4: The teacher stands with a pumpkin and a knife; students give directions for making a Jack-O-Lantern. The teacher does precisely as they say, not adding any personal expertise. This may be applied to other situations where an oral lesson is used to exemplify this skill. i.e. making a sandwich, decorating a Christmas tree, making vegetable soup.
- (3) Grades 3 - 5: One student is asked to leave the room. In his absence an object is hidden. Upon his return each student contributes one specific clue to locating the object.
- (4) Grades 7 - 8: A student sits with his back to the class holding a simple geometric shape or single design. The student gives oral instructions to the class for reproduction of the design. Without any discussion they attempt to draw precisely as he describes. The end results emphasize the need for clarity and conciseness in giving instructions.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES  
AND DETAILS OF CLOTHING

Oral activities are a useful lead up to written exercises for this skill. Students must become skilled observers before they are able to express their observations on paper.

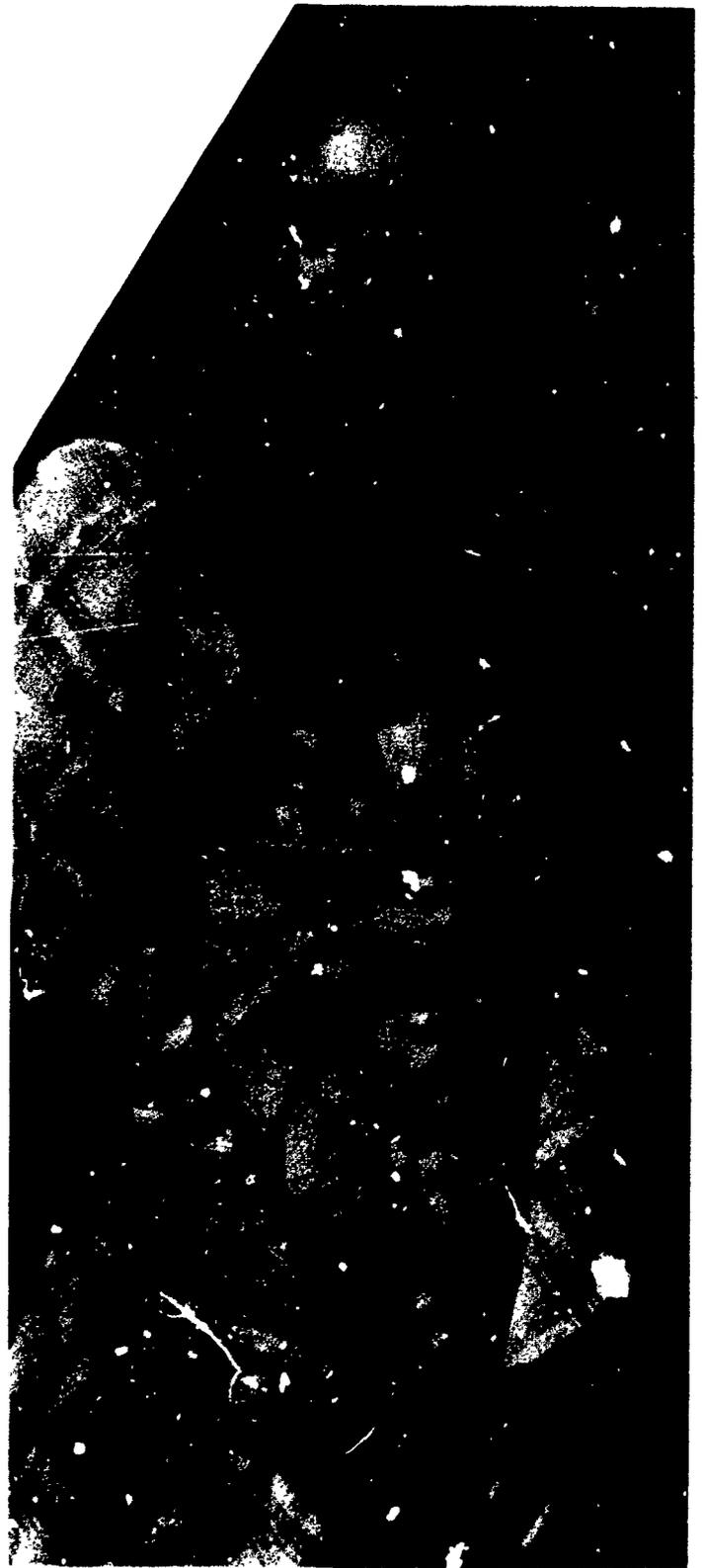
Provincially, this skill was not assessed at the Grade 4 level; therefore, only Exercise 2 is provided.

This skill is referred to as SKILL 11 in the Assessment of Written Expression reports.

Cathy of C.K.G.E.

On your first day as a reporter, the editor puts you right to work. The local radio station is offering free record albums to the first 50 students who recognize Cathy of C.K.G.E. and challenge her by saying, "You are Cathy of C.K.G.E." The Fraser River Times has agreed to print her description, but they can't print her picture.

To help students identify her, you are given the photograph on the following page and asked to write a careful, detailed description of what Cathy looks like and what she is wearing.



ASSIGNMENT: WRITE A DETAILED DESCRIPTION OF CATHY AND WHAT SHE IS WEARING. ORGANIZE YOUR DESCRIPTION SO THAT THE STUDENTS WILL REMEMBER THE DETAILS.

AND DETAIL OF CLOTHING

Basis of the scale: Number and accuracy of details included.

Physical Features

young (15 - 25)  
 female  
 slim  
 dark hair  
 long hair  
 centre part in hair  
 face shape (eg. oval)  
 cleft in chin  
 nose shape (eg. flat)  
 eyebrows (eg. thinly plucked)  
 dark eyes

Clothing

coat or dress  
 plaid  
 long sleeves  
 front buttons  
 collar  
 no cuffs  
 bodice (empire waist)  
 fitted

- Scale Point 1: Provides three or fewer accurate details of appearance or contains a great deal of inaccurate or invented material.
- Scale Point 2: Provides a minimum of four details which must be accurate. These may be either physical or clothing. May include some inaccurate or invented material.
- Scale Point 3: Provides a minimum of four accurate physical details and two inaccurate clothing details. Only rare inclusion of inaccurate or invented material.
- Scale Point 4: Must include six accurate physical details and three accurate clothing details. May have some inaccurate or invented material but not a great deal.
- Scale Point 5: Must include seven accurate physical details and four accurate clothing details with no inaccurate or invented material.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	6	42	37	11	3

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

~~She is wearing a blue dress with buttons on the front, long sleeves, she has long, black hair, pretty.~~  
She has long brown hair, she is the average height, she's quite pretty

- SCALE POINT 2

She is wearing a plaid dress with buttons on the front, long sleeves, she has long, black hair, pretty.

SCALE POINT 3

She is wearing a <sup>short</sup> plaid dress with buttons on it. The dress is a light colour. She has long dark straight hair with dark eyes and a nice smile. She has a slender body about a height of '5.8'.

SCALE POINT 4

~~Cathy is a student at S.K.G.~~

~~As a reporter she reports news.~~  
If you recognize our new reporter you will win a free record album. She is in grade eight and her name is Cathy. She has long dark hair which is parted in the middle, a roundish face, brown eyes, and a round nose. She is wearing a plaid dress with a round collar. The front of it is also white trimmed around the waist. So if you recognize her just phone in to your local radio station and if you are one of the first 50 students you will win a free record album. Remember just "You're Cathy of S.K.G."

SCALE POINT 5

Cathy is a pretty girl with a round face, long, dark hair parted in the middle, a roundish face, brown eyes, and a round nose. She is wearing a plaid dress with a round collar. The front of it is also white trimmed around the waist. So if you recognize her just phone in to your local radio station and if you are one of the first 50 students you will win a free record album. Remember just "You're Cathy of S.K.G."

SUGGESTIONS FOR TEACHING:

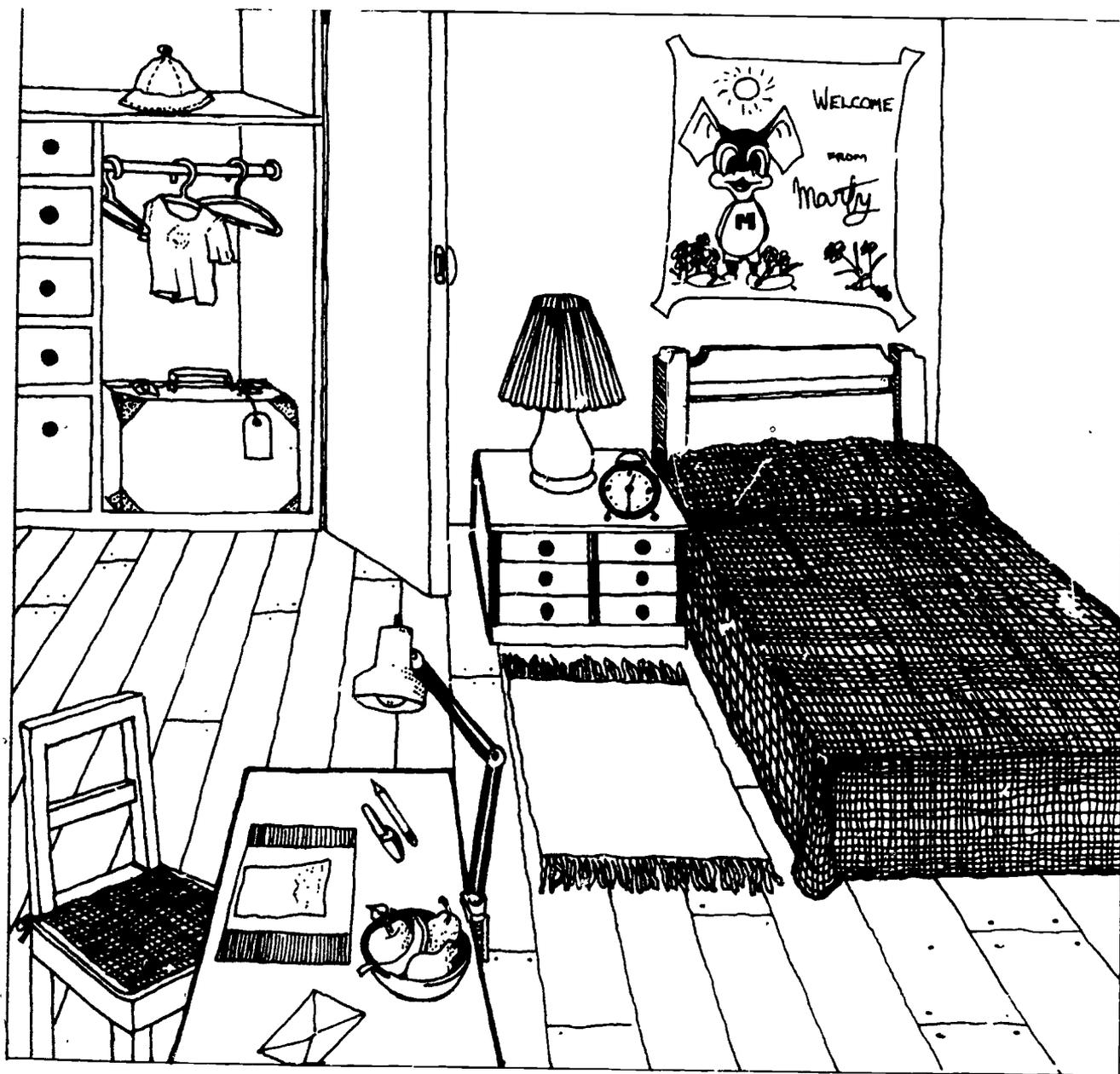
- (1) Grades 3 - 7: Write a paragraph for a "Guess Who" exercise. Describe the clothing and physical appearance of a classmate or a teacher and allow the rest of the group to guess who it is.
  
- (2) Any grade - One person leaves the room; the teacher then asks ten prepared questions about the absent person to check observation skills. i.e. How many rings is he wearing, what color is her shirt, what type of shoes is he wearing, is she wearing glasses, etc.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

Children must become familiar with positional terms such as "beside, above, to the left of..." etc. First hand observation is an important aspect in developing this skill.

NOTE: Students often become distracted by physical detail and neglect intricate spatial relationships. Discussion of this point with students may help to prevent its occurrence.

This skill is referred to as SKILL 12 in the Assessment of Written Expression reports.



This picture shows the part of the cabin where you sleep at camp. You want your family to know just what it is like so you are going to write them a letter. Tell them about all the things you can see in the picture and where everything is.

Write your letter on the paper provided. Your teacher will help you write the address and date correctly.

Basis of the scale: Number of prepositions indicating location. A single preposition used to locate several items is counted once for each item.

Scale Point 1: No locations indicated. (Note: 'in my cabin' and/or 'in my room' do not count as location of items.)

Scale Point 2: Uses one proposition to indicate location of one item.

Scale Point 3: Uses two or three prepositions to indicate location or two or three items are located by one prepositions.

Scale Point 4: Uses at least four prepositions to indicate location of items or four or more items are located by preposition.

PROVINCIAL RESULTS (Grade 4)

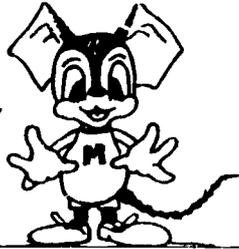
Scale Points	1	2	3	4
Percent of Students	26	11	20	42

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

I want you to write about all the things you can see in your cabin and where everything is



Camp Elmwood, B C  
April 27, 1978

Dear Family,

It is really fun at camp we eat ham-burgers and pop in our cabins. I can see everything from my cabin. It has two lamps a bed a rug about color and when we even have a camp mascot his name is Marty the mouse.

Love Lisa

SCALE POINT 2

I want you to write about all the things you can see in your cabin and where everything is



Camp Elmwood, B C  
April 27, 1978

Dear Family,

Dear Mom and Dad I am at camp. I sleep in my own cabin. I have a block on my dresser to get up only to go on buses. I have a desk to it is to do work on for school. I brush my teeth everyday.

Good by  
from Bryan King

SCALE POINT 3

I want you to write about all the things you can see in your cabin and where everything is



Camp Elmwood, B C  
April 27, 1978

Dear Family,

Hi. I have a really nice room. Over by the wall is my bed. I have a nice big closet. There is a big desk with a lamp on it. Everything is just perfect. I have night table too. I love it here. Although I still miss you. How is the land? Well I have to go now. Bye!!!

Yours Truly  
Lisa

SCALE POINT 4

I want you to write about all the things you can see in your cabin and where everything is

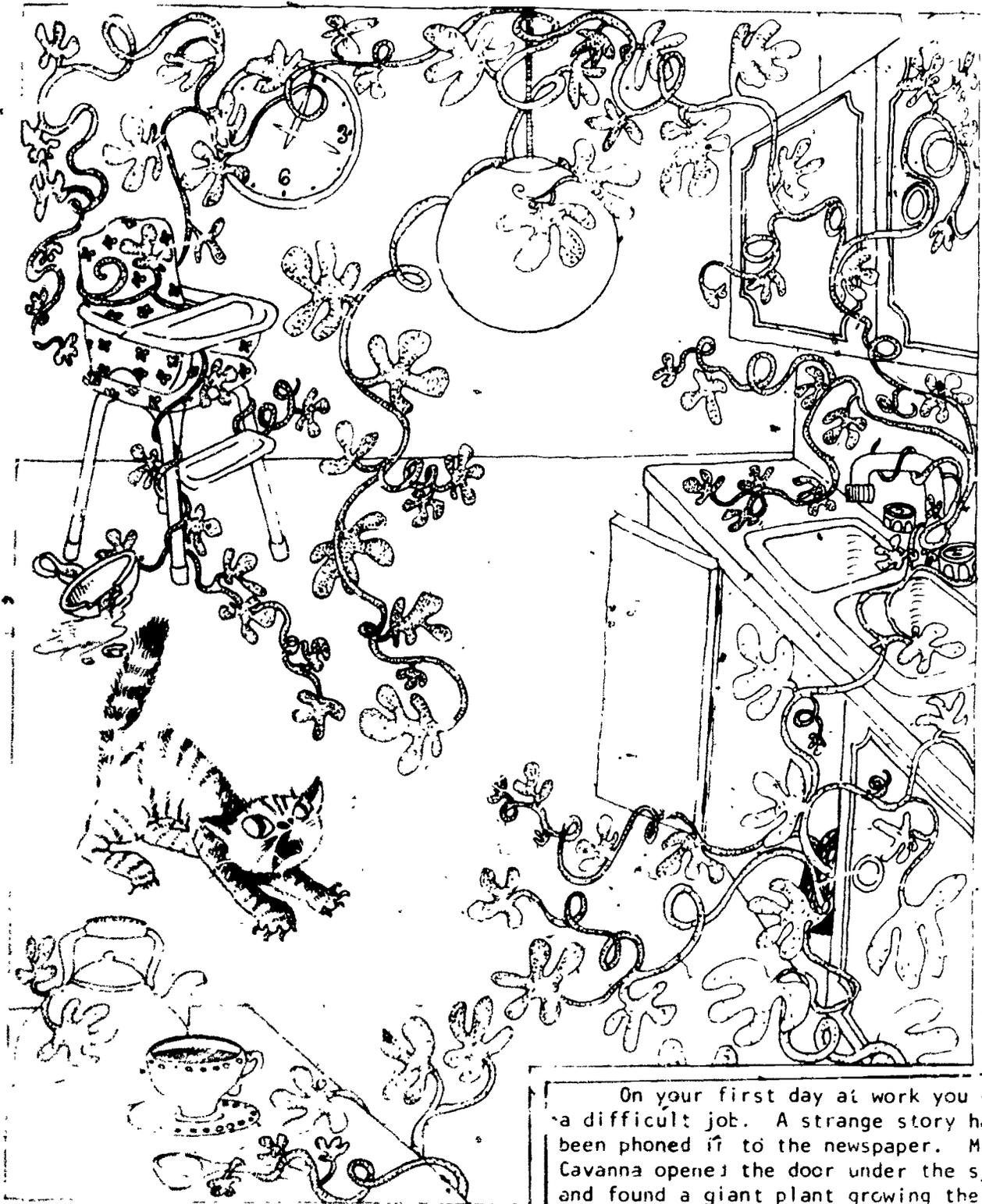


Camp Elmwood, B C  
April 27, 1978

Dear Family,

I am having fun. I am sleeping in a nice room. It was a bed by the wall with a pocket of table above the bed. I have a night table beside my bed. There is a desk with a night light on the desk at the other end of the room. There is a closet near my night table.

Good Bye



On your first day at work you get a difficult job. A strange story has been phoned in to the newspaper. Mrs. Cavanna opened the door under the sink and found a giant plant growing there. She grabbed her daughter and ran out. Your editor sends you to the scene. You climb a ladder and look in. This is what you see. The newspaper artist has to be able to sketch this scene using only your description. From what you write, he has to draw everything in the room in its right place.

**ASSIGNMENT:** Make a set of notes describing this scene exactly. You should include all the details you can, and use any words which will help the artist to get everything in its right place. You do not need to use complete sentences.

Basis of the scale: Number of accurate positional terms such as: above, below, to the right of, beside, on top of, up the wall. Absence of inaccurate or irrelevant material.

Scale Point 1: No more than two accurate positional terms. Contains a great deal of inaccurate or irrelevant material - often fantasizing.

Scale Point 2: Three to five accurate positional terms. Generally factual - few, if any, inaccuracies.

Scale Point 3: Six to eight positional terms. Generally factual - few if any, inaccuracies.

Scale Point 4: Nine or more positional terms (no repetitions). No inaccuracies. Location of objects and extension of plant should be clear.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	25	19	37	17

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

I went in through the hall and I swung the door to the kitchen wide open and there it was a huge growing plant that had big webbed leaves that had black dots on them. They were clinging onto something in sight. The kitchen chair was being crawled on by this growing plant. The plant doesn't look very harmful but is growing at a fast rate.

SCALE POINT 2

At 4:03 pm Mrs. Lavanna went to get something under her sink when suddenly she seen this very unusual plant growing very rapidly. She ran over to where her daughter was eating and ran out of the house. As you can see by the plant which is very different it grows along the cupboard across to the light and around the baby's chair. The leaves are green with black dot. Animals are usually not afraid of plants but the cat is very terrified of this one.

SCALE POINT 3

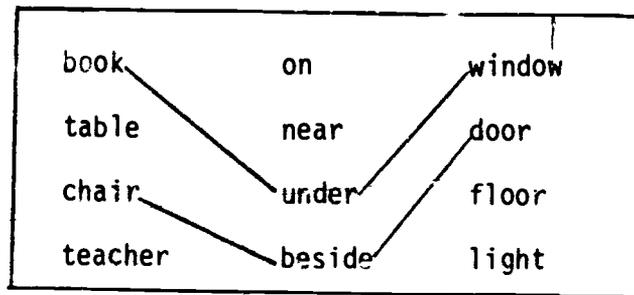
The plant came from under the sink came onto the table on the left, grabbed the spoon. It wrapped around the sink and the cupboard up above it wrapped around the lamp hanging from the ceiling. It went over the door and through the doorway. In the high chair, the plant was all over and at each one there was a big leaf. There also was a screen with stripes.

SCALE POINT 4

- In the right a double sink with counter space and cupboard below and above it - plant growing around the room starting at the open cupboard under the sink
- at the end of the room a high chair stands with a pattern of flowers on it - a broken dish lays on the floor with a spoon inside it. The viney plant swirls around the leg
- broken out cat in middle of room, screaming, striped headscarf
- a table on the lower left hand corner with kettle, cup of tea, and spoon - vine plant grows around the spoon
- a large clock reading 4:03 on the wall behind the high chair
- hanging in the middle of the room is a large lamp shape of a ball
- the sink vine starts in gap under the sink - the cupboard is open, the plant travels up, around the large water vessel through around the cupboards, engulfs the light, and swirls and twines around the high chair's back and legs
- the other main vine goes to cover the table and one goes to the middle of the floor by the cat
- one part gets around the kettle
- the plant is a vine with spotted leaves and a shape like a hand, some in 4 appendages others six

SUGGESTIONS FOR TEACHING:

- (1) Grade 1 - Oral activities only are recommended, discussing picture cards and visible items in terms of spatial relationships.
- (2) Grades 2 and 3 - Teacher should supply a short list of "where" words. Students describe location of items in their classroom writing a sentence for each word. i.e. beside, under, on top of, next to....
- (3) Grades 3 to 5 - Exercise to clarify spatial terms. The teacher places objects in specific areas of the room. A corresponding worksheet is made on which students make up the appropriate items and locations.



- (4) Grades 5 to 8 - Student is asked to write a description of his bedroom. He is allowed to take his description home and alter the details as necessary to accurately describe the spatial relationships.
- (5) Grades 5 to 8 - The student is asked to explain how to get to his house from school. Encourage the use of directional indications and land marks.
- (6) Grades 1 to 4 - Have students draw a simple layout of the school ground, parking lot, playground and bike area while looking at it. Go outdoors and tour the school grounds noting the layout of the parking lot, playground and bike area. Have students draw a simple map of the school yard. Emphasis is on spatial relationships.

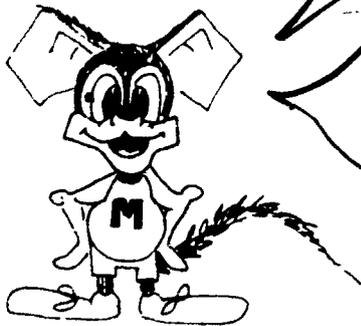
SKILL: REINFORCES A SPECIFIC MOOD THROUGH THE  
USE OF SUPPORTING STATEMENTS

The first exercise in this section would be most useful near the culmination of a unit on establishing mood. Exercise 2 calls for a more detailed description on the part of the student.

At higher grade levels this skill lends itself very well to a discussion of the worth of nouns, verbs, adjectives and adverbs in determining "mood" in writing.

This skill is referred to as SKILL 22 in the Assessment of Written Expression reports.

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

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Basis of the scale: Statement of mood(s) (expression of the writer's feelings) and number of support statements.

Scale Point 1: No mood established No expression of feeling.

Scale Point 2: One or more moods are stated but no support statements (self-contained idea may be a clause, phrase, word or sentence).

Scale Point 3: One or more moods stated. Only one support statement given for each mood.

Scale Point 4: One or more moods are given. There is more than one support statement for each mood.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	3	32	46	18

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

If there are bugs and I have my good pants on my mother will kill me but I would be ok.

SCALE POINT 2

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It felt ~~scary~~ <sup>scary</sup> to be alone.

SCALE POINT 3

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

I would probably feel weird because I have always been with people.

SCALE POINT 4

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It felt lonely and there is no one to talk to. It feels if you get hurt there is no one to help you. There would be no other people to play with or talk to. You couldn't play in the woods because it is so busy.

The Team Returns

For the first time ever, a team from Goldville has won a B.C. Championship! The Volleyball Team is returning today with the Muir Cup. A big parade to the High School is planned. The editor sends you to describe the scene. She says, "Keep your eyes open for little details. Try to get the mood of the people into your description."

ASSIGNMENT: You are at the team's homecoming. What is the mood of the team, the parents, the other students? Try to describe the scene to make your readers feel the mood of the occasion.

The grade 8 scale is difficult to use because it is based on the frequency of words which "suggest mood". However, this activity is difficult to analyse more subjectively.

Basis of the scale: Frequency of words selected to create or maintain a mood.

Scale Point 1: No more than two words which suggest mood.

Scale Point 2: Three to six examples of words which suggest mood.

Scale Point 3: More than six words used which suggest or reinforce mood.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	11	33	51

\*Interpretation Panel cut-off point.

SCALE POINT 1

Here we see one of the (Pembroke) A.C. volleyball tournaments and for the first time Goldville has emerged champions. Today they will be returning with the Murr Cup and a parade has already been planned. After interviewing the players also found out why they have won. This team has practiced every day for the last month and they proved it tonight. The people in the crowd were cheering so loud as possible when for the first time Goldville put it in gear, and won the championship with ease.

SCALE POINT 2

The Team Returns

The captain of the team who is being held up by his fellow students as he holds the beautiful Murr Cup the parents are cheering, the other students giving them congratulations and the team is doing big smile they are just laughing at these get in victory.

SCALE POINT 3

Cherish and excitement played a role on the Pembroke High Volleyball Team returned yesterday. The high school's head player victory matches and there was a great deal of handshaking, back-slapping and proud speeches. The team captain and the coach (Pat Foster) and Mr. Mac (assistant) were happy and triumphant as they held up the Murr Cup they received at the winning of the A.C. championship.

The team has worked hard this year and it shows in the form of their victory over last year's winner. Tonight the team will be treated to a dinner on behalf of the school trustees. Besides the Murr Cup, each team member also received a certificate stating that their team had won.

Tonight will indeed be a happy one for both the proud parents of team members and the team members themselves.

Says one happy parent, "I've never been so proud and excited and anything else. My son is a star!"

The coach did not want to brag but says, "I'd won the game I've ever seen any team play."

On a last note, however, congratulations to Pembroke High for an exciting game!

SUGGESTIONS FOR TEACHING:

- (1) Grades 2 to 4 - Have a variety of pictures of outdoor settings (slides would be excellent) to help set the mood for each student before presenting exercise one.
- (2) Grade 1 to 5 - Discuss how and why we feel differently under various circumstances, such as:
  - a) your pet is run over
  - b) a thunderstorm is occurring
  - c) your sister is getting married
  - d) you received a gift you didn't really want
  - e) you are going to Disneyland
- (3) All grades: Teacher shows a variety of pictures (slides, posters). As the pictures are shown, students write down how they feel. Later, in group discussion, students tell why they feel that way. For primary children a similar method may be employed, the children selecting the way they would feel using happy face, sad face or frightened face pictures.

i.e.

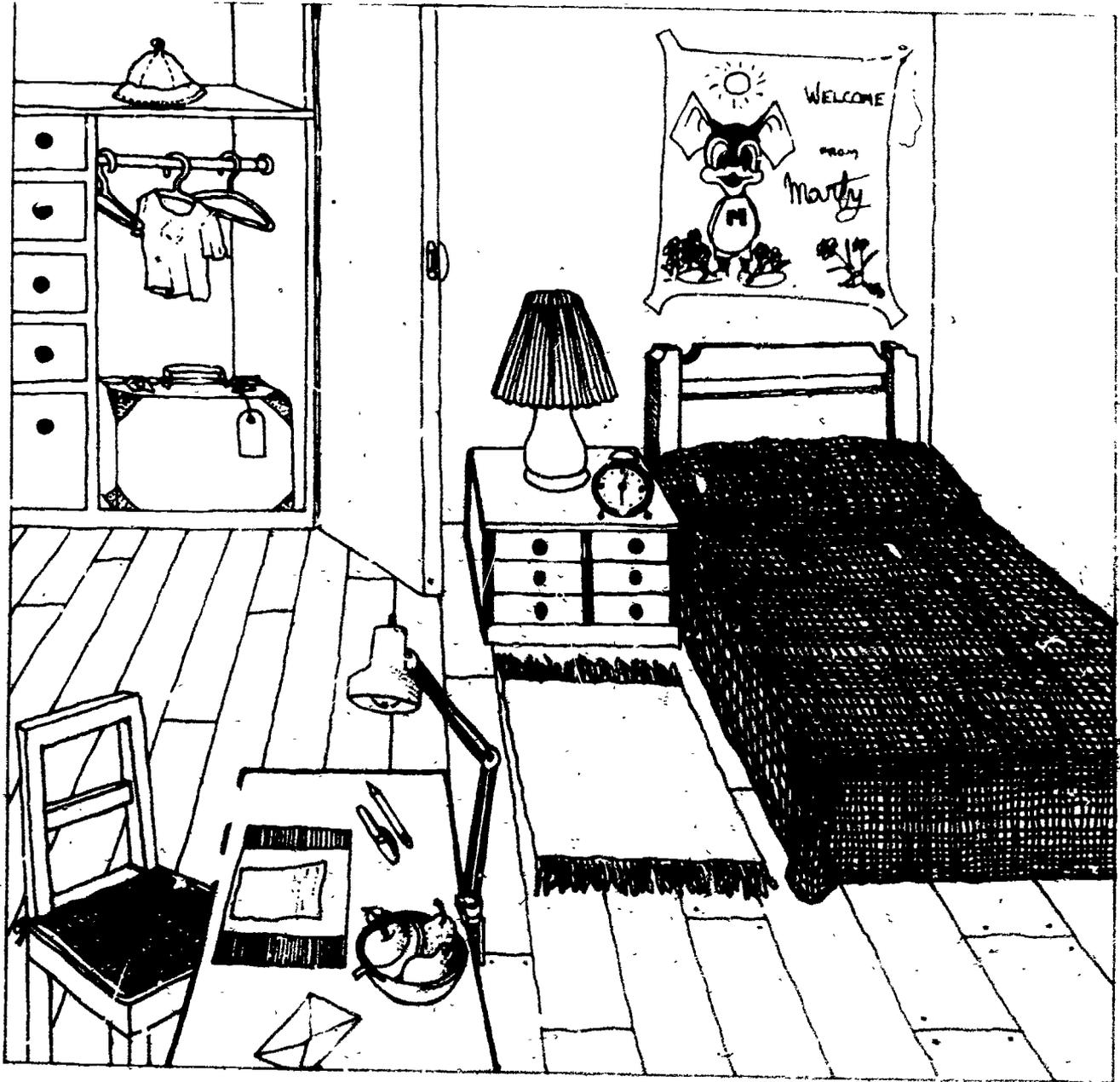

1.
2.
3.
4.

- (4) Grades 5 to 8 - Students select pictures of people from magazines. They identify a mood implied by the picture and tell why they think that mood is appropriate.
- (5) Grade 6 to 8 - Make a "Mood Book". Teacher supplies a list of moods; students compile a booklet of magazine pictures exemplifying the specific moods. They may also include scenes or objects which establish for themselves the specific mood headlined.
- (6) Make a "Mood Calendar". The teacher supplies a worksheet of a calendar month and a chart of various mood words. The student identifies his predominant mood each day and records it on the space for each day.

SKILL: OBSERVES DETAILS IN PLACES AND EVENTS

Students are encouraged to observe detail. The quantity of objects observed is the basic level of mastery. The detail of description of these objects is a more advanced concept.

This skill is referred to as SKILL 24 in the Assessment of Written Expression reports.



This picture shows the part of the cabin where you sleep at camp. You want your family to know just what it is like so you are going to write them a letter. Tell them about all the things you can see in the picture and where everything is.

Write your letter on the page provided.

Basis of the scale: Number of details (both observed and inferred, for example 'comfortable' bed) included.

Scale Point 1: Includes zero to four observed or inferred details.

Scale Point 2: Includes five to seven details.

Scale Point 3: Includes eight to eleven details.

Scale Point 4: Includes twelve to fourteen details.

Scale Point 5: Includes fifteen or more details.

PROVINCIAL RESULTS (Grade 4)

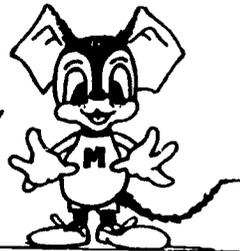
Scale Points	1	2	3	4	5
Percent of Students	14	24	34	15	13

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

I want you to write about all the things you can see in your cabin and where everything is.



Camp Elmwood, B.C  
April 27, 1978

Dear Family,

I have a cabin. I have a noisy mouse picture it says Welcome From Marty. I have my own desk I go to bed at 11:30 at night

SCALE POINT 2

I want you to write about all the things you can see in your cabin and where everything is.



Camp Elmwood, B.C  
April 27, 1978

Dear Family,

This is a picture of my cabin when I go to Camp Elmwood. I have a very big bed and a desk to work on and a clock to wake me up on time to do things and a lamp and fruit and a cute little picture of Marty.

Yours truly Tommy

SCALE POINT 3

I want you to write about all the things you can see in your cabin and where everything is.



Camp Elmwood, B.C  
April 27, 1978

Dear Family,

I am staying at a nice room. Right above my bed is a picture of Marty. Right next to my bed is a dresser with a lamp and clock on it. I've got a desk with a light on it too. I have a rug right next to my bed.

Love Stephen

SCALE POINT 4

I want you to write about all the things you can see in your cabin and where everything is.



Camp Elwood, B.C  
April 27, 1978

Dear Family,  
The cabin is very beautiful.  
My bed is against the wall with a  
padding of my pillow from Marty.  
Just over my bed and a little  
down with a lamp and beside it  
a clock. A rug is right in the  
corner of it a chair that has  
a down and the top and a bag  
out at the bottom a little way  
from it is a desk with a chair  
and on the top a lamp and some  
put that all

SCALE POINT 5

I want you to write about all the things you can see in your cabin and where everything is.



Camp Elwood, B.C  
April 27, 1978

Dear Family,  
In my cabin there is a poster  
of a Marty a love my bed. There  
is a dresser, a lamp, an alarm clock,  
a rug, a desk on it is a  
box of put, a pencil, a pen, a light,  
a paper on a mat, an envelope. In  
the closet is three hangers and hanger  
has a shirt. There's all on a trunk  
on the closet. There's a chair by the  
desk.  
Your Daughter  
Michelle



On your first day at work you get a difficult job. A strange story has been phoned in to the newspaper. Mrs. Cavanna opened the door under her sink and found a giant plant growing there. She grabbed her daughter and ran out. Your editor sends you to the scene. You climb a ladder and look in. This is what you see. The newspaper artist has to be able to sketch this scene using only your description. From what you write, he has to draw everything in the room in its right place.

100

**ASSIGNMENT:** Make a set of notes describing this scene exactly. You should include all the details you can, and use any words which will help the artist to get everything in its right place. You do not need to use complete sentences.

Basis of the scale: Number of objects discussed and visual descriptive detail; specificity of description

Scale Point 1: One to three general labels (for example, a table a chair) are given. No detail in description. No modifiers used.

Scale Point 2: Four or more general labels provided. No detail in description. Must include a description of the plant.

Scale Point 3: Two or three objects are described in some detail, for example, "a broken bowl". Must include a description of the plant.

Scale Point 4: Four or more objects are described with good attention to visual detail, for example, "a terrified cat with his back arched, his tail sticking straight up and his claws out".

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	12	31	35	20
	*		*	

\*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement for this grade level.

SCALE POINT 1

The plant was wrapped around everything and the cat is half scared out of his mind. His plant is breaking dishes and still growing and growing.

SCALE POINT 2

In this scene the strange plant is going all over the place. The plant goes wild and everything. It covers over the high chair, the clock, the night table, and all over the table. The plant scared the cat half to death. The plant started out under the sink.

SCALE POINT 3

It was 5:03 in the afternoon. The plant was growing from the <sup>cupboard</sup> under the sink. It was wrapping around things up the walls around the light on the ceiling. There was a cat in the scene. Its claws had hair standing straight. It was growing like a snake. The leaves were had three parts. Growing quite fast. In the corner was a baby chair. If the plant was wrapped around it. There was a baby food dish. In the other corner was a table. The same is wrapping around a spoon a little.

SCALE POINT 4

The kitchen sink - has a clock on the side wall. The front wall has a sink with cupboards under and over the sink. There is a baby chair in an angle towards the clock wall. There is a broken saucer on the floor with some liquid spilled. There is a cat in the middle of the room which is frightened. Its tail is in the air and the face has a look of a frightened person who is trapped by snakes. ~~on the~~ there is a table and it is a cup of coffee. A coffee and a spoon. Under the cup of coffee is a pit.

Now getting back to the plant. - There is a cupboard under the sink. And there is a black unknown thing. You can only see half of it. It is about 4 inches high. That is where the plants seemed to come from. It is all the room. It is a light bulb on the roof. It is around the sink. Spread in front of the top and bottom cupboards and is whirled around the baby chair. It is on the table. It is ~~the~~ joined together like a rope and or a snake which is about 40 feet long. It is cut in some places.

SUGGESTIONS FOR TEACHING:

- (1) All grades: Observation games - a tray of articles covered with a cloth; articles are exposed and then recovered. Students:
  - a) list the objects shown
  - b) describe the objects listed
  
- (2) Grades 1 - 8: Given a particular category such as a letter of the alphabet or a color, students look carefully around the room and list as many objects as they can in the category.
  
- (3) Grade 2 - 6: After a field trip, students illustrate the focus of their trip with as much detail as possible.
  
- (4) Grade 6 - 8: Provide four or five similar objects, (chairs, watches, dog pictures, cars in the parking lot). Students must write a description of each noting the unique characteristics.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE  
IDEAS AND ASSOCIATIONS

In order to master this skill, students should be able to note a considerable quantity of detail associated with a particular event or occasion. Details given as part of the exercise's directions are not counted in the student responses.

This skill was not assessed at the Grade 4 level; therefore, only Exercise 2 is provided.

This skill is referred to as SKILL 25 in the Assessment of Written Expression reports.

The Team Returns

For the first time ever, a team from Goldville has won a B.C. championship! The Volleyball Team is returning today with the Muir Cup. A big parade to the High School is planned. The editor sends you to describe the scene. She says, "Keep your eyes open for little details. Try to get the mood of the people into your description.

ASSIGNMENT: You are at the team's homecoming. What is the mood of the team, the parents, the other students? On the next page try to describe the scene to make your readers feel the mood of the occasion.

SKILL: SHOWS FLUENCY IN ABILITY TO GENERATE IDEAS AND ASSOCIATIONS

EXERCISE 2: TEAM RETURNS

The key to this scale is the Generating of ideas and associations.

Basis of the scale: A count of "variables" or "details" generated. No credit is given for information provided in the question. Cliches and repetitions receive no credit. A "detail" showing originality may be allowed two points rather than one. Exemplars should be consulted for examples of "variables" or "details".

Scale Point 1: No more than two variables or details.

Scale Point 2: Contains three or four variables or details.

Scale Point 3: Contains five to seven variables or details.

Scale Point 4: Contains eight to ten variables or details.

Scale Point 5: Contains eleven or more variables or details.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	8	18	30	20	17

\*Interpretation Panel cut-off point.

SCALE POINT 1

The mood of the parents and of the students were very joyful the other coaches and teachers were also very joyful the whole school was thrilled.

SCALE POINT 2

The Team Returns

The captain of the team, who is been held up by his fellow students as he holds that beautiful Muns Cup. The parents are cheering, the other students giving them graduations and the team is a big smile. They are laughing at there get ~~it~~ fit only.

SCALE POINT 3

Everyone was happy at Goldville today. The team were smiling and proud of their win, while the parents are smiling and proud of their children. Cheers and screams from the Goldville residents filled the air. It was the biggest celebration in Goldville in months. When you looked at they had a big, wide, grin on their face. Ballons and all were flying everywhere. It seemed like it would never end.

SCALE POINT 4

Write

It was a day to remember as the Hillsville team returned with their Cup as winners of the P.C. volleyball championship. The parade was held on the colorful floats and banners came down the road.

As they have joined the parade there was a sense of pride which could be heard miles away.

Comments were flashing as the team waved to the people which helped them to make it when they are home.

When the parade was over people came to get autographs and cheer supporters of the team.

This will be a day to remember.

SCALE POINT 5

The popular volleyball team is being guided by the parents and students of Hillsville High School. It is a great day for everyone as a celebration for the first time in the high school history the girls team has won the P.C. championship! It's about the girls' volleyball team that set to win the Miss Cup and the trophy.

"Excuseful it's never felt so good as all my life! I know everyone played well and we really enjoyed it."

After speaking with the team, we went to interview the parents who were given the team trophies. The parents are proud of their girls.

All the people of the town are very proud of the team's achievement and all know these girls worked hard to win the Miss Cup.

The parade for these girls was wonderful. The talented effort was great. Even the sun was smiling over them. The sun was full in a sea of colors. The sun shined brightly into the blue sky and the sun caught the colors of the parade, making it magical. This is a very happy occasion. The town will remember this celebration for the rest of their lives.

SUGGESTIONS FOR TEACHING:

- (1) All grades - Teacher briefly describes an event. The students suggest numerous objects associated with that event. Descriptive words are to be encouraged.
- (2) Grades 6 to 8 - The teacher sets a mood and a scene; the students describe an event which could take place; for example, a dark hall is filled with chairs and a stage, one small candle burns on the window sill.....

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

The concept of "essential detail" is identified for the student using Exercise 1, in that all that is required is to locate the specific statements within the exercise.

In Exercise 2, the student is required to identify the concept, locate the specific detail, and paraphrase.

This skill is referred to as SKILL 27 in the Assessment of Written Expression reports.

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



BEARS

Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The koala bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

**SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL**

**EXERCISE 1: REPORT**

DW 90

**SCALE POINT 1**

Nº 14780

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



**B E A R S**

Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The black bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

**SCALE POINT 2**

Nº 14290

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



**B E A R S**

Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly, they can get angry quickly. A grizzly bear can kill with one blow of his paw. The black bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

**SCALE POINT 3**

Nº 13581

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



**B E A R S**

Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The black bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

SCALE POINT 4

Nº 14785

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



**BEARS**

Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The black bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

SCALE POINT 5

Nº 13219

For your camp project you are writing a report telling people that bears can be very dangerous. In a book about bears you find these sentences. I want you to underline each sentence that tells you bears may be dangerous.



**BEARS**

Bears are large powerful animals. Their thick fur is sometimes made into rugs. Polar bears have white fur. Although bears seem friendly they can get angry quickly. A grizzly bear can kill with one blow of his paw. The black bear looks like a teddy bear and lives in Australia. Bears in Canada live in the woods. Sometimes you can see a bear do tricks at the circus. The sharp claws of the bear can be dangerous weapons.

The grade 4 scale is developed only to assess the underlined statements. The sentence that the students are to write is only a logical way of concluding the exercise.

Basis of the scale: Number of underlined statements which indicate danger. Underlining one word in a sentence is the same as underlining the entire sentence.

Scale Point 1: One or more of the underlined statements do not indicate danger.

Scale Point 2: One sentence indicating bears are dangerous is underlined. No sentences which do NOT indicate danger are underlined.

Scale Point 3: Two sentences indicating bears are dangerous are underlined. No sentences which do NOT indicate danger underlined.

Scale Point 4: No wrong choices. Three sentences indicating danger underlined.

Scale Point 5: Four sentences indicating danger underlined. No wrong choices.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4	5
Percent of Students	3	1	6	24	59

\*

\*Interpretation Panel cut-off point.

One of the main jobs in a newspaper office is to make long stories and articles fit into a small space on the page. Today when you get to work, the editor hands you a story about sponges, which she wants to use in the Science Corner. The article about sponges is far too long, so the editor wants you to summarize it. You need to find all the important ideas and write them in two or three sentences of your own.

ASSIGNMENT: Read the article about sponges carefully. Decide what you think are the important ideas, and then write two or three sentences summarizing these ideas.

### S P O N G E S

The sponge is a water animal which is attached to the bottom of the ocean. There are many kinds of sponges and they vary in shape and size. Some sponges are shaped like vases, but most sponges have no exact shape. Some may be thin and flat while others may be round. Still others may look like the branches of a tree or bush. They may grow from one inch to several feet. When alive, these animals may be of many colours. Blue, green, yellow, red and even black sponges have been found.

Sponge fishermen use several different methods to get sponges. In deep water, such as the Mediterranean Sea and the Gulf of Mexico, fishermen use deep sea diving suits. Sometimes they go down a hundred feet or deeper to get the sponges. In shallow waters near the coast of Florida, fishermen use the hooking method. Two men go out in a glass-bottomed boat. Looking through the glass bottom of the boat, the men can see fifty or more feet below the surface. One man manages the boat, while the other lowers a pole with a hook. He uses the hook to loosen the sponges and bring them to the surface. The fishermen then spread the sponges on the deck to dry.

Basis of the scale: Inclusion of essential ideas (1) water animal (2) variety of colours, shapes and sizes (3) two methods of collecting. Exclusion of peripheral material. Brevity.

Scale Point 1: Little attempt at sorting ideas. Omits two or more essential ideas or includes three or more peripheral details. Most lengthy responses fall at point 1, but some short responses do also.

Scale Point 2: Either omits one of the essential details OR includes one or two peripheral details. Some tolerance should be allowed for peripheral detail if it is used as an example of an essential point.

Scale Point 3: Includes the three essential ideas and No peripheral material except as support of an essential idea and usually within the same sentence. Maximum three sentences.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	33	55	8

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Sponges

The sponge is a water animal. There are very many different kinds of sponges, varying in shape and shape. Some sponges have an exact shape. They may grow from one inch to several feet. When they are alive, these animals may be of many colors.

Sponge fishermen use many methods to get the sponges. In deep water fishermen use diving suits. Sometimes they go down a hundred feet or more to get the sponges. In shallow water, fisher men use the hooking method. Two men go out in a glass-bottomed boat. They can see over fifty feet below the surface. One man steers the boat, while other uses a pole with a hook to loosen the sponges and bring them to the surface. The fisherman spread the sponges on the deck to dry.

SCALE POINT 2

The sponge is a water animal which is attached to the bottom of the sea. Sponges come in all shapes & sizes. They have been found in many different colours.

Fisher sponges can be obtained in different ways. Some fishermen have to go down 100 ft or more. Some use glass bottomed boats in shallow water they use a hook to get the sponge then put them on deck to dry.

SCALE POINT 3

The sponge is a water animal and lives at the bottom of the sea. The sponges come in many shapes, colors, sizes and appearance. Sponge fishermen use many instruments to capture sponge. It spreads out to dry the water in.

SUGGESTIONS FOR TEACHING:

- (1) Grade 1 & 2 - Using selected pictures, the students identify those essential to a specific topic. For example; A picnic. Pictures: ball, bears, broom, sandwich, cookies, boat, ants.
- (2) Grade 3 to 6 - Children are asked to locate the 3 or 4 most important ideas from a selected nonfictional piece of writing. Suitable material may be found in children's magazines.
- (3) An exercise similar to "Sponges" may be created by using a newspaper article.

SKILL: FOCUSES ON ONE TOPIC OR EVENT

At both levels assessed, the student was required to state and support a single point.

Exercise 2 is designed to elicit further and more specific substantiation.

At all times, digression is to be avoided.

This skill is referred to as SKILL 28 in the reports of the Assessment of Written Expression reports.



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

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Basis of the scale: Specific reference to the kitten or an alternative as a prize.. Substantiation provided. Lack of digression.

Scale Point 1: Makes no reference to the kitten as a prize or to an alternative prize.

Scale Point 2: Reference is made only to the kitten as a prize or an alternative as a prize.

Scale Point 3: Reference is made to the kitten or an alternative as a prize and in addition substantiation of view is present.

PROVINCIAL RESULTS (Grade 4)

Scale Points

Percent of Students

1	2	3
14	28	57

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*Because cats eat eat mice*

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SCALE POINT 2



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*I don't think that would be first prize because they eat mice and they get on to your feelings.*

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SCALE POINT 3



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*A kitten would be a good first prize. It would be because kittens are cute and soft. They are nice pets to have. They can win ribbons and gold and silver cups. Kittens can get grow into big pretty cats.*

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What Makes a Good Teacher?

Today the editor wants to have an opinion article on page four. She thinks education is a topic many people are interested in. She wants you to write about: What Makes a Good Teacher? In your many years in school, you've been taught by all kinds of teachers: male and female, old and young, beginning and experienced, strict and easy-going. You think you know a lot about good teaching - and bad teaching.

ASSIGNMENT: Take a moment to think about good teachers you have known. Then give your ideas on what kind of person makes a good teacher, and what kinds of things you think a good teacher does - or should do.

Carefully note the basis of the scale.

Basis of the scale: Clarity of topic statement and relevancy of all material to topic.

Scale Point 1: Either (1) not sufficient material for assessment of skill, (2) no-topic stated and irrelevant or insufficient material included, or (3) strays seriously from topic at least twice.

Scale Point 2: Either (1) states topics clearly but contains one irrelevant detail or piece of material, or (2) sticks to the topic, but the topic is never explicitly stated.

Scale Point 3: States topic clearly (i.e. topic is clear to reader). All material must be related to topic.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	25	39	28

\*

\*Interpretation Panel cut-off point.



SUGGESTIONS FOR TEACHING:

- (1) Grades 1 - 3: "What am I?" riddles are useful in establishing a focus on one topic. The teacher may begin by stating three or four descriptive sentences about one object. Focusing on the details, students try to identify the object. The children take turns giving 3 or 4 clues about a "secret" object for their peers to guess.
- (2) Grades 4 - 7: The teacher supplies three or four specific points on a topic. The student must write one general statement to encompass these points. He thereby learns to generalize. Conversely, a general statement is given, about which the student must write 3 or 4 specific supportive details.
- (3) Grades 7 - 8: The teacher prepares an exercise consisting of three topics and 3 to 5 statements about each topic. The students are required to match the statements with the appropriate topics.
- (4) All grades: group discussion on generalization and supporting detail help the students understand and cope with these terms.

## SKILL: ADJUSTS TONE TO AUDIENCE

This skill is used in conversation by everyone. The problem arises when the student attempts to write a simulated argument.

Students should therefore become aware that their writing is influential and carries weight. They should be able to emphasize in order to influence an unseen audience's reaction.

This skill was not assessed at the Grade 4 level; therefore, only Exercise 2 is provided.

This skill is referred to as SKILL 29 in the Assessment of Written Expression reports.

CAUGHT IN THE TRACKS

There is a railway crossing in the middle of town that needs repairs. One day, on your way to work, you get into trouble there. The newspaper makes a big story out of it. Here is what it says:

CAUGHT IN THE TRACKS

Our grade 8 reporter almost died today under the grinding wheel of a huge locomotive. As the train ~~raced down the tracks, its bell~~ clanging a warning and sparks showering from the sliding wheels, our reporter struggled to free his two-month-old pup that was caught in the tracks. Only at the last second did the dog's foot spring free and our reporter escape from the onrushing express.

The paper will not be delivered for several days but when it is, and your grandmother reads that story, she is going to be very alarmed. You decide to write her a letter telling her what happened but making it sound a lot less exciting.

ASSIGNMENT: Write to your grandmother telling her what happened at the train crossing. Do not change the facts of the story but tell it in a less exciting way so that she will not be worried about you.

You do not have to write any address. Just start on the story.

The number of "danger units" required by this scale is high for the nature of the exercise. A new scale would be necessary for establishing any mood other than "danger".

Basis of the scale: Number of 'units' (words, phrases or clauses) which evoke anticipation or danger. Length must be considered.

Scale Point 1: Ten or more units evoking anticipation or danger, OR very short - insufficient material to demonstrate skill.

Scale Point 2: Six to ten units evoking anticipation or danger.

Scale Point 3: Two to five units evoking anticipation or danger.

Scale Point 4: Not more than one unit evoking anticipation or danger.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	17	10	40	31
	*		*	

\*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Satisfactory level of achievement at this grade level.

SCALE POINT 1

Mother there is a story coming out that said I was almost run over by a train with my dog but I tell you now that I never come near the tracks. There isn't even a train mother, because the track was under rocks, so don't believe those news stories.

SCALE POINT 2

One day I was walking down the tracks and I saw a small pup was trying to get his leg off from under the tracks so I tried to help the pup when just then I heard the whistle of a train and so I started working faster and the train was coming closer. I heard the engineer slam on the brake and the train wheels started shaking. Sparks I quickly gave a tug on the dogs leg and it came loose. I got out of the way with no injury and the pup out of the way also.

SCALE POINT 3

Well you see grandma Spooky (my dog) and I were walking the tracks just before I heard in the tracks and the train come straight at us Spooky got her foot caught in the tracks just before the train came I pulled her foot out we jumped out of the way and the train passed. That was all grandma, nothing to worry about.

lots of love

me and Spooky

SCALE POINT 4

Dear Grandma,  
Guess what happened to me today? I was on my way to school when I saw a little pup caught in the railroad track. The train was still along ways away so I decided to help it get free. As it was caught in there good and I was just getting it loose when the train noticed me and started to slow down. The conductor was waving his hand and stamped his bell just as I freed the dog and it jumped for joy. Right on my lap! My grandma laughed and the train started on its way again slowly but surely. Well I'd better be going now. Love get do do my homework.

Love

Jennifer

SUGGESTIONS FOR TEACHING:

- (1) For all grades: Dramatization of moods such as fear, anger and joy help develop the ability to emphasize. The teacher might describe a situation to which the children respond. For example, your friend left your new bike on the driveway and it was crushed by a car. Discuss words, facial expressions and actions which would develop the scene.
  
- (2) Have students write an explanation to their parents of an incident in which they were nearly injured on a 10 speed bicycle or on a motorcycle. Remind students that their parents may become concerned and not permit them to use their bike if they become convinced that their bike riding is dangerous.

SKILL: MAKES A JUDGEMENT, SUPPORTS AN OPINION

At the Grade 4 level, students are required to select one of two positions from which to write.

At the Grade 8 level students are required to create a problem and supply greater elaboration.

This skill is referred to as SKILL 30 in the Assessment of Written Expression reports.



Basis of the scale: Explicit or implicit statement of choice, and number of attributes referred to in support statements. If more than one choice is made or if negative aspects of one prize are given in addition to positive aspects of another prize, count the largest number of support statements for a single prize - do not add together the support statements for different prizes. Count one support statement for each attribute discussed. For example, 'cute and pretty' refer to appearance, 'soft and fluffy' to feel, 'expensive and eats a lot' to cost.

Scale Point 1: Neither explicit or implicit statement of choice.

Scale Point 2: States or implies a choice but does not support the choice, or gives a supporting statement which is unclear or irrelevant.

Scale Point 3: States or implies a choice (either favourable or unfavourable) and supports ONE aspect of the choice - i.e. relevant attribute or consequence.

Scale Point 4: States or implies a choice AND makes support statements referring to two or more attributes.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	4	9	40	46

\*

\*Interpretation panel cut-off point.

SCALE POINT 1



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*If I were looking for a kitten I would look for it in it might be stuck in a tree and I would help it down then I catch first prize*

SCALE POINT 2



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*I think a kitten would be nice. Although your parents would not like it very much.*

SCALE POINT 3



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*I think a baby would be better. So I love mice with my friends.*

SCALE POINT 4



There is going to be a treasure hunt. First prize is a kitten.



Marty Mouse is very upset that a kitten is being offered as first prize. He thinks cats are cruel because they catch mice.

If you think a kitten makes a good prize, tell Marty why you think so. If you don't think a kitten is a good prize, suggest something different and tell why you think it would be good.

*I think it is a good prize because they are soft and cuddly and purr when you pet them. They also catch mice.*

What Makes a Good Teacher?

Today the editor wants to have an opinion article on page four. She thinks education is a topic which interests many people. She wants you to write about: What makes a Good Teacher? In your many years at school, you've been taught by all kinds of teachers: male and female, old and young, beginning and experienced, strict and easy-going. You think you know a lot about good teaching - and poor teaching.

ASSIGNMENT: Take a moment to think about good teachers you have known. Then give your ideas on what kind of person makes a good teacher, and what kinds of things you think a good teacher does - or should do.

Basis of the scale: Number of opinion or judgement statements; degree of elaboration or support.

Scale Point 1: Makes no more than two statements of opinion and provides no elaboration or support.

Scale Point 2: Three or four opinion or support statements.

Scale Point 3: Five or six opinion or support statements.

Scale Point 4: Seven or more statements of opinion or judgement, or statements of supporting detail or elaboration (for example: examples) of opinion or judgement statements.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	13	25	24	30

\*Interpretation Panel cut-off point.

SCALE POINT 1

*Think*  
 A good teacher is one who is  
 nice, but not too slack. A teacher that  
 is too nice the right amount of  
 niceness and strictness but not  
 too strict. I liked my grade six  
 teacher, which because he was nice  
 really nice, and the same time  
 strict. That's a good teacher!

SCALE POINT 2

A good teacher to me is one that I can  
 get along with. A good teacher should allow  
 the class to talk but not let them  
 get out of hand. A good teacher should also  
 get along with all students. A good teacher  
 should be lenient but yet be strict at  
 times.

A bad teacher is one who just cannot get  
 along with his students. He won't let his  
 students talk or move around freely.  
 The student therefore hates the teacher and  
 there is almost a small war between  
 the two.

SCALE POINT 3

I think a teacher should not only be a teacher  
 but also a friend when you need one. A teacher that  
 does things really can make things more clear, they just  
 sending you home with homework. This way you know  
 if you understand it. A teacher should not be too strict or  
 too easy. If they are too easy you get away with a lot of  
 stuff they make subject it makes you feel out of place.  
 A teacher must enjoy being around young people. Not  
 to be the wise and moral. If they do that they then they  
 they should not be teaching.

SCALE POINT

In the past eight years I have been in school, I've  
 had many different teachers. Most were, for one, not teachers  
 I think teachers. A good teacher more that is strict but  
 has humor when called for. A good teacher is also someone  
 kinda helps you in class. He shouldn't be the type that let  
 things slide, or let teacher who hits you and makes you  
 cry. A teacher to be respected an one who makes things  
 easy to understand and when having difficulties will sit patiently  
 at a moment time to discuss your problem. The teacher  
 shouldn't embarrass you because you do something. One  
 he shouldn't pull you away and give you homework  
 if you need some more. But a real good teacher is  
 a teacher who makes learning fun. He is my opinion  
 of a good teacher.

SUGGESTIONS FOR TEACHING:

- (1) Grades 1 - 3: The teacher initiates a discussion on a particular topic which may be considered a "value judgement" such as:

- A gerbil makes a good pet
- T.V. is educational
- Skateboards are dangerous

Students contribute 3 or 4 reasons to support their judgement. The degree of individual maturity of the children will determine the extent to which written work is employed.

- (2) Grades 3 - 7: Children choose a statement from which they develop a paragraph giving their own opinion and proving it.

Example statements:

Soccer is the best sport.

I like rock music.

Hunting is a good sport.

Homework is necessary.

- (3) Grade 3 - 8: Ask children to develop a commercial to sell a bike, car, skateboard or any item of their choice.

- (4) Grades 4 - 8: Have children develop a paragraph supporting a particular viewpoint about a character from literature.

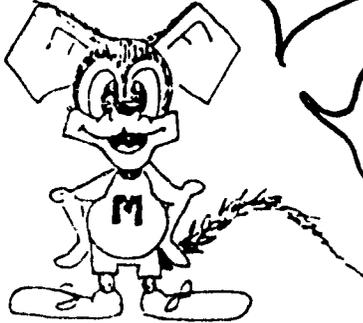
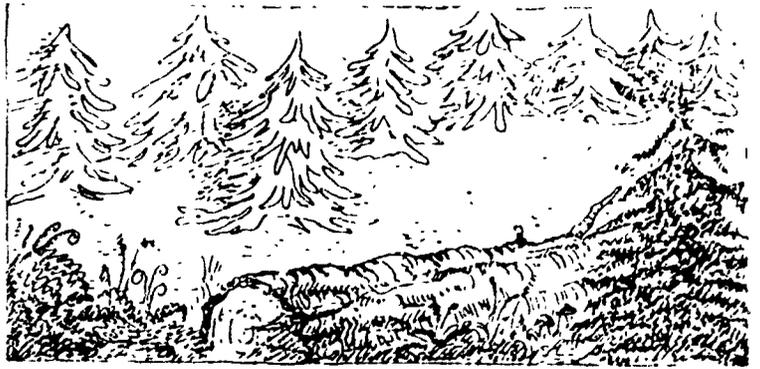
SKILL: SELECTS DETAIL TO SUPPORT A VIEWPOINT

Students are required to write relevant points to uphold or prove a point of view.

In the early school years, it is a "feeling" approach which develops into a factual or "commercial" approach at later grades.

This skill is referred to as SKILL 31 in the Assessment of Written Expression reports.

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

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**Basis of the scale:** Number of supporting details for stated viewpoint.

**Scale Point 1:** No supporting detail for a stated viewpoint OR no viewpoint stated.

**Scale Point 2:** One supporting detail for a stated viewpoint.

**Scale Point 3:** Two supporting details for stated viewpoint.

**Scale Point 4:** More than two supporting details for a stated viewpoint(s).

**PROVINCIAL RESULTS (Grade 4)**

Scale Points	1	2	3	4
Percent of Students	38	42	14	6

\*Interpretation Panel cut-off point.

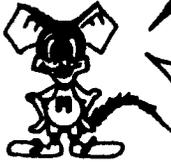
SCALE POINT 1

SCALE POINT 2

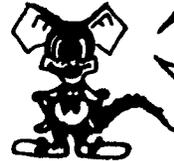
One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

I would feel alone, scary and fun and scary, lonely and weird.

Alone in the Woods

It would feel very scary to be alone. I would be wanting my mother or my father. If I was alone I would be very lonely and very scared.

SCALE POINT 3

SCALE POINT 4

One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



One day at camp you go into the woods alone and sit down on a fallen log. You are not lost but you are on your own. How do you feel sitting in the woods by yourself?



Write a few lines telling how it feels to be alone in the woods.



Write a few lines telling how it feels to be alone in the woods.

Alone in the Woods

It feels awful because you don't have anyone to talk to. Plus a bear might sneak up on you.

Alone in the Woods

It is very calm. The birds are singing. Nobody is around to talk to. Lying there in the woods watching the birds, calmly, was about just sitting on a log thinking. The air around you is really very fresh. It is very nice to just sit in the woods all day yourself.

Car for Sale

The first writing you do for the newspaper is an advertisement for your sister's car. She has gone to nursing school and says if you can sell her 1965 Datsun you can keep all the money you get over \$200.00. It's a small sports model with a stick-shift and a new paint-job: orange with a white racing stripe. The four-cylinder engine uses a lot of oil, but it still gets 30 miles (50km) to each gallon of gasoline.

Under the paint, the body is rusting away and the clutch is worn. However, the upholstery is good and the radio works well. There are new snow tires on the back but the front tires need replacing. There is only one crack in the windshield and it's on the passengers side.

ASSIGNMENT: Write a Car for Sale advertisement. Do not lie, but include as many details as you think will help sell the car. You can use no more than 35 words so choose your words carefully.

- 1) Write a rough draft on scrap paper.
- 2) Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM


Basis of the scale: Number of positive details; accuracy of information; absence of negative details; omission of irrelevant details.

Scale Point 1: Three or fewer positive points stated, or includes a great deal of negative detail. Includes inaccurate, misleading or irrelevant details.

Scale Point 2: At least four positive points mentioned. May contain some negative details.

Scale Point 3: At least six positive accurate details are presented. No inaccuracies or irrelevant detail. Little or no negative detail.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	27	30	42
	*	*	

\*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Satisfactory level of achievement.

SCALE POINT 1

Write a rough draft here

Car for sale  
 The car is a 1973 Dodge, with good gas mileage. It is a six-cylinder with very little oil. The upholstery is good. Under the paint, it is in good condition, but the left rear has a little rust.

Write your finished advertisement here - one word in each space. Maximum 30 words.

FINGER RIVER TIMES - - CLASSIFIED AD FORM

Car For Sale				
The	car	is	a	1973
Dodge	with	good	gas	mileage
It	is	a	six-cylinder	with
very	little	oil.	The	upholstery
is	good.	Under	the	paint,
it	is	in	good	condition,
but	the	left	rear	has
				rust

SCALE POINT 2

Write a rough draft here:

Car for sale  
 An Orange 1965 Datsun with racing stripes. A four-cylinder engine gets 30 miles to a gallon. Radio works well but needs new front tires and a crack in the windshield.

Write your finished advertisement here - one word in each space. Maximum 30 words.

FINGER RIVER TIMES - - CLASSIFIED AD FORM

Car For Sale				
An	Orange	1965	Datsun	with
stripes.	A	four-cylinder	engine	gets
30	miles	to	a	gallon.
Radio	works	well	but	needs
new	front	tires	and	a
crack	in	the	windshield.	

SCALE POINT 3

Write a rough draft here: Car for sale:

A 1965 Datsun sedan with a radio shift, new paint job, four cylinder engine, which gives 30 m.p.g. It also has a new radio, a new snow chain. All of them at a price of \$5000 only.

Write your finished advertisement here - one word in each space. Maximum 30 words.

FINGER RIVER TIMES - - CLASSIFIED AD FORM

CAR FOR SALE:				
A	1965	Datsun	sedan	new
A	radio	shift,	new	paint
job,	four	cylinder	engine,	which
gives	30	m.p.g.	It	also
has	a	new	radio,	a
new	snow	chain.	All	of
them	at	a	price	of
\$5000	only.			

SUGGESTIONS FOR TEACHING:

- (1) Grades 1 to 3 - The teacher initiates a discussion on a particular topic which may be considered a "value judgement", such as:

- a gerbil makes a good pet
- T. V. is educational
- skateboards are dangerous

Students contribute 3 or 4 reasons to support their judgement. THE degree of individual maturity of the children will determine the extent to which written work is employed.

- (2) Grades 3 to 7 - Children choose a statement from which they develop a paragraph giving their own opinion and proving it. Example statements:

Soccer is the best sport.

I like rock music.

Hunting is a good sport.

Homework is necessary.

- (3) Grades 3 to 8 - Ask children to develop a commercial to sell a bike, car, skateboard or any item of their choice.

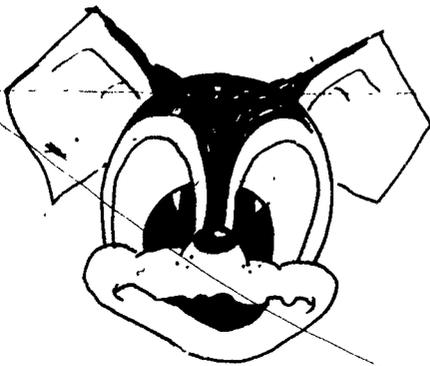
- (4) Grades 4 to 8 - Have children develop a paragraph supporting a particular viewpoint about a character from literature (e.g. the character is fair or clever).

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

Teaching the concept of "a sentence" logically precedes the teaching of this summarizing skill, particularly in the earlier school years.

In Exercise 1 students are given specific directions as to the essence of an idea. In Exercise 2 students must both identify and summarize the idea.

This skill is referred to as SKILL 32 in the Assessment of Written Expression reports.



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your warning short.



This reliability of these scales is dependent upon the development of the concept of a sentence.

Basis of the scale: Communication of the message in a single sentence.

Scale Point 1: Does not recognize and communicate the essential elements of the message (warning) AND does not use a single sentence.

Scale Point 2: Communicates the essential elements of the message (warning) but does not do so in a single sentence.

Scale Point 3: Does not adequately communicate the essential elements of the warning, but does communicate part of the message IN A SINGLE SENTENCE.

Scale Point 4: Recognizes and communicates the essential elements of the message (warning) in ONE sentence.

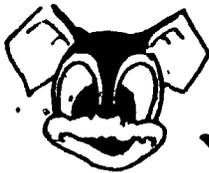
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	9	48	12	29

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

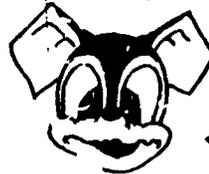
Write your sentence at the bottom of this poster.

Keep your writing short.



*Don't sleep in the woods.  
Don't play in the woods.  
Don't camp in the woods.  
And don't feed the Bears.*

SCALE POINT 2



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster. Keep your writing short.



*Beware of bears that can eat your family.*

SCALE POINT 3



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

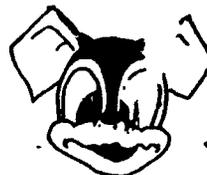
Write your sentence at the bottom of this poster.

Keep your writing short.



*Beware of this house eating Bear*

SCALE POINT 4



You know that a bear raided our kitchen this morning. At this time of year, bears are hungry and come out of the hills to look for food. Hungry bears can be dangerous. We are going to make a poster to warn people about them.

I want you to think of one short sentence to warn people to stay away from bears.

Write your sentence at the bottom of this poster.

Keep your writing short.



*Keep away from hungry bears!*

As a reporter you must listen to people and make notes on what they say. To give yourself practice you sit in on a discussion of homework. Each student has several ideas. You listen carefully and try to summarize, in one sentence, his or her main idea.

ASSIGNMENT: Read each student's comments. Try to summarize his or her main idea in one sentence

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write  
Rolf's  
main  
idea

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Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write  
Gil's  
main  
idea

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Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write  
Anna's  
main  
idea

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Basis of the scale: Three basic considerations: effective summary; satisfaction of the one sentence condition; number of speakers whose views are satisfactorily summarized.

Scale Point 1: None of the three viewpoints satisfactorily summarized. One may contain the main idea, but vaguely stated with interpretation required.

Scale Point 2: An attempt at summary of two or three of the viewpoints but not in one sentence each.

Scale Point 3: One of the viewpoints is satisfactorily presented; one main idea in one sentence.

Scale Point 4: Two of the three viewpoints are satisfactorily presented, each with the main idea in one sentence.

Scale Point 5: All three viewpoints are satisfactorily summarized, in one sentence each.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	18	10	35	25	11

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Boif: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Boif's main idea

Boif says that you can have more time after you do your homework

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea

Boif is saying that she doesn't have the time

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea

We get to much homework

SCALE POINT 2

Boif: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Boif's main idea

getting his homework done, planning when to do his homework

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea

not having enough time to do homework

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea

We should only have a little homework. There isn't enough time to read in school

SCALE POINT 3

Boif: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Boif's main idea

Boif does his homework one hour before going to bed and another after school so he can still have fun but get everything done.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea

Work around the house is more important than any homework.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea

Anna can't avoid homework but she does it anyway

SCALE POINT 4

Neil:  
I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Neil's main idea

Work for an hour then about 5 hours later go back and do more work.

Gil:  
I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea

He's too busy for home work and says we shouldn't have it.

Anna:  
I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea

We should have homework because you sometimes can't get everything done in class.

SCALE POINT 5

Neil:  
I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Neil's main idea

It's saying that if you're organized you can get more homework done in less time.

Gil:  
I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea

She's saying that she has too much other responsibilities and doesn't have time for it.

Anna:  
I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea

She's saying that we should do homework because we have a little time to do it in class.

SUGGESTIONS FOR TEACHING:

- (1) Grades 1 and 2 - Place several objects on the table (or use pictures). Students must identify certain objects according to given criteria. For example, use an umbrella, some kleenex, sun glasses, and a pencil. Have students identify the most important thing if it's raining, the most important thing if it is a sunny day, the most important thing with which to write grandma, the most important thing if you have a cold. This exercise in sorting is a preliminary process to summarizing.
  
- (2) Grades 3 to 6 - The teacher supplies sentences on a specific topic. The students make up one sentence of their own to tell the essence of what they have read.
  - i.e. (1) Bears have been known to attack without warning.
  - (2) They are from 75 to 400 kg and need lots of food to give them energy.

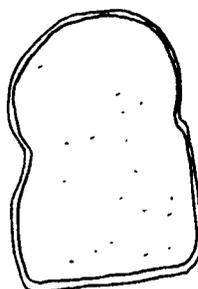
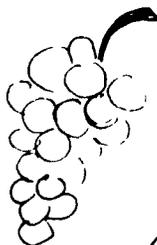
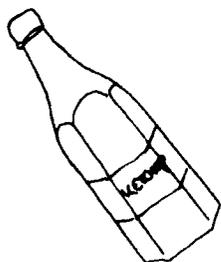
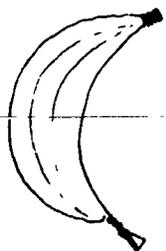
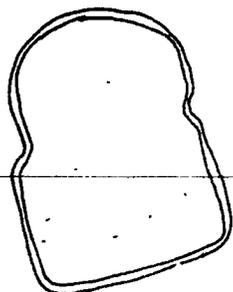
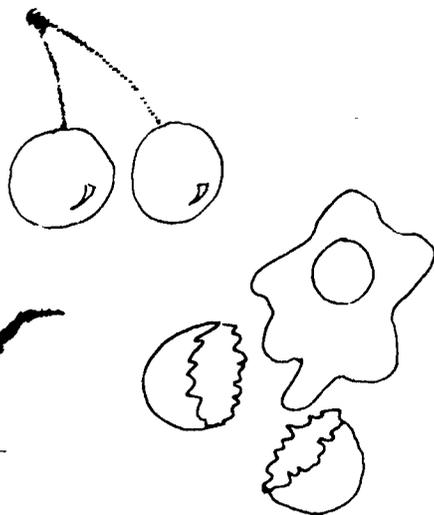
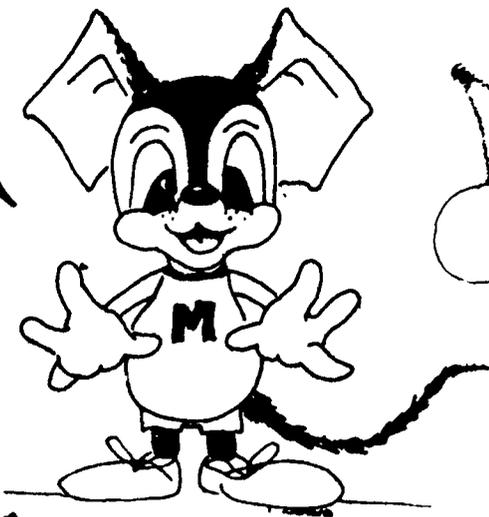
Summary: Bears are dangerous.
  
- (3) Grades 6 to 8 - Have students write short stories on their own choice of topics. After each student reads his story the class writes a one sentence summary of it. The student must decide if in fact he receives a suitable summary from the class.

**SKILL: ORGANIZES DETAILS AND IDEAS**

At the grade 4 level the focus of organization is sequencing whereas at the grade 8 level the focus is classification. Students should be made aware of the usefulness of transitional words which facilitate organization.

This skill is referred to as SKILL 33 in the Assessment of Written Expression reports.

We're having a contest to see who can make a crazy sandwich. Look at the pictures and choose four things you would put between your slices of bread.



First I want you to circle the four things you will put between your slices of bread. Then write carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

The reliability of the Grade Four scale is dependent upon teacher clarification of directions. For example, the student must select four ingredients in addition to beginning and ending his sandwich with bread.

Basis of the scale: Inclusion of selected ingredients in logical sequence.

Scale Point 1: The sequence is completely illogical.

Scale Point 2: Either omits a selected ingredient or include all ingredients but one or two of these are not in logical order.

Scale Point 3: All selected ingredients are included in a logical sequence.

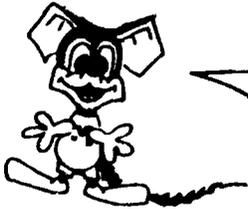
PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	24	47	28

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



First I want you to write the four things you will put between your slices of bread.

- 1. cheese
- 2. corn flakes
- 3. chocolate
- 4. strawberry

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

I put one piece of ham on and two eggs and some rice and some corn.

SCALE POINT 2



First I want you to write the four things you will put between your slices of bread.

- 1. Banana
- 2. egg
- 3. ice cream cone
- 4. grape

Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

First put a piece of bread down, next sliced bananas, then a hard boiled egg, then an ice cream cone, finally some grape.

SCALE POINT 3



First I want you to write the four things you will put between your slices of bread.

- 1. chocolate
- 2. ketchup
- 3. corn & flakes
- 4. honey

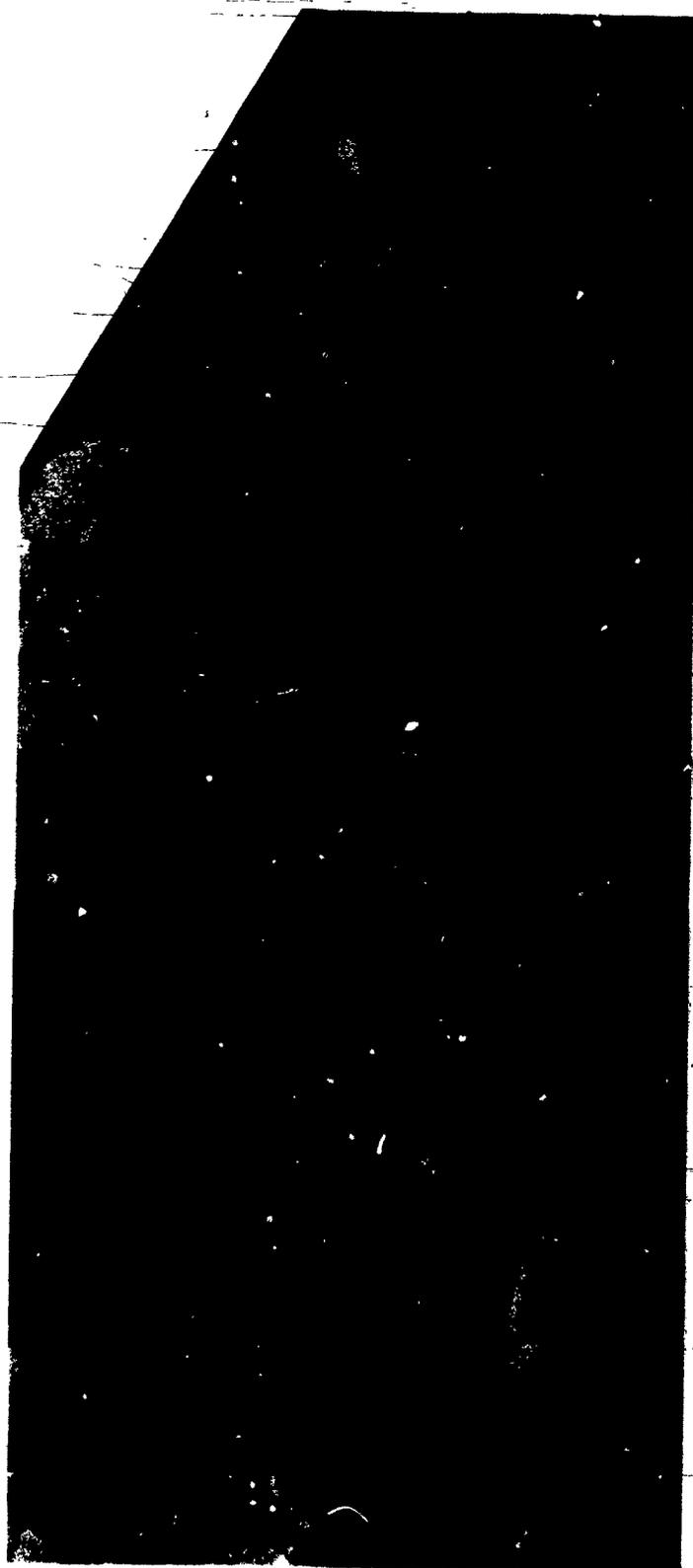
Now explain carefully how to make your sandwich. What do you do first? What next? Tell me everything you do.

Put a first put down the piece of bread. Then put honey and then the ketchup then you put some bits of chocolate and quite some corn flakes on it. Then put the last piece of bread.

Cathy of C.K.G.E.

On your first day as a reporter the editor puts you right to work. The local radio station is offering free record albums to the first 50 students who recognize Cathy of C.K.G.E. and challenge her by saying, "You are Cathy of C.K.G.E." The Fraser River Times has agreed to print her description, but they can't print her picture.

To help students identify her, you are given this photograph and asked to write a careful, detailed description of what Cathy looks like and what she is wearing



**ASSIGNMENT:** WRITE A DETAILED DESCRIPTION OF CATHY AND WHAT SHE IS WEARING. ORGANIZE YOUR DESCRIPTION SO THAT THE STUDENTS WILL REMEMBER THE DETAILS.

This scale demands a fairly sophisticated degree of competence in this skill (perhaps too much so for the Grade 8 level).

Basis of the scale: Organization into three clusters: physique; face and hair; clothing.

Scale Point 1: No organization - simply a list of descriptive words and phrases.

Scale Point 2: One cluster developed.

Scale Point 3: Two clusters are developed. No more than two 'strays'.

Scale Point 4: All three clusters are present, each with complete unity - i.e. no strays.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	39	28	25	7

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

~~She has long brown hair, she has the average eyes, she's quite pretty~~

SCALE POINT 2

She has hair down to her middle of her back. Her eyes are a big. She has a steady nose and a smile that will make you red all over. Her eyebrows are thick at the beginning and thin out at the end. She has no pimples etc. Cathy is wearing a Spring coat with a high waist band, she has 4 buttons. It is a striped coat. Cathy's height is about 5'9". She has a part in the middle of her hair. Cathy's hair is wavy. She has a long neck.

SCALE POINT 3

Cathy has long brown hair which is parted in the middle. Today she is wearing a dress with diagonal checks from the picture it looks like the colours are fairly pale there is a tuft on the left front. The skirt cloth covers the skirt. There is a solid red material going around her waist and up the front and into a big long round collar. There are only colour tufts blue (black and white picture) Her dress is gathered at the waistline or a little below. She is not fat or skinny, just right.

SCALE POINT 4

Cathy is a young, pretty girl of medium height. She has an oval-shaped face with a slightly nose, a nice distraction mouth, and dark friendly eyes of brown. Her eyebrows are quite high above her eyes and they are made to look very dark. She has somewhat of a peculiar skin appearing to be "dimpled". She has long, dark, dark hair reaching just past the shoulders. It is wearing a dress of solid material and gathered such as puffed long sleeves, pleats in front of the skirt, and a long row of buttons running vertically from top to bottom in the front of the dress.

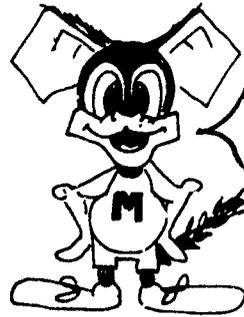
SUGGESTIONS FOR TEACHING:

- 9
- (1) Grade 1 to 3 - Provide a series of pictures of clothing in a similar manner to that of exercise one. The students select several articles and then explain how they would put them on. Oral exercises of this nature are useful introductions to this skill.
  - (2) Grade 3 to 8 - The teacher supplies a picture of a person. Three categories are supplied as a framework for the student to logically organize his ideas: e.g. physique, face and hair, clothing.
  - (3) Grade 6 to 8 - The teacher writes a synopsis of three common fairy tales, and then separates the sentences by cutting them. The students are required to:
    - a) sort the sentences into the appropriate story categories and
    - b) arrange them into logical sequences.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

Students must be made aware of various personality traits in order to identify those which they find attractive.

This skill is referred to as SKILL 39 in the Assessment of Written Expression reports.



At camp you got to know one of these people really well. Which one was it? What was the person's name? What was he or she like?



I want you to tell me about this friend, and what you liked about him or her.



Basis of the scale: Number of details or generalizations which related to the friend's actions or personality. The word "nice" is not to be counted as an acceptable detail.

Scale Point 1: Fewer than three acceptable details or generalizations.

Scale Point 2: Three or four acceptable details or generalizations.

Scale Point 3: Five or six acceptable details or generalizations.

Scale Point 4: Seven or more acceptable details or generalizations.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	54	25	10	4

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

I want you to tell me about this friend, and what you liked about him or her.



My Friend at Camp Elmwood

My friend name is A' son, she's really nice but she gets upset easy. She has a sister named Linda, He were very close friends.

SCALE POINT 2

I want you to tell me about this friend, and what you liked about him or her.



My Friend at Camp Elmwood

In Camp Elmwood I met a boy named Peter. The thing that I liked about Peter, that he like soccer alot as much as I do. He is very nice to me. He like sports alot. He like make plans with me.

SCALE POINT 3

I want you to tell me about this friend, and what you liked about him or her.



My Friend at Camp Elmwood

My friend at camp name was Fred. He was nice and kind, he swim with me and hiked with, and played with me. We had fun at Camp Elmwood. Then before we left we went and had lunch together with the other children.

SCALE POINT 4

I want you to tell me about this friend, and what you liked about him or her.



My Friend at Camp Elmwood

At Camp Elmwood I got to know a boy name well. His name is about Jack. He has brown hair blue eyes and is very big for his age. He is ten years old. He swim, and goes on swimming, soccer, looking a lot of ball and running. He likes playing around with others. He likes me and I like him. He is fun to play with.

Parent of the Year Award

The Fraser River Times is going to present an award to the Parent of the Year. You know someone you think really deserves the award. You decide to submit an entry, describing this outstanding mother or father. You'll need to concentrate on the parent's personality and give examples of things she or he has said and done.

**ASSIGNMENT:** Write about a parent (real or imagined) whom you think is outstanding. Explain why he or she should win the award. Be sure to give examples of things this parent has said and done which will help to show the judges the kind of person he or she is.

Only details supporting generalizations are to be counted.

Basis of the scale: Number of details presented to convey personality or support generalizations about personality.

Scale Point 1: Presents no more than one detail to support generalization about or convey personality or personality trait.

Scale Point 2: Presents two details to support or convey personality or personality trait.

Scale Point 3: Presents three or four details to support or convey personality or personality trait.

Scale Point 4: Presents five details to support or convey personality or personality traits.

Scale Point 5: Presents six or more details to support or convey personality or personality traits.

PROVINCIAL RESULTS (Grade 6)

Scale Points	1	2	3	4	5
Percent of Students	13	19	40	10	10

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

I think that my mother should  
be chosen Parent of the year because  
she is such a considerate person and  
very understanding and nice

Special Award  
Certificate

SCALE POINT 2

I think that my mother should  
be chosen Parent of the year because  
she is such a considerate person and  
very understanding and nice  
she is always willing to help out in  
school activities.

SCALE POINT 3

Joe Blow  
6314 Bush St.  
Bobby B. Coombs  
123-2323

Dear Sue,

I am submitting this entry for the "Outstanding Parent" Contest.  
I have chosen the parent of my son because he told me tell you  
about the contest. She is the kindest lady I have ever known.  
Every time I go with Tom (her son) to their house she always  
has some kind of snack for us. She is the busy-body  
kind of mother who wants to know every single thing  
your going to do and why. But she is concerned for your  
safety. She is the kind of mother who says "you'll  
be fine either. She just always says I think she is the  
best mother in the world and I hope you think so too.

Sincerely,  
Joe

SCALE POINT 4

Dear Sue,

I would like to submit an entry to  
the "parent of the year" contest. I know of a parent  
whom I think will qualify for this position. His  
name is Nancy Flambert. He has helped on  
many committees and has offered his services  
without any thought of a return. (I know I know  
another thing she did to help) she cheered me  
up by saying it was only a game. I  
she doesn't just help in sports but when  
we need a drive to a party she is always  
there to help with me complaining. If we need  
to take some notes to a meeting she is more  
than happy to help. I think this lady really  
deserves the award.

SCALE POINT 5

Dear Sir,

I am submitting a entry for the "Parent of the Year Award" for my Aunt Valerie Rose. Aunt Valerie lives on a farm, she has three children but she always seems to be adopting the children's friends for a short period of time. She is very kind and understanding. She does a lot of work around the farm and is involved in many things in the community. She is a member of the PTA, she is a girl scout leader and she sponsors many funds to raise money. She will help anybody she can and will always go out of her way to do it. Every Wednesday she goes to a quilting party and on Monday she has most of the worded in the community over to her house for bridge games. She goes to church and is in there. She is a Sunday School teacher and the choir director. She is a very hard worker and she keeps her home always very neat and tidy. Many people question her on how she does everything. She always replies "I love life and I never in my life want to become fat and lazy no matter how old I get." She has three children. Two boys, one twelve and one nine and one little girl who is six. Aunt Valerie sits down every night after supper is clean up and helps her two boys with their homework. She always spends a lot of time with them because she always says "I want my children to grow up right!" Love, Rose is she.

kindest and unselfish person that I have ever known. For this reason I feel that she should be awarded "Parent of the Year".

Sincerely  
Chris

SUGGESTIONS FOR TEACHING:

- (1) Grade 1 to 3 - Stories about personified animals are frequently less complicated for younger children to study in identifying characteristics of personality. The characteristics of the animal may be listed by the class and then individuals may suggest people they know who have similar traits.
- (2) Grade 4 to 8 - Students may be asked to "construct" a friend by combining the best qualities of a few people they know and like.
- (3) Grade 6 to 8 - Given a personality trait, the students must write a paragraph describing a situation which illustrates the person exemplifying the trait.

SKILL: ORGANIZES EVENTS IN A PLAUSIBLE SEQUENCE

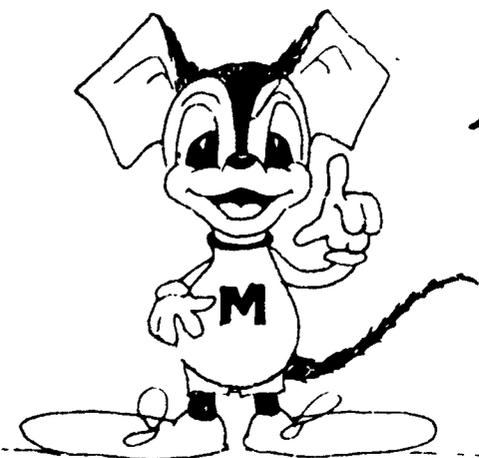
The word "plausible" is the key to this skill. In Exercise 1 the students must number the pictures first, thus establishing their own sequence.

In Exercise 2 the sequence is "fixed" due to the nature of the task.

This suggests that between the Primary years and the later Intermediate years the student's perspective must move from an interpretive "make-believe" sequence to an ordered, more universal sequence.

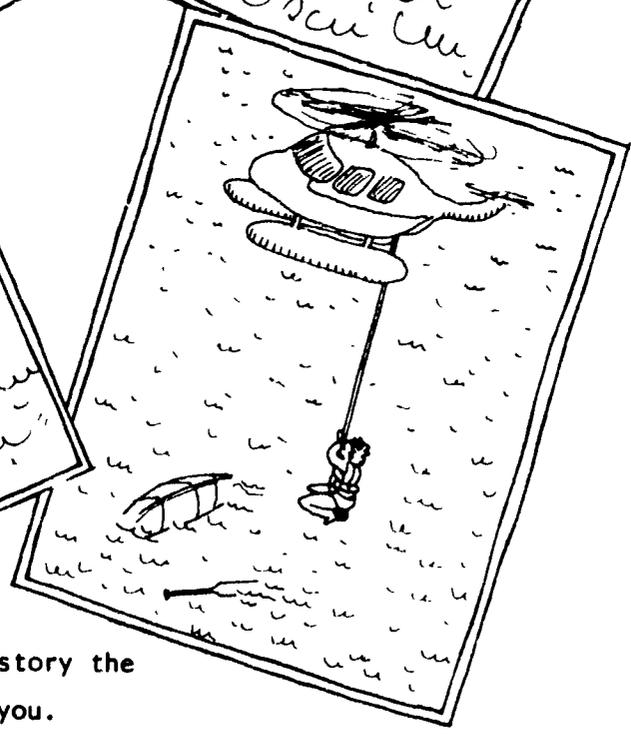
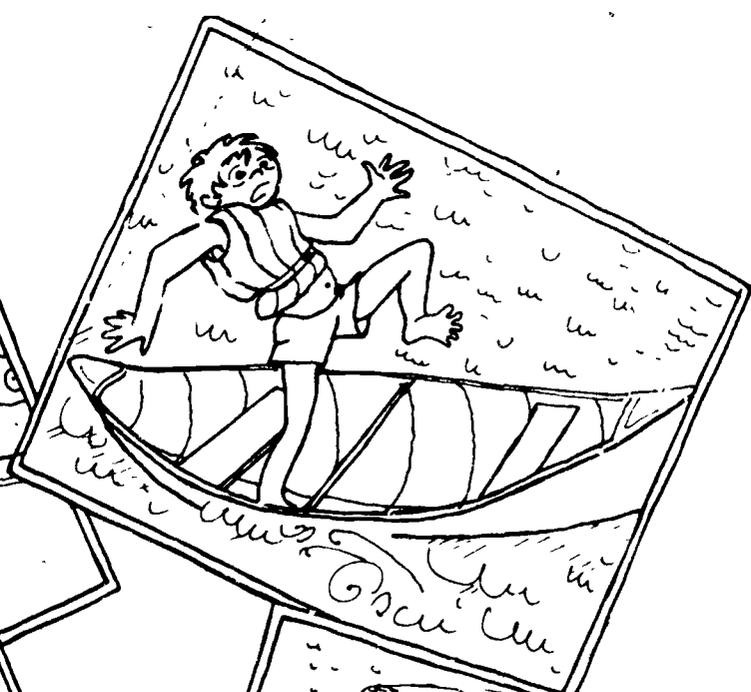
Due to the implicit correct sequence in Exercise 2, it is recommended that prior to introducing Exercise 2 the teacher allows each class member to operate a record player similar to that shown in the diagram.

This skill is referred to as SKILL 42 in the Assessment of Written Expression reports.



When Franco stayed at camp he did a silly thing and he had a narrow escape.

The pictures show what happened but they're in the wrong order. Put a number by each picture, showing what you think happened first, second, third and fourth.



Now write the story the pictures tell you.

Basis of the scale: Plausibility of sequence and relation to the four pictures. The four picture themes are (1) helicopter/plane rescue (2) boy falling from boat (3) boy paddling (4) telephone.

Scale Point 0: All stories which may or may not have a plausible sequence but are unrelated to the theme of an accident in the water.

Scale Point 1: Story is based on the pictures but the sequence is not plausible.

Scale Point 2: A plausible sequence about an accident in the water which includes ONE picture.

Scale Point 3: A plausible sequence based on two picture themes.

Scale Point 4: A plausible sequence based on three picture themes.

Scale Point 5: A plausible sequence based of FOUR picture themes.

PROVINCIAL RESULTS (Grade 4)

Scale Points	0	1	2	3	4	5
Percent of Students	2	4	<1	3	9	73

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Now write the story the pictures tell you



Franco's Narrow Escape

Franco knew it wasn't three groups  
time to go swimming and looking  
into he wanted so badly because it  
was so late. Then a bad thought came  
he heard the other group came by  
swimming across he swam under one  
with out being noticed.

SCALE POINT 2

Now write the story the pictures tell you



Franco's Narrow Escape

The first one is phony the  
second one is falling out  
of the helicopter the third  
one is paddling very hard.  
The fourth one he is falling  
out of the boat

SCALE POINT 3

Now write the story the pictures tell you.



Franco's Narrow Escape

The boy went in a boat by  
himself and then he fell out of the  
boat and he fast about drowned then  
he was safe again.

SCALE POINT 4

Now write the story the pictures tell you.



Franco's Narrow Escape

Franco was standing up in a boat.  
Then he slept and fell in the  
water. Someone saw what  
happened and called for  
help.

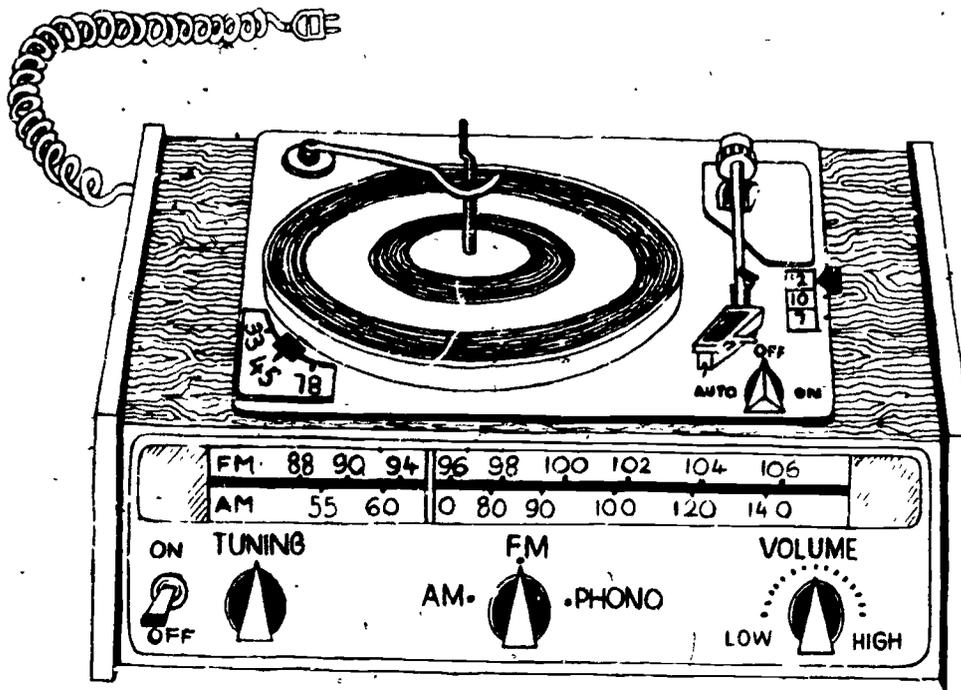
SCALE POINT 5

Now write the story the pictures tell you.



France's Narrow Escape

France saw a <sup>big</sup> alligator and he wanted  
it. So he took a boat to get the  
alligator. But he hit a rock and  
France fell off. A boy saw him  
falling off and ~~with~~ called the  
mened ~~the~~ police and  
they came to save help France  
by helicopter and he was saved.

Using a Record Player

Because you have to work after school, you can't be at your class' Spring Party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records, 33 r.p.m. for 12" records.

**ASSIGNMENT:** Write a set of instructions for using the record player shown in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

Suggestion to Teacher: This scale could be improved were the teacher to allow more leeway in sequencing at each scale point.

Basis of the scale: Number of steps; logic of sequence. Steps must be given in order specified.

Constants: (1) plug in (2) turn on power

Variable: (these may occur in any order, but must come BEFORE the next two constants) (a) adjust speed (b) adjust size (c) adjust selector knobs (d) position records.

Constants: (3) set to auto/start (4) adjust volume

Scale Point 1: Four or more steps are omitted or not in the specified sequence.

Scale Point 2: Three steps are omitted or not in the specified sequence.

Scale Point 3: Either one or two of the steps included in the response are not in the specified sequence, or two steps are omitted.

Scale Point 4: All steps mentioned are in the specified order. No more than one step may be omitted.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	37	18	29	14

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Be before using get new middle size 1 1/4 B.  
 Don't put volume over 11 inches, it will  
 blow the speakers. Be careful with  
 the on/off switch its loose. 7" records  
 are played at 45 rpm, 12" records are  
 played at 33 rpm  
 have fun.

SCALE POINT 2

Using a Record Player

I had to work late and I  
 promised the record player to the  
 dance committee. I didn't  
 know who would be operating it so  
 just in case they didn't know how I  
 left a set of instructions that I hope  
 "To operate, flick the button on the top  
 and then turn the top button to  
 auto and release it will automatically  
 go on by itself. For 45 records change  
 it to seven inches and for 33 records  
 change it to 12 inches, for 78 records  
 change it to 10 inches and make sure  
 the machine is plugged in and the  
 records are carefully checked off and  
 the needle head is clean. Raise the  
 arm before putting the record on and  
 lower it when lower it. Make sure the  
 dial is turned to auto

SCALE POINT 3

Instructions

- 1 Plug in Record set.
- 2 Turn it on.
- 3 For records turn switch  
to phone.
- 4 Put volume on your  
own accord.
- 5 For 7" 12" records put switch  
at 33 R.P.M. for small 7"  
put it at 45 R.P.M.
- 6 Put on Record, and put  
handle down.
- 7 Push switch to on and  
place needle on first  
song on record.
- 8 To put away.
- 9 Take record off.
- 10 Turn off phone switch
- 11 Unplug and put a on lid.

SCALE POINT 4

Using a Record Player

- make sure the player is plugged in
- make sure you know what speed it  
should be 45 rpm for 7" records, 33 rpm for  
12" records
- flip the switch on the left side that  
says: on-off - put the needle on phone
- put the record on the steel rack
- turn the switch on the top of the player  
to the left to auto
- do not put the needle on with your  
hand it will do it automatically
- adjust the tempo and volume to  
your liking

SUGGESTIONS FOR TEACHING:

- (1) All grades: The teacher should forewarn students of the idea of fixed and fluid reference points in a sequential description, (some must be done first - you put on socks before shoes).
- (2) Grades 1 - 2: The teacher supplies a worksheet of pictures of articles of clothing. Students cut out the pictures and arrange them in a logical sequence for dressing.
- (3) Grades 3 - 5: The teacher supplies a worksheet with a simple recipe typed up in a random order. Students read each statement carefully and establish a logical sequence.
- (4) Grades 6 - 8: The class is asked to help write a "How To" book. Each student is requested to submit a unique "How To" article. Particular attention must be given to sequential organization.

TEACHING AND EVALUATING  
STUDENT WRITING

*Narrative Writing Skills*

LEARNING ASSESSMENT BRANCH  
THE MINISTRY OF EDUCATION  
PROVINCE OF BRITISH COLUMBIA

NARRATIVE WRITING SKILLS  
(ELEMENTARY GRADE LEVELS)

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## NARRATIVE ESSAY WRITING

The Narrative (and Expository) writing exercises, as developed by the Assessment Contract Team, were designed to elicit from students a composition several paragraphs in length. When the student responses to these exercises (also called Global Writing exercises) were assessed, the first rating assigned reflected the overall effectiveness of the story or argument. This type of grading is also called holistic marking. Later, these essays were re-examined for certain specific skills required in longer pieces of writing. This was accomplished using a number of "subscales". Both types of scale are included in this package.

This package of materials contains:

1. Narrative exercises 1 and 2 (including the Exercise 1 poster, "Marty Comes to Our School").
2. Marking scales for measuring 'overall effectiveness' of a piece of narrative writing at both of these levels.
3. Sample papers for each scale point.
4. Marking scales for marking certain specific skills, along with sample papers for each scale point.
5. Suggestions for fostering creativity and competence in writing in the classroom.

Please note that specific grade level reference has been minimized to permit more flexible use of these materials. The exercises, scales, and sample papers have been labelled as follows:

Exercise 1 - Corresponding to Grade 4

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12 (not included in this package)

During the provincial assessment, Grade 4 students were given approximately 35 minutes in which to complete their stories. Grade 8 students were given a choice of either a narrative or expository topic and had about 55 minutes of writing time.

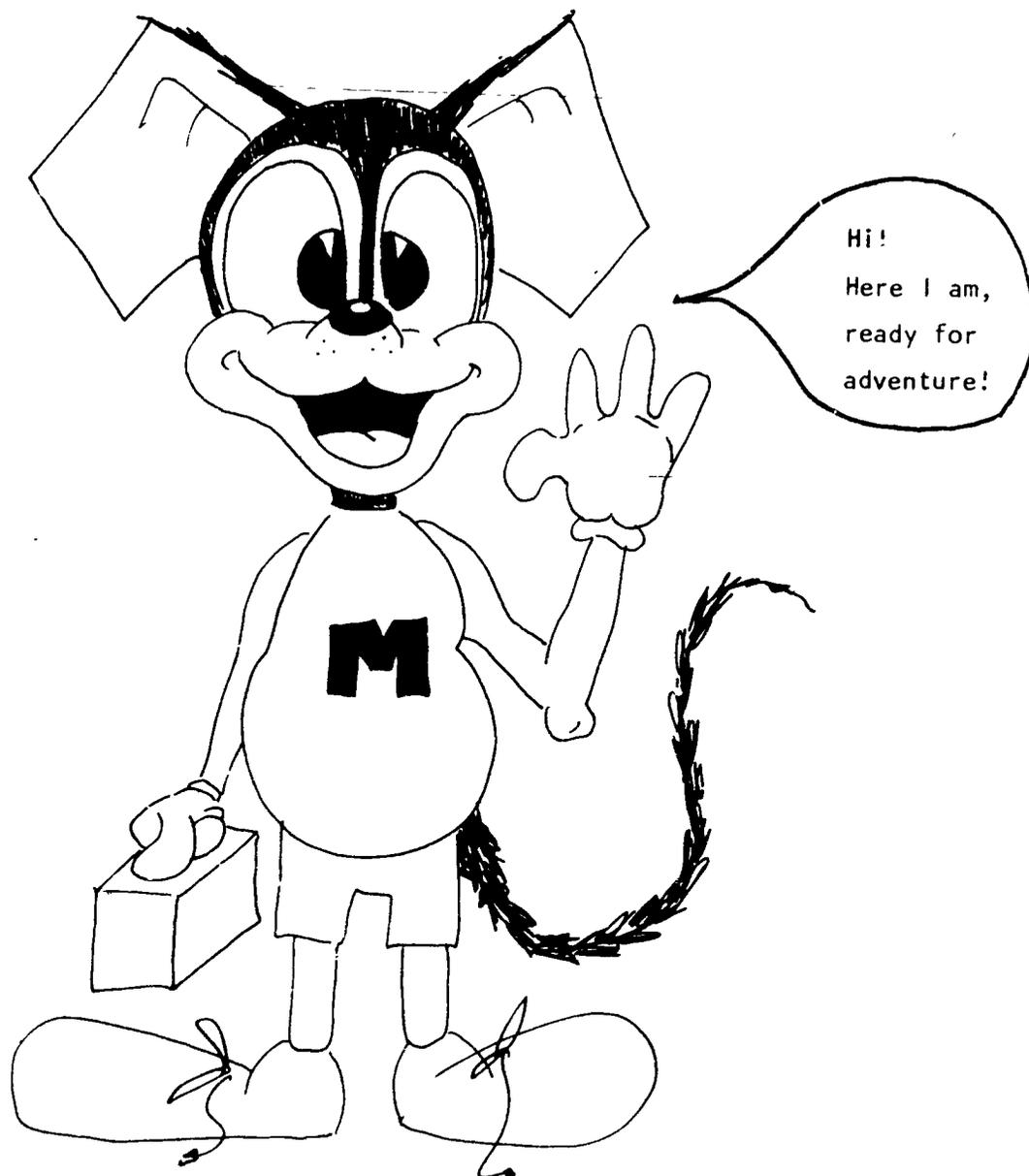
NOTE: Expository Writing is not discussed in this package as it was not assessed at the Grade 4 level. Expository exercises 2 and 3 are included in the Secondary Resource Materials package.

**READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE  
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.**

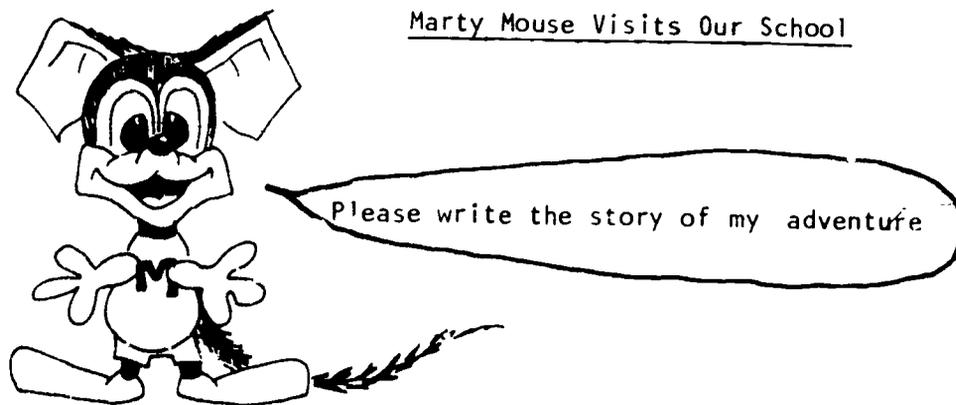
Introducing the Story Writing Exercise

In order to compare stories, it is best to have them written on the same topic. Aim to help all students to write but avoid helping some more than others. The poster entitled Welcome to Camp Elmwood may be helpful in setting a scene for writing. The theme throughout the grade four exercises is related to Marty Mouse and an outdoor camp. The second poster entitled Marty Mouse Visits Our School sets the theme for the story writing section. Reading or telling the class the following information may help them organize their thoughts and identify a way to begin their story:

- Today we are supposing that Marty comes to visit us. He comes to our school and while he's here something exciting happens to him: He has an adventure!
- Remember that Marty can talk and is very clever, but he's only a mouse.
- I'm going to suggest some things that might happen to Marty in his adventure; I want you to listen and choose one or two for your story.
- Do you think Marty might get into trouble with some children? or one of the teachers? or the janitor? or the principal?
- Could Marty have an adventure with one of the pets we keep in the classroom?
- Think about the many places where Marty might have an adventure: in the gym, the staff room, the office, the library. Perhaps it would be in a cupboard, a desk, a pocket or a shoe!
- Here's what I want you to do. Think about Marty Mouse coming to our school. Think about an adventure he might have while he's here. Maybe your story will have something in it that I suggested; maybe it will be all your ideas. Write the story of Marty's adventure.



Marty Mouse Visits Our School



What's the Story?

Problems are a part of life. Everyone faces them almost every day. Sometimes problems are large but often they are small: something we need or would like to have, something we don't want to do, or something we forget to do. Sometimes it is another person who is making us sad or we are making them angry! Whatever the problem is, it makes a story.



ASSIGNMENT: Look at the people in the photographs. Each of them has a problem. Choose the one person you want to write about and decide what the problem is. Now write a story telling about this person, the problem, and the solution. You may add any other characters you need.

Try to make your characters and story as realistic as possible.



DISCUSSION

Each paper should be read quickly and an immediate reaction registered in terms of its overall impact upon the reader. Do not attempt a detailed analysis of the piece; check your assessment by comparing a composition with the scale examples. The following are general indicators only. They focus upon quantity of ideas or detail, organization and error - frequency only because these are jointly influential in affecting the reader's impression of the story.

Scale Point 1: Very few ideas and these are expressed in confused or fragmentary syntax.

Scale Point 2: Very few ideas; numerous weaknesses but the gist is fairly clear.

Scale Point 3: Very few ideas but greater detail. Poor expression but gist is fairly clear.

Scale Point 4: A greater range of ideas but poorly sequenced; little elaboration; numerous errors.

Scale Point 5: Several ideas in clear sequence. However, ideas not very detailed or interesting.

Scale Point 6: Several ideas in clear sequence with occasional interesting detail; numerous errors.

Scale Point 7: Contains a lot of ideas but the development is confused or unbelievable and there are many errors.

Scale Point 8: Has four or five ideas tied together in a believable sequence but there are frequent errors.

Scale Point 9: Tells a story with several ideas developed in a believable sequence and with very few (or no) errors.

PROVINCIAL RESULTS (Grade 4)

Scale Points	0	1	2	3	4	5	6	7	8	9
Percent of Students	--	6	9	15	16	14	14	8	11	4

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

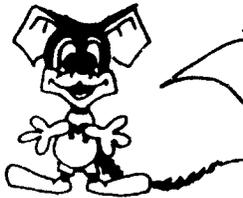


Please write the story of my adventure here.

One day Marty Mouse came to our school. When he was there, the principal said, "The children are mad, quiet. Then Marty came in the room and children were yelling. Then he said, 'I am mad and Marty has gone to the office to talk to the principal about the bus rule. It was a quiet day, he said in an angry face. Then Marty was sent to the room he said over and over I am mad. He was in the hall and saw a sign.

It said library and a sign again and it said 'mad' then he said the principal office. He walked and yelled I am mad about the bus, the librarian said go to the principal office she yelled at his principal office, no it is not.

SCALE POINT 2



Please write the story of my adventure here.

One day Marty mouse came to our school. After lunch we had lunch. Marty had some lunch so he stuck into the staff room and took the principal's lunch. The principal was looking for his lunch all over. Marty grabbed up the lunch so fast every body thought he didn't even eat it. The principal asked Marty what he ate. Marty said, "A sandwich and a apple." The principal said, "A theft." Marty was so surprised.

He got his bag and ran and Marty never came to school again.

SCALE POINT 3.



Please write the story of my adventure here

Marty is in the class  
 On Monday Marty came to our school. ~~the~~ Nobby did not know that a mouse was coming to their school. So Marty hid in Joe's desk. Then after Joe found out Marty was in his desk. Into Friday the principal found out that Marty gave Joe answers to his work. Then Joe and Marty ~~was~~ got ~~away from home~~ ~~school~~ got hit out of school after that

they ran away from the school. And lived in the forest. And they seen a river near by. So Marty and Joe went to get a drink. And a big wave grabbed them and took them down the stream. The Janitor was fishing in the same river with a ~~rod~~ ~~coone~~. The ~~Janitor~~ saved them by grabbing them by the ~~hairs~~. ~~And~~ then Marty and Joe ~~and~~ went back to school. And said to the ~~princ~~ principal that they were sorry that Marty ~~was~~ ~~the~~ <sup>told</sup> told him work. And that never run away from school again.  
 The End.

SCALE POINT 4



Please write the story of my adventure here.

One day Mr. ~~the~~ came to our school. ~~in~~ ~~got~~ ~~out~~ ~~pulling~~ ~~he~~ ~~was~~ ~~in~~ ~~the~~ ~~janitor~~. ~~the~~ ~~janitor~~ ~~kept~~ ~~him~~ ~~in~~ ~~the~~ ~~room~~. When Marty got out he went to the gym. ~~got~~ ~~lost~~ ~~in~~. The next day the people used him as a ~~such~~ ~~sort~~ like he got away his nose all the bones were broke and stained ~~and~~ ~~so~~ he could not move. Then a nice sweet came and saw him see she said she "You poor

little mouse" said the girl. Marty just fell asleep and she took back to our room.

When Marty was here he had ~~seen~~ a rather adventure with the ~~gentleman~~ in the office. It happen like this. One day Mrs. Doreman went to the office. Marty and the ~~two~~ ~~gentleman~~ hung to from her pants when they got to the office they jump off and hid kids in the cupboard. One day came back and told us were they hid and everybody was proud.  
 The End

SCALE POINT 5



Please write the story of my adventure here.

Marty Mouse is coming to our school today and the teacher here has come now Marty this is your class. Your desk is over here so he sat down. Then he started talking. He says your name. My name is Brown she said. You are lucky because you know all about summer said Marty. All the sudden the (loud) buggers rang and Marty jumped up and yelled fire! He said the teacher (a) that

the buggers. Then he got outside he met Janet, Beth, Heather and Carrie. He played with all of them. The game he liked mostly was tetherball, all the time to go in. We all sat in our desk when the (A) teacher started talking to us. Marty thought it was a boring conversation so he started to talk. A while later the (A) teacher (or) called him talking so she brought him to the office.

The  
End

SCALE POINT 6



Please write  
the story of  
my adventure  
here.

Marty Mouse came to visit <sup>our</sup> class. He had a bag with him. Marty asked us questions. A few minutes after that he showed us what was in his bag. Marty had a book, a picture, and papers in his bag. He was going to draw a picture of a tree that was outside. There was one little problem. Marty

forgot to bring a pencil, eraser, and crayons so he went back to the car to get his belongings he needed. On his way back he fell over a rock. Most of his crayons broke. When he picked up his things he heard a rip. Marty looked at the <sup>back</sup> of his pants. There was a big rip. The teacher had to sew them <sup>them</sup> up again. Marty came in the class drew a

a picture of a tree. He coloured it with his broken crayons. Then he packed up. Marty said "Bye to everyone and left."

SCALE POINT 7



It was all started <sup>when</sup> we left the Gym window open. Marty came to Gyrr with us every time, but this never happened before. Marty was frightened of birds because they always pecked at him. Marty had an old cousin who got pecked to <sup>death</sup> that's why he was scared. Well anyway we were all helping to put out the mats because we were high-jumping and it was after we had finished that caused it. Everybody knew that an old owl lived near by. Well they old owl was <sup>scared</sup> ~~scare~~ were he heard

all of us kids screaming and ~~also~~ <sup>shouting</sup> shouting so it never bothered us, but when we lived up it was very quiet so he came and took a look. When he saw Marty he knew what to do so he flew down and "bang" Marty was caught but not for long he fell and the old owl got his shirt. Marty fell into a Gym bag and he was safe. Everybody but the teacher ran outside the teacher ran and shut the window the owl was gone, flew away, probably to <sup>another</sup> ~~and~~ country, <sup>because</sup> ~~then~~ he was never to be seen again.

The End

SCALE POINT 8



Please write  
the story of  
my adventure  
here.

Marty's Adventure's

One day the school got a letter from Marty Mouse. It said that he was coming on in a week for the school to ready for home. The day he arrived. He had a bed for him in the library when the trouble began.

One the second night Marty stayed up to read books and he was in the food section. Suddenly he came upon a book of chess.

and it looks so good and yummy that he ate the book. The next morning the librarian found out the Marty ate the book. Marty went to the principals office. The principal said he would have to pay for it. The book was \$2.50 and Marty had \$2.00. He worked for one hour and got paid a dollar. That was that adventure.

The next and last one was in the gym. He was swimming and he was trying to get himself in shape. One day he was doing push ups he Marty saw someone doing high jumps. He decided he was going to do it to but

he got in the way and he made the boy, Jerry, fall on the hard floor. This time he went into the principals office and got a D.J. When he had finished he was glad he was learning.

SCALE POINT 9



Please write the story of my adventure here.

Today Marty Mouse came to our school and had an adventure. He went into the staff room when ~~there~~ nobody was looking. As he was ~~was~~ crawling to the door he was thinking about all the cheese he would get. When he g<sup>o</sup> into the staff room he had to find away to get into the fridge. He is only a mouse so he would have to wait until ~~the~~ someone opened the fridge. Mr. Munslow came into the staff room so Marty hid behind a chair. Mr. Munslow opened the fridge Marty crawled to the bottom part of the fridge and just when Mr. Munslow was closing the fridge ~~the~~ Mart



jumped in the fridge. There was at least 9 pounds of cheese in there ~~the~~ by the time Marty ate all the cheese he was ~~in~~ inside an ice cube. When Mrs Cotton, Mrs Parker and Mr. Foster went in the staff room and opened the fridge and saw Marty frozen they didnt evencare that all the cheese was gone all the children began to cry when I heard ~~the~~ Marty was frozen in a ~~cube~~ very very very cold ice ~~cube~~ "poor Marty" every one said. Mr. Munslow, Mrs Cotton Mrs Parker and Mr. Foster said they would let ~~the~~ ~~one~~ one person take Marty home and put him by the fire place Danielle got to take Marty home and everyone was happy when Marty got out of the ice cube.

Aly (the end)

General: Is there evidence of originality and competence in the introduction, development and resolution of a problem? Some attempt at characterization should occur.

Specific points to consider would include:

A. Character:

1. Has the writer established a 'living' character?

B. Plot:

1. Has a story been told?
2. Are the situations real?
3. Is there evidence of originality?
4. Does something happen?
5. Is the resolution consistent with the introduction and development?
6. Is there a feeling of satisfaction with the ending?
7. Is there cohesion and unity in the plot development?

C. Use of language:

1. Is there evidence of variety and sophistication in word choice?
2. Are trite and clichéd images and expressions avoided?
3. Are words and expressions deliberately selected for effect? (as in use of imagery, figurative language and specificity).

D. Style:

1. Is the use of conversation as the narrative style avoided?
2. Do sentences display variety in structure?
3. Is dialogue used effectively where appropriate?
4. Are repetition and wordiness avoided?

E. Other elements:

1. Mechanical competence.

NOTE: Not all of these would be expected at this grade level, but some would occur in superior narrative writing.

- Scale Point 1: Either incomprehensible OR no attempt to address the topic.
- Scale Point 2: Minimal attempt to tell a story. Mechanical problems are excessive. Serious problems with coherence and unity. Comprehension difficult.
- Scale Point 3: Either attempts to tell a story, but style is ineffective and mechanical problems excessive rendering comprehension difficult.  
OR  
Mechanically satisfactory but fails to tell a story.
- Scale Point 4: Attempts to tell a story. Reasonably clear, but no evidence of originality. Lapses in unity and coherence.
- Scale Point 5: Content is fairly thin although there is some attempt at originality. A story is told with evidence of coherence, unity and reasonable command of the language. Style tends to be conversational. Some problems with mechanics most often in spelling and sentence structure. Sentences lack control and variety. Often wordy and repetitious.
- Scale Point 6: Evidence of originality. Good use of detail. Some attempt at characterization. However, contains problems with unity coherence and mechanics.
- Scale Point 7: Workmanlike. Written with clarity and organization but not a great deal of originality. No serious errors. Use of mechanics and writing style acceptable. Character(s) may be realistic, but problem and its development and resolution pedestrian.
- Scale Point 8: Well developed narrative. Generally, the introduction is effective although the resolution may not be strong. Some attempt at characterization. Vocabulary, style and mechanics above average for grade level.
- Scale Point 9: Establishes a realistic character with an interesting problem. Evidence of originality. The conclusion is effective, may have an interesting twist. The ending is 'honest' in terms of development. Good paragraph structure and organization. Precision in use of language. No serious mechanical flaws; minimal stylistic flaws. Shows a great deal of promise as a writer.

PROVINCIAL RESULTS

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	3	10	15	16	20	12	12	8	1

\*

\*Interpretation Panel cut-off point.



SCALE POINT 4

Kelly

Kelly was a little girl who loved to go to school. This was her first year so, for her this was something new and wonderful. Today the teacher asked every body in the class to draw a picture and make up a story on this had about it.

That night Kelly sat in her room and thought about what she was going to draw. It was a rocket and her father was coming home in a little while for supper.

Maybe about a animal or about one of your friends.  
"It's ok," she said quietly as she walked out of the room, "Maybe Jack could help me think of something to draw."

Later on when Jack got home from his friends place she went to her room. Very quietly she knocked on the door "Jack are you home?"

"Yes I am, you can come in."  
As she walked in he asked her what she was wanted.

"I have to draw a picture for school what should I draw?"

At the table that

night she was at anything because she had her mind on her picture later on that night

her father and mother were sitting in the front room. As she walked in she started talking to them she looked them "Mom, dad, I have to draw a picture and think of a story to do for school, and it was wondering if you know of something I could draw?"

"No honey," they both replied, "I don't know of anything you could draw."

"How would I know?" she replied.

The next morning when she got up he had a great idea, she would find her dog draw him, and think up a story.

That afternoon she drew him beside the river. On Monday she went to school and she had the best one out of her class.

SCALE POINT 5

This little girl at the age of 8 has a problem with her baby kitten. She has three friends Margie, Tom, Bobby, and her name is Tara. In this story I will tell about the problems she goes through with her cat.

It was Wednesday night and Tara was giving her cat some milk and bread. After she finished she went to bed.

In the morning Tara woke up with the sound of her mother yelling. Tara didn't want to see her mother right now. Soon Tara regained some courage and began down the stairs. When she saw her

mother her mother started yelling "That cat has got to go! It tore up my best chair and scratched the carpet to pieces!"

Tara didn't say anything, she just walked to school. When she got to school she told her friends what happened at home and Bill made a suggestion "Why don't we tell your mom you're sorry?"

Tara knew it wouldn't work and nothing else was said. That same night the cat was sent to the pound. Tara knew she had to

do something so she decided she would steal the cat back tonight. Tara phoned her friends and they all agreed. They all met a block from Tara's house and started walking to the pound.

When they all got there, which was about a half an hour later they all broke through the window and started searching for Tara's cat. They all walked through the dog side and to the cat section. Right away Bill and Bob spotted Tara's cat and reached the the bars

and grabbed the kitten cat. While they were walking out the dogs began to bark and they all started to run, but before long the police came and found up phoned up their parents and everybody everyone of Tara's friends got out the back door. Tara was given a good talking to and got the cat back.

The end.

SCALE POINT 6

~~As a result of the...~~

### The Museum Boys

The story takes place in New York City on August 17, 1978. Four small boys meet at a lunch alley in a small school on Broadway Street. The leader of the group is the Bunch operator, 5' 10" tall and E. composed and a pile of suspicious other charges the size of a dictionary.

Bunch Operator, 3 times consisted of safe and other charges including muggings, assault, robbery, possession of a deadly weapon, drug peddling and jaywalking. Bunch is an orphan from Michigan, a striking looking guy with deep blue eyes and a "pudgy" build. He'll make your head spin for "Don't wrestle me, I hurt an uncle". Deaky, former good student and boy as a result turned out to be a small year on cheek, homely and muscles like a mountain range.

And Spike "You are supposed to know" helps, smallest member of the group but by far the most dangerous and unpredictable of all.

The members have met to discuss the future their good gang "the Falcons" and their great "it's all about the future" (at least that's what they told me they were).

The 7 other members of the good gang Elton, Deaky, Mad Boy, Wolfhound, Edyle, Krip and Chaim frantically enter the stake-out point with excited expressions on their faces as if in tears, the faces are smiling. He exclaimed pointing madly wildly "these x's" are coming down it, these games made us.

"Aw" - shouted Bunch, how far away from here are they?

"About a block"

"Good" he answered "We still got some" Bunch said the better. Deaky hit the charging word. Deaky got the baseball bat, for you will tell him if it's the last thing I do."

The group of boys pushed from the hide-out just in time to see the Falcons approaching, all 24 of them, although the Falcons were smarter they were outnumbered 2 to 1.

The Falcons took their positions at the side of the alley, the Falcons made the first move. They surrounded the alley from both ends and started to move in. Wolfhound got megaphone and pulled out a revolver.

"These the best you got that dog-headed chimp?"

Wolfhound didn't respond but let off a hole hitting and wounding 4 people, he then started to reload, afterwards the Falcons had gotten closer, Wolfhound let off 4 more shot wounding 3 more and they retreated. When he got a scream "Oh My God" and pointed the gun at 1's skull and pulled the trigger and fell to the floor a lifeless form.

"Aw" - what a stupid job, you're his gun Elton, well beat these suckers up."

The Falcons were then upon them, the fight had already begun to become messy. After ten minutes 3 lifeless forms fell to the ground, two Falcons and one Falcon, the fight continued until the breathing of fire & smoke filled the air, the fight suddenly ended and gang members scattered in different directions. Aw - well get them tomorrow, yeah well get 'em.

The battle ends with 10 lifeless bodies lying in the dirt.

When will they ever learn

The End

SCALE POINT 7

What's the story?

The little girl in the ~~room~~ corner of the page went to her friend's place for supper. She is very shy and doesn't like to go places without her mother and/or father. To make matters worse, Carrie (the little girl) doesn't like the ~~thing~~ Joany's <sup>mom</sup> mother placed in front of Carrie. Carrie is Joany's best friend and she notices Carrie is having difficulty eating. Joany tries to think up a way she can help Carrie but realizes she can't. Joany's mother

now looks at Joany and Carrie. They are ~~not~~ both not eating. Mrs. Cathine (Joany's mother) says, "Would you girls like some dessert now?" "Yes please," Joany replies. Then Carrie catches on about Mrs. Cathine. She realizes that Mrs. Cathine found out that she didn't like the food. "Oh no," she thought, "Now Mrs. Cathine and ~~eat~~ Joany won't like me!" Her face turned red with embarrassment. When it was time for Carrie to go home, Carrie was terrified. Mrs. Cathine

was to drive Carrie home. "What would Mrs. Cathine do to her?" thought Carrie. Worse than that Joany wasn't allowed to come with them because she had to get ready for bed.

Carrie was relieved when Mrs. Cathine drove into <sup>Carrie's</sup> ~~Joany's~~ driveway. Mrs. Cathine stopped the car and got out. Then she said to Carrie, "I'm going to come in and talk to your mother, okay?" "Okay," replied Carrie. "Now what will she say?" thought Carrie.

Later after Mrs. Cathine had gone home, Carrie's mother called Carrie into the living room. "Carrie," she said, "Mrs. Cathine talked to me about... she said you were a nice, polite little girl. She wanted to know if you could go to the zoo with the Cathine family on Saturday. Would you like to?" Carrie's mother asked. Carrie was ~~so~~ relieved that they had liked her, that she said, "Yes, yes, I would really like that, can I go, please, please?" "Yes, you may go," Carrie's mother replied with a smile.

SCALE POINT 8

-1-

The snow was falling lightly and  
 Outline:  
 I Description  
 II set about gear  
 III Tell about problem  
 IV Conflict  
 V Solution

The snow fell lightly and the sun shone in a  
 clear blue sky. The program was with their first and second  
 tracks was a magnificent price set against the sky. On Mt.  
 Baker it was a perfect world here was a perfect day for skiing  
 and it was TV, no perfect. Well, for everyone other than  
 Maria French. Maria had looked forward to this day of  
 skiing for a whole month but now the plans were ruined.  
 Maria had in Spokane, Washington. She and her friend,  
 Doran, coming from Vancouver, B.C. had decided to visit  
 at a resort: Mt. Baker. When they had arrived  
 that day of 7 October they went straight up the

-2-

mountain to ski. For the first few hours they had  
 a glorious time, shooting down the slopes with the beautiful  
 scenery around them. Both Doran and Maria had just  
 completed their intermediate skiing lessons and with it of course  
 they tried to improve their style. They hadn't a care  
 in the world. However, the mighty gods, that day had  
 decided to be cruel and had laid upon unsuspecting Maria  
 French. On 8th October Maria and Doran decided  
 that they would like to try different slopes by splitting up. That  
 is just what they did. Doran went to a rather difficult  
 slope called "Arden". It didn't have any magic (drops in  
 the snow) but was extremely steep. Maria on the other  
 hand being at home had already went on a most difficult  
 slope called "Sun Fran". There were not only excessive

-3-

roughs but it went straight down with Maria  
 she was a pretty good skier, but she didn't have gear  
 to such a difficult slope. The first part of the slope was  
 rough as far as the eye could see. "After that the snow  
 thought "It will be straight" "slip". He made the  
 first part without a mis... but then to get to  
 a place that seemed impossible. Well, to come the  
 she thought "I might as well carry on." He then  
 straight down and went completely out of control. He  
 went off a jump, hit both tips of his skis in a rock  
 and they stopped. Maria then proceeded roll into a snow  
 bank and stopped himself. He took off his remaining  
 slithers of skis and found against a tree.  
 "Damn!" he said. "I can't believe this."

-4-

the Maria was in a bad predicament. This area was  
 not frequented by many skiers. To try and go down  
 the slope by walking would be too much. Then  
 he sat for for two hours that he had a ski pole he  
 not come down that slope in from a different one, just to  
 test his skiing ability to Maria would have had to stop  
 them all right. Maria saw Henry the ski instructor, yelled  
 to him and got him to come. Henry took her to the  
 bottom of the mountain where he met Doran.  
 "Where the hell have you been?" screamed Doran.  
 "Like the Doran... later."  
 They went back to the hotel, Maria had a hot bath  
 and went to bed.  
 "What happened?" asked Doran again.  
 "I'm the wrong friend!" said Maria. "I'm the wrong  
 I'll tell anything."



SUGGESTIONS FOR TEACHING:

In addition to the themes of the assessment the following topics may be useful to elicit narrative writing:

- a) A Strange Guest
- b) Me and My Wardrobe
- c) Food and Me
- d) Trapped!

Suggestions which expand the imagination of the student often increase his writing potential. A realistic, science fiction or fantasy story may evolve from any of the above topics. Furthermore, the elements of a story (character, setting, conflict, climax and resolution) could be taught by concentrating on the development of one element within the story.

For example:

A Strange Guest

- i) Realistic writing about a strange guest: describe a stray animal as a house guest
- ii) Science Fiction about a strange guest: describe a Martian scientist visiting you
- iii) Fantasy about a strange guest: tell about Batman's holiday in your garage

NARRATIVE WRITING  
(SUBSCALE FOR ORIGINALITY)

A piece of narrative writing should ideally be marked on at least two levels: once for the impression of first reading, then for at least one area of mechanical proficiency. Following is the subscale which was designed to evaluate originality.

In using the following scale and samples of student writing, please refer to Exercise 1, which is reproduced on pages N2 - N3 of this package.

This skill is referred to as SKILL 51 at the grade 4 level in the Assessment of Written Expression reports.

Basis of the scale: The scale focuses on the quantity and quality of original ideas with some attention to the degree of their development. All other factors are ignored. Off-topic papers should not be scaled.

Scale Point 1: No original ideas. Nothing added to information given.

Scale Point 2: Two or three original ideas, lacking development. Story is based primarily on information given.

Scale Point 3: Very original in quantity and quality of ideas developed.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	12	56	32

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



Please write the story of my adventure here

I think Marty is going to get in to trouble with the principal. He might be unhappy here then, since he is the smartest mouse. You never know what can happen. He might go back were he came from. But you never know what can happen. He might get in trouble with the teacher. He might have to stay after school a do lines. And that is 100 lines.

think that would be mean. They think it is funny. They might just be nice and talk to them. Then he could tell his Ma + Pa that he didnt have to write lines. But the next day nothing happened so he could have a nice day with the kids. He would make lots of good friends and have no problems with any body.

The End

SCALE POINT 2



Please write the story of my adventures here.

Marty is a bad mouse. One fine day Marty came to our school. He got into my friends desk, and chewed into all the papers. Then worst of all he got in the teachers tracking disk. The teacher went furious she ran to get the principal. That night the janitor saw Marty, and was after him, Marty ran up a shelf then he said I'm sorry.

The janitor said tell your teacher that.

The next day Marty went to the teacher and said I'm sorry. The teacher said that's ok, but for now on you must be good.

One week later the class was doing art, they needed paper ripped up so Marty did it and was very helpful.

SCALE POINT 3



Please write the story of my adventure here.

Today Marty Mouse came to our school and had an adventure. He went into the staff room when ~~there~~ nobody was looking. As he was ~~was~~ crawling to the door he was thinking about all the cheese he would get. When he got in the staff room he had to find away to get into the fridge. He is only a mouse so he would have to wait until ~~the~~ someone opened the fridge. Mr. Munslow came into the staff room so Marty hid behind a chair. Mr. Munslow opened the fridge. Marty crawled to the bottom part of the fridge and just when Mr. Munslow was closing the fridge ~~the~~ Mart

jumped in the fridge. There was at least 9 pounds of cheese in there ~~at~~ by the time Marty ate all the cheese he was inside an ice cube. When Mrs. Cotton, Mrs. Parker and Mr. Foster went in the staff room and opened the fridge and saw Marty frozen they didn't even care that all the cheese was gone. All the children began to cry when they heard ~~that~~ Marty was frozen in a ~~very~~ very very cold ice ~~and~~ cube. "Poor Marty" every one said. Mr. Munslow, Mrs. Cotton, Mrs. Parker and Mr. Foster said they would let ~~the~~ ~~one~~ one person take Marty home and put him by the fire place. Danielle got to take Marty home and everyone was happy when Marty got out of the ice cube.



Al (the end)

SUGGESTIONS FOR TEACHING:

- (1) In story writing, discourage the incorporation of characters already in existence on T.V., comics, or readers.
  
- (2) Teachers could encourage originality by:
  - setting a character from fantasy in a realistic setting or vice versa
  - having the children combine unrelated items. e.g. kangaphant, potatuce (potato, lettuce), super egg, etc.
  - give a character from a nove' a problem from a T.V. show

NARRATIVE WRITING  
(SUBSCALE FOR ORGANIZATION)

When assessing student writing competencies, you will find that organization can be isolated and evaluated separately from the other components of composition. However, the organization of a short composition is difficult to scale unless its thesis or main idea is clearly defined, developed, and resolved.

Look at the examples of student responses to familiarize yourself not only with the scale points but with the various levels of ability. In applying this (or any other) scale, continually remind yourself that the scale refers only to the specific component being evaluated and not to the composition as a whole.

In using the following scale and samples of student writing, please refer to Exercise 2, which is reproduced on page N4 of this package.

This skill is referred to as SKILL 61 in the Assessment of Written Expression reports.

Basis of the scale: Presentation of an idea (thesis, topic or problem) which is systematically developed and resolved or concluded.

Scale Point 1: No organization evident. References to thesis or topic typically vague or omitted. Lack of sequence. Relationship of elements obscure - conclusions may have no relation to topic or development. Little or no attempt at transition ("and...and... and then..." typical). Inappropriate or no paragraphing.

Scale Point 2: Some organization apparent, although lapses in unity and coherence occur. Conclusion may fail to relate to introduction and development. Topic may not be clear. Often evidence of problems in paragraphing.

Scale Point 3: Thesis, development and conclusion evident but relationship may be awkwardly handled. Lapses in unity. Paragraphing often inappropriate or lacking.

Scale Point 4: Thesis, development and conclusion evident and systemically related. Paragraphing appropriate. Each paragraph displays unity and coherence.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	29	34	29	8

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Opinion?

In this Television show there should be famous actors as Antel Kibbi, Pharah Mages, and Moradas also. This show should be on channel four, because there are a lot of people who watch Happy Days at night. The time should be around 7 or 8 o'clock. The show would appeal to teenagers because they would be able to see the actors of a decent time.

The show would have action and adventure.

For once the Clint Eastwood would be killed.

SCALE POINT 2

Television Opinion

In my opinion teenagers like to watch shows that have people their own age in them and getting into some of the problems that they might have. That way teenagers can relate to the characters. It should be a family group or part of a family so that difficulties with parents can arise. Most likely a modern day show would be preferred but sometimes older day shows with hardships that people faced would be enjoyed. Other teenagers like action crime shows where the good guys always win. Teenagers like detectives and cops dressed in civies rather than a formal uniform. The clothes they wear would be very important especially if the agents were girls. If it was a family show it should take place in the suburbs or the country and a crime show should take place in the city where the action is. And then there are some teenage girls who would rather watch a cute guy on a variety show and the guys like girls with good figures and pretty faces. That's what counts most these days. I don't go out over a lot but most other teenagers do and would pin up their pictures in their room and make the show popular. I don't believe that teenagers will watch just anything. Most of them have a special show that they won't miss.

SCALE POINT 3

Writing An Opinion.

I think teenagers like to watch TV but they won't watch just any show. They like shows with action, meaning and problems like their own. The TV show they would like would be about a teenage and his or her family and how they fight their problems and how they take care of their family. This show should have a lot of mystery and should sometimes involve the police and be about the problems all teenagers could run into in this world. The story should be set for now a days and about a typical

family, not made up like they usually are. Teenagers like to see a typical family with typical problems not all made up like they usually are. The show should be set in a city with the main characters being teenagers and the problems like drugs and alcohol and school and things like that. I think this show would appeal to teenagers but not many other people.

## SCALE POINT 4

Some children get very bad when they have to eat something they don't like. My story is about a little girl who had this same problem.

One day this lady named Mrs. Hale was babysitting the girl name Daniel. She was a very picky little girl who always got her own way. Daniel's mother was going to be out of town for a few days so Daniel had to eat these toward sleep.

It was supper time now, but Daniel insisted she doesn't want anything. Mrs. Hale always got very upset when girls don't eat their supper. So Mrs. Hale put her on the chair and told her to try it.

Daniel said, "Oh, my mom never makes me eat what I don't have to."

Mrs. Hale repeated, "Well, I'm not your mom so you will eat what I put on your plate."

Daniel sat there very mad. She didn't say a word. Mrs. Hale had this happen to her children very much but she just let Daniel sit there.

Mrs. Hale just asked Daniel to try some and maybe she'll like it. But Daniel just sat there.

"You do don't have to eat it if you try it and don't like it," she said.

So Daniel tried the food and like it very much.

Solution: If a little girl doesn't like things make her try it first and maybe she'll like it.

SUGGESTIONS FOR TEACHING:

- (1) Intermediate Grades: Making outlines helps define organization. Teacher and class initially discuss and compose outlines together. Eventually students compose their individual outlines.

## NARRATIVE WRITING

(SUBSCALE FOR SENTENCE STRUCTURE AND USAGE)

Many of the Directed Writing Skills and much of the Proofreading section can be used in conjunction with this subscale. Many of the prescribed textbooks can also be used as resource materials for this skill.

In using the following scales and samples of student writing, please refer to Exercises 1 and 2, which are on pages N2 - N4 of this package.

This skill is referred to as SKILL 52 at the grade 4 level and as SKILL 62 at the grade 8 level in the Assessment of Written Expression reports.

Basis of the scale: Number of errors. All errors are counted including repetitions. In counting number of errors, a single run-on sentence will be scored according to the number of sentences that would be required to correct it.

Errors to consider: (1) run-on sentences (2) sentence fragments (3) incorrect word usage - subject/verb inconsistency, faulty verb tense, faulty pronoun reference.

Scale Point 1: Story contains five or more of the above errors.

Scale Point 2: Story contains two to four of the above errors.

Scale Point 3: Story contains one or none of the above errors.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	62	28	10

\*Interpretation Panel cut-off point

STRUCTURE AND USAGE

SCALE POINT 1

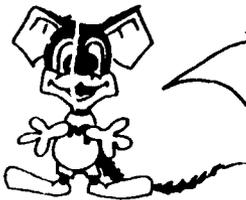


Please write the story of my adventure here.

One day Marty Mouse came to your school to find something to do. When he got in the classroom the teacher said how would he like to be a poet but he didn't answer. The teacher said him if he liked you name or writing but he still didn't answer. The morning after lunch it was time to read. Marty saw ready things that are fun at school. Well he read the first chapter and he found out something to do. There are friends that can make you happy.

so after school he went out to find a friend but he couldn't find one. He then looked and looked till twilight on a friend of him he saw a little girl he saw her if she would play with him but the girl said I will bring you home and leave you for a girl so she did and he lived with other mice and he play and had great fun on the road.

SCALE POINT 2

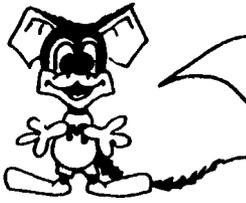


Please write the story of my adventure here.

One day Marty Mouse came to our school. After lunch we have lunch. Marty had no lunch so he sneaked into the staff room and took the principals lunch. The principal was looking for his lunch all over. Marty gobbled up the lunch so fast every body thought he didn't even eat then the principal asked Marty what he ate. Marty said "A sandwich" and a apple. The principal said "A thief" Marty was so surprised.

he got his bag and ran and Marty never came to school again.

SCALE POINT 3



Please write  
the story of  
my adventure  
here.

Marty Comes To Our School.  
When Marty came to our school he first went to the office. When Marty went to see the principal the principal saw Marty. Marty said, "Hi!" Then the principal fainted. Marty tried to make him but the principal fainted there. Marty went to the grade 4 class. It was his lesson. Marty took a bite out of the teacher's apple. Marty said, "Hello!" The teach-

er screamed and threw Marty out. Marty said, "Hee! Hee! My school doesn't like me!"

STRUCTURE AND USAGE

Basis of the scale: Frequency and severity of errors. Length of composition must be considered. NOTE: This scale is NOT concerned with style.

Errors of major concern: Run-on sentences, punctuation, sentence fragments, inappropriate or awkward subordination; subject-verb agreement.

Other errors: (some tolerance for these) modification problems, pronoun reference faults, redundancy, faulty parallelism.

Concerning punctuation: End of sentence punctuation and dialogue punctuation are considered major while within sentence errors (generally commas) are not.

Scale Point 1: Comprehension of the passage is difficult because of the proliferation of errors of different types. No sense of 'sentence control'. Entire composition may, for instance, be one run-on sentence.

Scale Point 2: Several types of major errors are repeated frequently, usually accompanied by several minor errors. Little evidence of "sentence sense". Requires some deliberation or re-reading on the part of the reader.

Scale Point 3: Several types of major errors or frequent repetition of one major error. Often contain frequent instances of run-on sentences and inappropriate coordination (i.e. failure to subordinate). Comprehension not difficult.

Scale Point 4: One or two major errors or several minor errors. Comprehension not affected.

Scale Point 5: No major errors. May contain one or two minor problems.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	10	16	35	26	13

\*Interpretation Panel cut-off point.

SCALE POINT 1

Picture #2

this person is looking into the future  
he has a strange power what  
he sees his future, his  
future is acid rain what a  
life nothing but thinking  
had put him there he was  
once a very hard worker  
a family wife dog and  
how he loved it until  
he started to drink slowly  
every thing went down  
hill

he took his job and  
soon his wife left him  
he was soon out of money  
mortgaging his house was  
the only way to get money  
but now he is working  
his way out of acid rain  
slowly but he is advancing  
along the road of life as  
he goes he experiences  
harm and painful problems

the burdens he carries weigh  
him down and he finds life  
extremely hard

STRUCTURE AND USAGE

SCALE POINT 2

My Opinion

For teenagers, they should watch shows that we prefer. Well I like to watch fiction, that is, not true and shows like Star Wars, Star Trek, Space 1999 etc. Like for the show song it should be on longer. A new show for teenagers should be called My Kinds of Stuff. And have Shawn Cassidy, Robert Redford, Lee Majors, Paul Lynn starring in it. It should be a funny comedy like Love Boat but only to take place in Hawaii. This show is good for teenagers because I like it and most people would like to watch a hour specials like it. For most people I think all teenagers are different. So what they would like to see they have to decide. Cause no one can do it for them.

SCALE POINT 3

This guy doesn't know what to do with his life. But he has just got out of prison, with no place to go to and nothing really to do, he feels like he has no meaning for him. Back when he was younger he was always with his pals, dancing people and being loved was what had got him to prison. But that was over 10 years ago.

Some time 2:30 in the afternoon he was under the clock doing nothing but looking and thinking. His name is Paul. All Paul's friends seemed to have disappeared since he was was forced to go to prison. Even his old girlfriend. He stood and ate down at the corner department. A ball from some kids playing basketball hit him and knocked him. He casually lifted it up, he stood up. Bouncing it once on the floor, he threw it back to the boy who had run after it. "Thank you, Ma." yelled the boy. "No problem (paul), no thanks." Paul yelled back.

That's when it struck him, the idea. That is, maybe he thought he could help on the city or help on people for that matter, who really needed him. But the only problem was where to go, and to whom? "Just a silly thought," he muttered aloud. "Thought maybe and." He said as he ran on.

Through the streets he ran, sweat dripping down his face, he came to the (paul) found Paul had it and was just the thought of a... (paul)

SCALE POINT 4

The problem  
"What is the little girl's problem?" he asked. She  
looked at him. "I really don't know because she is hungry and  
supper isn't ready. Daddy made her problem a little more  
complicated. He has parents and children. They are  
divorced. They are of different backgrounds. <sup>with</sup>  
in what is making her sad."  
"Take her and eat her about her problem."  
"Yes," he said gently.  
"No," she replied.  
"What is the matter?" he asked.  
"He said with all these on his eyes," she said.  
"What is your meaning?" he asked.  
"She is in the house down the town," she sniffled and she  
didn't have anything to eat. She said she didn't like it.

"Honey, you had to before daddy went away."  
"What did you daddy get?" he asked.  
"I don't know," she replied softly, "when he said morning  
but he fought to run away and I mean so. His eyes were."  
"I asked: Why were they fighting?"  
"They were fighting because morning and that daddy stayed at  
his first house overnight," she said.  
"Do you know the name of the house that your morning is  
at?" he asked.  
"He showed me a slip of paper with the name," she said.  
and a phone number on it. Upon looking at them she said.  
"Honey, you had to place the slip if daddy happened."  
After talking to the girl he figured that she knew the house  
she needed to go to and then she was done.

she then went to the girl and found the girl in the  
house. He took her out for a cup of coffee and asked her  
why she was so sad and she had a sad expression.  
"She said that he had been sleeping at some girl's apartment  
he asked her where he was now. She gave him the  
address. I drove over to his house and asked her to  
come in the door. I sat across the room and she was with me  
of what she asked if it would still be her about the fight  
he had with his wife. I asked why he separated from  
with his wife. She said he got there and because  
he stayed overnight at a friend's apartment. She said  
that his friend told her that if he was ever in contact  
to look her up. He would be in place and she talked  
him out of going to night."

She said that he was on well city because  
she was just being on a top of paper. I believe  
a statement. I think  
I thanked him for the information and left. I  
went back to the car and explained that to his wife.  
She said that she felt like a fool for thinking  
he was out of the house and asked if it would give her  
a ride to her place right away. I did and she  
went to his house and told her what she thought he  
had done. They remained, the little girl was very happy  
and they all went out to see I would go again.

SCALE POINT 5

Kid my age don't like shows that are unrealistic and ~~over~~ all the time. We like shows that tell things the way they really are. I don't think the teenagers in the show should smoke and drink or anything like that, but I don't think they should be "giddy-giddy" either. They should do things that the viewers would like and appreciate. They could also solve problems that viewers would like answered. Many kids my age also like funny shows. I know that I really enjoy a good laugh and I'm sure other kids do too.

Writing an Opinion

I think that it is a great idea to have a television show for teenage audiences. Being a teenager, I know that our generation has our own ideas and ideas different from those of adults and younger children. I think that the characters in such a show should be true to life and people whom we can identify with. It should deal with the problems and hardships of teenagers but not so much that it is a sappy story of trouble all the time. It should be filmed in Canada with Canadian kids and be interesting without being phony.

I almost all television shows have adults as characters. I think that those shows are good, but I also think that it would be neat to have a show with kids playing the parts. It is up to you whether or not you produce a show of this sort, but if you do, please take my thoughts into consideration.

Thank you.

SUGGESTIONS FOR TEACHING:

- (1) Have children create very short sentences. e.g. a) Pigs grunt.  
b) Cats run. c) Dogs bark.
  
- (2) Have children write one sentence for a picture. Have a variety of pictures.
  
- (3) Have children write one concise sentence for an experience.
  
- (4) Tense - Do exercises where the teacher gives the present tense and the child changes it to past tense.

NARRATIVE WRITING  
(SUBSCALE FOR SPELLING)

Some drill in 'confusables', prefixes and suffixes, common spelling errors, and basic spelling rules is appropriate. However, students often have difficulty perceiving spelling errors in their own work although they can accurately proofread 'good' copies of their fellow students' work. Working in pairs to proofread each other's work can be very beneficial at any grade level.

In using the following scales and samples of student writing, please refer to Exercises 1 and 2, which are on pages N2 - N4 of this package.

This skill is referred to as SKILL 53 at the grade 4 level and as SKILL 63 at the grade 8 level in the Assessment of Written Expression reports.

Discussion of this scale with students may encourage them to proofread carefully, and thereby avoid errors.

Basis of the scale: Number of errors. Repeats of the same error are not counted. When a paper falls on a cut-off line, some discretion may be used if the words misspelled are challenging ones.

Scale Point 1: Five or more errors. Includes short papers with a high proportion of errors.

Scale Point 2: Two to four errors.

Scale Point 3: One or no errors.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	38	37	24

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1



Please write the story of my adventure here.

Marty once once once had to  
 eight, print, and, spell, and subtract.  
 A so in mother told in to go  
 to school. And when he got there  
 he saw lots of adventures. Marty  
 found an old shoe, but it was  
 to windy for him. And so when  
 he came home Marty told us,  
 mother he could subtract. And when  
 she had that she was so mad  
 that she could not say any-  
 thing. The next day Marty got  
 in trouble with the ~~teacher~~ granitor  
 because he walk all over the

next floor and it spread to  
 the teacher, to the granitor and  
 then to Marty's mom.

SCALE POINT 2



Please write the story of my adventure here.

One day Marty Mouse  
 came to visit our school.  
 He taught us how to  
 play a some games that  
 he knew. One time he student  
 didn't know what classroom  
 was after he was getting  
 a some notices from the  
 office. Marty went in  
 the staff room and scared  
 some people. He today showed  
 him to our room. At a  
 one o'clock Marty had to  
 visit Mrs. Carter's class.

It was about the to had him  
 there. When we got there they  
 were taking games to the we  
 came to our class again. Marty  
 told us a story about the  
 time he almost got eaten by a  
 tiger. By the time he was  
 finished the story Mrs. Carter's  
 in class was finished taking games.  
 Marty Mouse had a good time  
 at our class.

## SCALE POINT 3



Please write  
the story of  
my adventure  
here.

~~When~~ &

When Marty Mouse came  
to our classroom he said  
Hi we said hi back to him.

Marty Mouse was walking  
around looking at our work. He  
was also asking us our names

When I went up to  
my ~~own~~ teacher's desk Marty  
Mouse was telling her that  
our hand writing was  
a very good.

Marty Mouse asked  
our teacher if we could

play some games with  
him. Our teacher said that  
we could. Marty Mouse  
took us outside. He said we  
could play hidden-go  
seek. We also did some  
ices.

The teacher said that  
we could go outside and  
have our lunch with  
Marty Mouse. So we got our  
lunches very quietly and  
lined up at the door.  
We had our lunch and  
then we went over to  
the swings. We yelled  
Marty Mouse give us

a push. Marty Mouse come  
over and gave us all a big  
& push. When we went back  
in, we had a party for  
Marty Mouse. Marty Mouse  
said that he was sorry that  
he had to go. He thanked  
us for the fun day that  
we had together

Incorrectly spelled words used by students that are considered to be beyond their required spelling level should not be counted as errors.

Comments: Count each error once only. Length of compositions seemed roughly equivalent, and thus was not taken into account, although it may be necessary to adjust scale in extreme cases.

Scale Point 1: More than six errors invariably including confusables and "common" or easy words.

Scale Point 2: Three to six errors.

Scale Point 3: No more than two errors - usually attributable to haste or phonetic spelling of unfamiliar words.

Scale Point 4: No errors.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	13	33	35	18

\*Interpretation Panel cut-off point.

SCALE POINT 1

Tom Main had just got his new bike from the local postman he was delighted because it had every thing on it he said I just had to go slow it of. Tom was walking reading around the corner when a dog ran after the bike. Tom went to get the postman. He after two blocks the dog gave up Tom was still riding when a another dog ran out this dog was not after Tom he was after another dog the dog ran out in the street and a car hit him Tom says the dog got hit Tom said he's in the hospital he said I will love him so Tom said Tom still wasn't forget what happened to that dog.

SCALE POINT 2

This little girl has a problem, she is in bad condition, the problem with her is that she is crazy and crippled on her right arm and her right leg. She is so sad that she cannot play around like the other children, she sits at the window everyday and watches them play. Sometimes she wants to cry because she cannot go out and play with them, every sunny day she would take her for a walk around the block or for rides in cars. Sometimes they take her shopping with them for groceries or some to a clothing store or shoes store, the little girl's name is Pearl.

SCALE POINT 3

Writing An Opinion

A television show for teenagers would be a difficult one to produce. For many variations of minds throughout a large range of ages and my opinion the show would have to involve teenagers including experiences which might happen to a teenager. They lots of action with some boy to girl relationships (to make it more realistic). The endings should have variety some being happy, sad, bad and in between. Good changes like the always happy endings it seems to be plenty instead of being realistic.

The plot of the story is a different thing all together. I have found that my friends tend to go for the "sex" because it is fun

to look back a little ways you can laugh at the way they dress and how about their hair. Another thing is that it would be a way to prove to be educational for we could learn their age of life styles. They wouldn't go all off on us or we or they had to work and earn pride. It will show how much the world's life can change in such a short time.

The story would be best if it was based on maybe the familiar. It should have variety of characters, in age, in personalities and in style. This way some incidents can

be humorous, and etc. It can show what happens on Saturday night for an seventeen year old and for a seven year old.

A place for the story to originate from is best to have it in a large town or small city. Therefore it again provides variety. A longest place adds two different settings, a home and the longest place like at school, and some incidents that occur there.

As my opinion the key word for producing a show for teenagers is "variety". Without that it will look suspicious and boring.

SCALE POINT 4

Teenagers and Television

Not all teenagers are television addicts. Many teenagers will sit down and watch something, to find that life is how that look and show at a screen. I keep very busy with activities and to do not have time to watch and television. There is a special occasion as I will watch it.

I think that for many kids (not necessarily teenagers) watch too much television. They have not got enough to do for they are in school and at home. In Junior Secondary they will have more to do (ie homework) but they will still watch a fair amount of television. This usually results in poor grades.

The shows that appeal most to my friends and I are those about families. Real families with real problems. There have been shows in the past (ie, Brady Bunch) which were very pleasant.

shows. Shows like 'Eight Is Enough' are good because they are about real people with real problems.

SUGGESTIONS FOR TEACHING:

- (1) Grades 1 - 7: Teach spelling of Dolch and Fitzgerald lists - common usage.
  
- (2) Dictate paragraphs and evaluate according to the spelling scale. Teacher may instruct students to bracket words they know they cannot spell. This will focus each student's attention on his/her spelling. Perhaps this will encourage him/her to look up the correct spelling.

Note: Be careful not to count the same error twice.

NARRATIVE WRITING  
(SUBSCALE FOR HANDWRITING)

The skill of handwriting can be isolated and evaluated separately from the other components of composition. It should be noted, however, that this skill is very difficult to assess without bias, even when using a good marking scale.

In using the following scales and samples of student writing, please refer to Exercises 1 and 2, which are on pages N2 - N4 of this package.

This skill is referred to as SKILL 54 at the grade 4 level and as SKILL 64 at the grade 8 level in the Assessment of Written Expression reports.

The underlined words indicate the key words to each scale point and may be used by themselves to form simplified scale.

Basis of the scale: Readability; attractiveness to the eye as a visual pattern. These features arise from regularity of slant, size and spacing, and use of an attractive style. A paper should not be penalized for a "personalized" style, provided the changes the writer has made to the basic style do not detract from appearance or readability.

Scale Point 1: Difficult to read because of poor or irregular letter formation or spacing.

Scale Point 2: Readable, but contains some irregularities or faults of size, slant or spacing.

Scale Point 3: Easy to read; uniform in letter formations and spacing. Consistent with a known style.

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3
Percent of Students	19	62	19

\*

\*Interpretation Panel cut-off point.

## SCALE POINT 1



Please write  
the story of  
my adventure  
here.

If you take to see you  
can sit with me  
and talk about stuff  
like sliding on the  
slide and playing  
hiding-go-seek  
with your friends  
and they are Lance and  
Scott and Becky  
and also and your  
mom is Steven Rennie  
and we can play  
tag on the teacher table  
we will play hang

man on the monkey-  
bars. Lance can be the  
hook and Becky can  
be the pole and  
Scott can be the  
rope and I will  
be holding them  
and you Marty you  
can be the changed  
mouse if you want

## SCALE POINT 2



Please write  
the story of  
my adventure  
here.

I think Marty is going  
to get in to trouble with  
the principal. He might be  
unhappy here because  
he is the smartest mouse.  
You never know what  
can happen. He might go  
back where he came from.  
But you never know what  
can happen. He might get in  
trouble with the teacher.  
He might have to stay  
after school a do lines.  
and that is 100 lines.

think that would be  
mean. They think it  
is funny. They might just  
be nice and talk to  
them. Then he could tell  
his Mom + Pa that he  
didn't have to write  
lines. But the next  
day nothing happened so  
he could have a nice  
day with the kids. He  
would make lots of good  
friends and have no  
problems with any body.

The  
End

SCALE POINT 3



Please write the story of my adventure here.

I left camp Pleasant yesterday and I told Marty to come to Datto Maw to visit me. This is where my story begins. One day when I was working in school, Marty Maw walked in! Right away the class welcomed him and the teacher took me to show Marty around. First, I took him to the library where he looked out a book about his cousin, Nicker Maw. Then we took a walk to the gym,

the playground and we listened to our band for a minute. Finally we went back upstairs to our classroom. After that Marty was almost ready to start school right now. Except for one thing. There, on the window sill, he saw the cat that was sitting in Marty's box off like anything and, naturally, the cat followed. They both went jumping downstairs into the staffroom. They took the ladies stockings and just when Marty turned into the Principal's Office the principal caught him. "Well, I guess Marty did get to play in school for a while. I mean if he didn't want to now."

Basis of the scale: Legibility, consistency and proportion. NOTE: Photo copies do not always adequately reflect legibility.

Scale Point 1: Virtually illegible. Many words require two or three re-readings. Frequently doesn't stay on the line. Inconsistent.

Scale Point 2: Difficult to read due to exaggeration of features or lack of consistency in letter formation. Some letters may be difficult to distinguish. Legible but requires deliberation on the part of the reader.

Scale Point 3: Readily legible. Shows some maturity. Spacing adequate. Weakness is some inconsistency, exaggeration or lack of proportion.

Scale Point 4: "A pleasure to read". Consistent proportion in letters, no exaggerated features, flows smoothly.

PROVINCIAL RESULTS (Grade 8)

Scale Point	1	2	3	4
Percent of Students	2	24	45	28

\*

\*Interpretation Panel cut-off point.

SCALE POINT 1

Pictures

Doing them in the snow had pay  
 pressing to death. he could not money  
 pay. You have to work to buy food or  
 clothing. If stop working can't find job  
 after. I believe they are facing it cold.  
 They should be working inside the mill  
 or factory. If you work you do not  
 thing with money buy thing as how  
 you have to see what you have  
 to buy if you are not working  
 body is going to hold you with  
 money it is that don't stop working  
 work important for everything with  
 out work there is nothing to do. you  
 can't go visit any body, you can't  
 buy any thing as you can't do any  
 thing with out money. money is  
 very important thing to man. with  
 money you can do anything. If you want  
 you get every thing you have to get  
 or do or what you have to do.

SCALE POINT 2

Theory of the

This is my friend. his name is Bill.  
 Bill has a problem. he can't stop smoking.  
 Bill has tried and tried to stop but  
 he just can't. quite. So one day I got together  
 with Bill and we had a long discussion  
 on smoking. I told him each time  
 if you don't stop smoking you won't  
 have any friends. Bill smiled and said  
 I don't care. I have lots of friends. and  
 they have lots of friends. But not as  
 many as you expect. He answered back  
 by what, saying what makes you so sure  
 that I'm going good as you, as I smoke  
 small amount of I can't quite have you  
 are all there with me. He said and  
 that was true. I tried to be calm  
 but I couldn't be calm as word of him  
 that I got left without even saying good bye.  
 The next day I went over to see  
 him and made a big apology for my  
 saying out one from him. That. But then  
 I couldn't help it would you? After I  
 apologized he said that ok I know  
 but you fill of I would have been in  
 your shoes I would have also in the same  
 thing.

That evening I got called one person  
 on the telephone. he asked me if I would  
 like to stay for supper. I told him I would  
 love to stay any where. A few minutes later  
 I was at Bill's house. we had fried chicken  
 and chips. It was a real good meal. but then  
 that Bill said it was a cigarette. I had  
 to get away from the smoke. but I couldn't  
 it. perhaps I asked him Bill looked nervous  
 the night for. Being your case was my  
 opinion. a few minutes later I was  
 lay on the ground. I saw Bill and the  
 cigarette away then he threw the  
 whole package away then he said  
 I quit. if this is what happens then  
 I quit. Then a half of an hour  
 later the ambulance came and  
 took me to the hospital. I was  
 right. I think to quit nothing but  
 cigarettes away.

The End



SCALE POINT 3

I picked the little girl sitting at the dinner table looking confused because it looks like she's trying to think of something to pull on her father and sister and how she can explain if she got caught and had to explain to get out of her room. This little girl might look like a little angel but actually she looks a little devil. If I had a problem like her I'd try to think of something to not look guilty and to make it look like her other brother or sister did it. But this little girl is having lots of trouble just trying to think of what to do and to whom she's going to do it to since she's only a girl.

Since I can't think of anything else to say about her problem, I'll give her a sensible solution. Not to do anything and she won't get caught or she won't have to explain anything, and she won't have to worry to whom she'll be doing it to.

SCALE POINT 4

I chose to write about the 3<sup>rd</sup> one.

This is a man who was lost in the Yukon. His name is Ronald Bucke, late in October he travelled to the Yukon for a weeks vacation. October 3<sup>rd</sup> he was to leave on his plane.

Ronald had been flying for over an hour, when his engine was making sound. Suddenly his engine died and he was falling quickly.

Two days later Ronald woke up and realized he was inside his plane, and had been for some days. Now Ronald knew

he must do something so he set out the next day to try and find a way out.

The next morning he set out with food, tent, warm clothes.

It took him 3 days but he eventually walked his way into a small village. Two days later Ronald had taken ill and died of pneumonia, and frost bite.

THE END

SUGGESTIONS FOR TEACHING:

- (1) Transparencies may be used at all grades to show students what is and is not acceptable.
  
- (2) This is a scale which students themselves could use after becoming familiar with the scale (any composition).

NARRATIVE WRITING  
(SUBSCALE FOR PUNCTUATION AND CAPITALIZATION)

A piece of narrative writing should be ideally marked on two levels; once for the impression on first reading, then for one area of mechanical proficiency. The following is a four point subscale for judging punctuation and capitalization.

Although samples of student responses from the assessment are included in this section, this subscale is useful with any piece of narrative writing.

The papers for Exercise 2 (Grade 8) were not assessed for this skill.

In using the following scale and samples of student writing, please refer to Exercise 1, which is on pages N2 - N3 of this package.

This skill is referred to as SKILL 55 at the grade 4 level in the Assessment of Written Expression reports.

AND CAPITALIZATION

Basis of the scale: Instances of correct punctuation and capitalization. End of sentence punctuation and dialogue punctuation are considered major. Commas may be disregarded unless their overuse or omission seriously affects the meaning.

Punctuation required: Periods, question and exclamation marks, quotation marks, commas.

Scale Point 1: Very little or no correct use of punctuation. Very little or no correct use of required capitals.

Scale Point 2: Generally correct use of periods, exclamation marks, question marks, and capitals, but some errors or omissions.

Scale Point 3: Correct use of all required capital letters, periods, question and exclamation marks. Quotation marks are required but are not used correctly, or capital letters with the quotation marks are not used correctly.

Scale Point 4: Correct use of all capital letters, periods, question and exclamation marks. Quotation marks are required and used correctly with all necessary capitalization. (BUT, if quotation marks are not required in the composition, and all punctuation is correct, the paper should be assigned to point 3).

PROVINCIAL RESULTS (Grade 4)

Scale Points	1	2	3	4
Percent of Students	34	49	8	10

\*Interpretation Panel cut-off point.

SCALE POINT 1



Please write  
the story of  
my adventure  
here.

If you take the bus you  
can sit with me  
and talk about stuff  
like sliding on the  
slide and playing  
hiding or seek  
with my friends  
and they are James and  
Scott and Bucky  
and Alex. Don't  
worry is Steven Ramin  
and we can play  
tag on the teeter totter  
we will play hang

man on the monkey  
bars some can be the  
hand and Bucky can  
be the pole and  
Scott can be the  
rope and I will  
be holding them  
and you Marty you  
can be the hanged  
mouse if you want

SCALE POINT 2



Please write  
the story of  
my adventure  
here.

One day Marty wrote a letter  
to an ~~old~~ ~~person~~ ~~whom~~ ~~he~~ ~~read~~  
I am coming to your school to  
visit you here. When he saw  
it was very open then he went  
up the stairs and down again  
he got there and said I there.  
At lunch time he went to the  
library all of a sudden every  
one was out Marty was  
trapped then the police moved back  
and forth he could not get  
out lock all.

Then it says that a man is  
sick or himself. Then an teacher  
came in help the library has  
been robbed. What book did  
it look like a thing but  
but! but nothing she said.  
Take her to the nurse room  
then the library teacher saw  
she did it last night Marty  
run to camp school and  
nurse went back.

SCALE POINT 3



Please write the story of my adventure here.

Apple

The missing apple

Once upon a time there was a mouse named Marty. Today was Marty's first day of school, he was going to kindergarten. In the class he was in there was a pet gerbil its name was Krazy. Marty wanted to take the pet out of its cage. His teacher said it was alright as long as he put it back in the cage and lock it. He said "Don't worry I won't forget" and took the gerbil out of its cage. All of a sudden the gerbil fell out of his hands and landed on the floor. Marty went crazy he thought might have hurt Krazy. Marty

went to go tell the teacher he said to the teacher "Krazy is gone" "What" said the teacher. "Krazy is gone" said Marty for the second time. How did he get away? "Well you see her sort of yipped a bit and uh uh fell out of my hands and I think I hurt him." "Well no worry we'll find Krazy sooner or later. In for the whole lunch hour they were looking for Krazy. Marty was calling "Here Krazy Krazy here Krazy" but there was no sign of Krazy. Until a boy of uh Krazy on the library floor and picked it up and went and told the principal and the principal said "That gerbil belongs to the kindergarten the boy was returned. Krazy and put

him in his cage. When Marty found that a boy had found him the library he was upset but very thankful. He looked Krazy over to see if he had hurt him. When he found he had a little hurt on his leg but it wasn't that bad. From then on Marty never want to take the gerbil out of its cage.

He had the story.

The End



SCALE POINT 4



Please write  
the story of  
my adventure  
here.

One Monday Marty Mouse visited  
our school. He got into lots of trouble.  
First when the teacher was explaining  
to us what we should do in math,  
Marty one of the students closed  
his math book and Marty got stuck.  
Then another at lunch he got  
wrapped up in some sandwich  
paper and he got stuck in the  
trash. Then when he got into trouble  
with the janitor.  
Then when the students to put  
their lunch boxes away, Marty got  
stuck inside one and got in the

exploded.

Then I outside of the  
playground, Marty got into a fight  
with a bird and he got beat  
up. Then I had when he got sent  
off to the principal's office and  
got into trouble.

Then at the library time,  
Marty got at the book and sat down  
at a table. He had to read a book  
called instead. Then when he got  
into trouble with the librarian  
and the teacher.

Then when school was over  
for the day, Marty said "Uh-huh!  
I'm not coming back tomorrow!"

SUGGESTIONS FOR TEACHING:

- (1) K - Tape conversations between children.  
Grade 1 - Tape conversations between children and teacher; transcribe conversations on a chart.
- (2) Grade 2 - Tape conversations, transcribe conversations, children begin to transcribe conversations.
- (3) Grade 3 - Record radio, newspaper reports.
- (4) Grade 4 & 5 - More of the same. Compose conversations between spacemen and humans, principal and student, mother and child, over a specific problem. Teacher can dictate conversation and mark for correct punctuation.
- (5) Grade 6 & 7 - Begin to compose plays, stories and interviews.
- (6) Grade 8 - Record interviews - further development of all of the above.

# TEACHING AND EVALUATING STUDENT WRITING

**LEARNING ASSESSMENT BRANCH  
THE MINISTRY OF EDUCATION  
PROVINCE OF BRITISH COLUMBIA**

**255**

PROOFREADING SKILLS  
(ELEMENTARY GRADE LEVELS)

## TABLE OF CONTENTS

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Introductory Pages from Assessment Tests . . . . .	P2
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Abbreviations . . . . .	P20
Apostrophes . . . . .	P26
Sentence Structure . . . . .	P32
Appropriate Word Choice . . . . .	P36

## INTRODUCTION

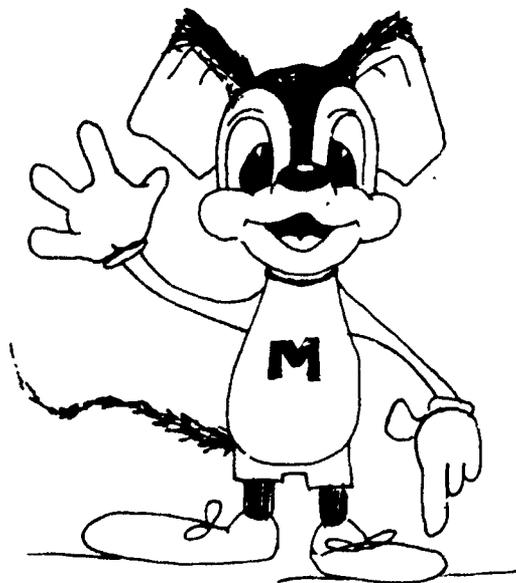
The exercises in the following section require students to locate mechanical errors and to correct them. The exercises continue to develop the themes established in the Directed Writing sections. At the Grade 4 (Exercise 1) level, Marty Mouse's sister Minty needs help with her homework. At the Grade 8 (Exercise 2) level the newspaper editor requires assistance from his Junior Reporter. The introductory pages from the assessment tests are reproduced on the following pages.

Each exercise is accompanied by its marking key and a graph showing the provincial results. The skills which were tested at the three assessment grade levels are indicated in the table below:

Proofreading Skill	Exercise 1 (Grade 4)	Exercise 2 (Grade 8)	Exercise 3 (Grade 12)
Apostrophes	X	X	
Grammatical Usage	X	X	
Capital Letters	X	X	
Abbreviations	X	X	
Appropriate Word Choice		X	X
Correcting Errors in Sentence Structure		X	X
Quotation Marks		X	X
Capital Letters and Punctuation			X

Teachers who use the exercises in this package should be aware that such exercises can become quickly overused. Use your own proofreading exercises, if possible, or use materials from textbooks or from commercially-available sources.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE  
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

INTRODUCTION TO GRADE 4 EXERCISES

Marty says:

Hi everybody! Can you help my sister Minty? She's got mouse fever so she has to do her school work at home. Minty is in Grade 3. Her teacher, Ms. Mouse, has sent her this work to do. Can you help her do it?



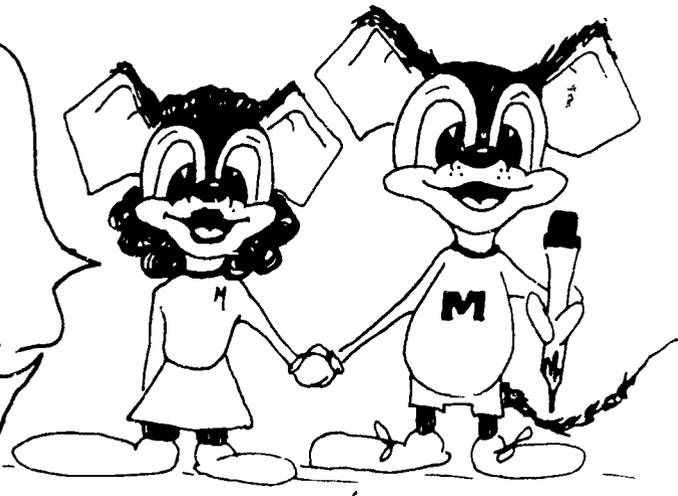


PROOFREADING SKILLS: GRAMMATICAL USAGE

This skill is referred to as SKILL 80 in the Assessment of  
Written Expression reports.

These are sentences I wrote. Please check each sentence for me. If you find mistakes in the sentence, change it to make it right. If you think the sentence is RIGHT, draw a circle around the word "RIGHT".

Marty did the first two to show you how.



I ~~am~~ are a mouse. RIGHT

My name is Minty. RIGHT

Marty and me like to play ball. RIGHT

Some other Grade 3's were playing with Marty and I. RIGHT

One of the Grade 4's were playing too. RIGHT

I throw the ball good. RIGHT

Marty is more good at batting. RIGHT

I wish he would learn me to hit the ball like that. RIGHT

The other team could of beaten us. RIGHT

We were to good for them. RIGHT

Their team struck out. RIGHT

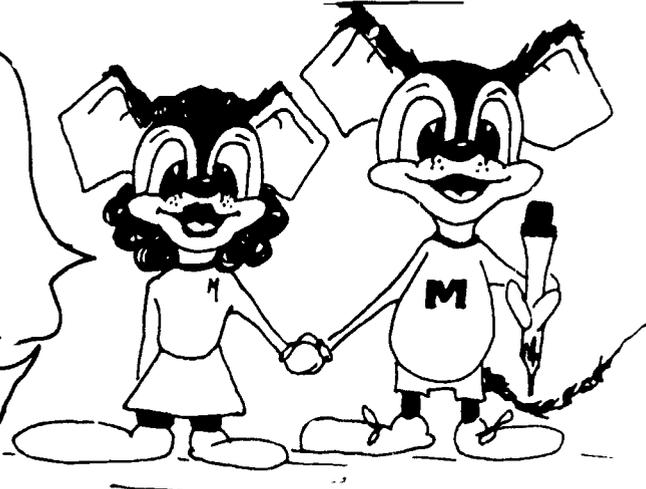
That's how we won them. RIGHT

After that we left the others to play by theirselves. RIGHT



These are sentences I wrote. Please check each sentence for me. If you find mistakes in the sentence, change it to make it right. If you think the sentence is RIGHT, draw a circle around the word "RIGHT".

Marty did the first two to show you how.



MARKING KEY

<sup>am</sup>  
I ~~are~~ a mouse. RIGHT

My name is Minty. RIGHT

Marty and <sup>I</sup>~~we~~ like to play ball. RIGHT

Some other Grade 3's were playing with Marty and ~~x me~~. RIGHT

One of the Grade 4's <sup>was</sup>~~were~~ playing too. RIGHT

I throw the ball <sup>well</sup>~~good~~. RIGHT

Marty is <sup>better</sup>~~more good~~ at batting. RIGHT

I wish he would <sup>teach</sup>~~learn~~ me to hit the ball like that. RIGHT

The other team could <sup>have</sup>~~+~~ beaten us. RIGHT

We were <sup>too</sup>~~so~~ good for them. RIGHT

Their team struck out. RIGHT

That's how we <sup>beat</sup>~~won~~ them. RIGHT

After that we left the others to play by ~~them~~ themselves. RIGHT



POSSIBLE SCORE = 11 263

SPORTS REPORT

EDITOR'S NOTE: This copy came in from our Grade 7 reporter. Each item may have a mistake in it - a wrong word, wrong punctuation, or words missing.

ASSIGNMENT: Correct each of the following items where necessary. You may cross out, add, or change words or punctuation. Some items may not need to be changed. The example has already been corrected.

EXAMPLE: Everybody in Grade 7 ~~did~~ <sup>all</sup> want to play on a team.

- a. Terry and me are on the volleyball team.
- b. A list of instructions were given to us.
- c. One instruction says each member of the volleyball team must carry their own strip.
- d. Just between you and I the new coach is very strict.
- e. We don't never have an easy practice.
- f. Although volleyball is my favorite sport.
- g. Kelly is better at serving than Terry but she doesn't spike the ball as good.
- h. Only one of them can be captain, tomorrow we'll find out who it will be.
- i. We can't use the old gym any more. Because it burned down.
- j. After burning all night, we couldn't find much of the equipment left.

SPORTS REPORT

EDITOR'S NOTE: This copy came in from our Grade 7 reporter.

Each item may have a mistake in it - a wrong word, wrong punctuation, or words missing.

ASSIGNMENT: Correct each of the following items where necessary. You may cross out, add, or change words or punctuation. Some items may not need to be changed. The example has already been corrected.

## MARKING KEY

EXAMPLE: Everybody in Grade 7 ~~did~~<sup>ed</sup> want to play on a team.

- a. Terry and ~~he~~<sup>I</sup> are on the volleyball team.
- b. A list of instructions ~~were~~<sup>was</sup> given to us.
- c. One instruction says each member of the volleyball team must carry ~~their~~<sup>his/her</sup> own strip. (or "members")
- d. Just between you and ~~I~~<sup>me</sup> the new coach is very strict. (or: "us")
- e. We ~~don't~~ never have an easy practice.
- f. ~~Although~~<sup>b</sup> Volleyball is my favorite sport. (or: add main clause)
- g. Kelly is better at serving than Terry but she doesn't spike the ball as ~~good~~<sup>well</sup>.
- h. Only one of them can be captain; tomorrow we'll find out who it will be. (or: . Tomorrow... or: add conjunction)
- i. We can't use the old gym any more <sup>b</sup> because it burned down. <sub>OMIT PERIOD</sub>
- j. After ~~burning~~<sup>the gym</sup> all night, we couldn't find much of the equipment left.

NOTE: ONLY THE MOST FREQUENTLY OCCURRING CORRECTIONS ARE INDICATED HERE. MANY OTHERS WERE ACCEPTABLE AND SCORED CORRECT.

POSSIBLE SCORE = 10

265

PROOFREADING SKILLS: GRAMMATICAL USAGEPROVINCIAL ASSESSMENT RESULTS

## EXERCISE 1 (Grade 4)

<u>Number Correct</u>	<u>% of Students</u>
0	1
1	8
2	16
3	24
4	24
5	14
6	8
7	4
8	1
9	0
10	0
11	0

## EXERCISE 2 (Grade 8)

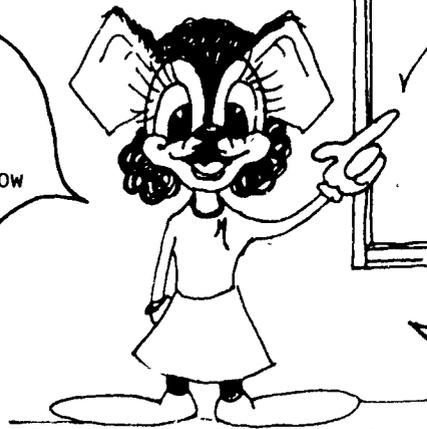
<u>Number Correct</u>	<u>% of Students</u>
0	1
1	4
2	15
3	27
4	23
5	15
6	9
7	4
8	<2
9	<1
10	0

\*Interpretation Panel cut-off point.

PROOFREADING SKILLS: CAPITAL LETTERS

This skill is referred to as SKILL 81 in the Assessment of  
Written Expression reports.

My teacher says I have to learn where to use capital letters. Can you show me where to put them?



Capitals  
 ✓ CAT = 0  

$$\begin{array}{r} 2 \\ + 2 \\ \hline 5 \end{array}$$

Please put in any capital letters you think are missing.

There's a country called greenland.

There's a sea called the red sea.

There's a mountain called blue mountain.

There's a river called black river.

There's a street called white avenue.

There's a town called rainbow city.

The first day of the week is sunday.

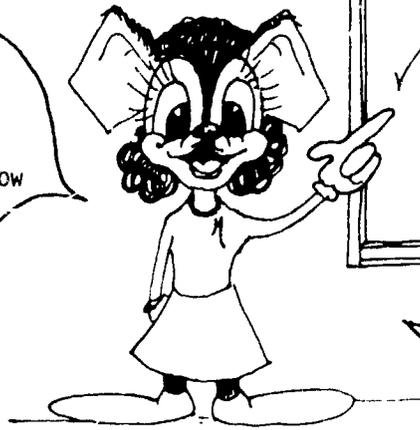
The first month of the year is january.

A book you might like to read is little house on the prairie.

A movie you might like to see is star wars.



My teacher says I have to learn where to use capital letters. Can you show me where to put them?



Capitals  
 ✓ CAT = ~~CU~~  

$$\begin{array}{r} 2 \\ +2 \\ \hline 5 \end{array}$$

Please put in any capital letters you think are missing.

MARKING KEY

There's a country called G greenland.

There's a sea called the R S red sea.

There's a mountain called B M blue mountain.

There's a river called B R black river.

There's a street called W A white avenue.

There's a town called R C rainbow city.

The first day of the week is S sunday.

The first month of the year is J january.

A book you might like to read is L H P little house on the prairie.

A movie you might like to see is S W star wars.



NOTE: CIRCLED WORDS WERE MARKED "CORRECT" IF NOT CAPITALIZED.

POSSIBLE SCORE = 29

209

WHERE DO NAMES COME FROM?

EDITOR'S NOTE: Our new typesetter knows that every sentence begins with a capital letter, but he doesn't know where else he should use capitals. Write a capital letter on the copy wherever you think there should be one. I have done the first sentence.

Disneyland is named after <sup>W</sup> Walt <sup>D</sup> Disney.

Vancouver got its name from captain george vancouver.

A prince gave his name to prince george.

A canadian mountain, mount eisenhower, is named after president eisenhower.

Colours are used to name several seas, including the red sea - and to name a country, greenland.

Some names describe. For example, the pacific ocean is supposed to be peaceful, and so is the peace river.

Months and days are named after gods: january for janus, march for mars, thursday for thor, and saturday for saturn.

Book and movie titles often tell you what the story is about: owls in the family is about owls, and star wars is about wars in space.

WHERE DO NAMES COME FROM?

EDITOR'S NOTE: Our new typesetter knows that every sentence begins with a capital letter, but he doesn't know where else he should use capitals. Write a capital letter on the copy wherever you think there should be one. I have done the first sentence.

## MARKING KEY

Disneyland is named after Walt Disney.

Vancouver got its name from Captain George Vancouver.

A PrinCe gave his name to PrinCe George.

A Canadian mountain, Mount Eisenhower, is named after President Eisenhower.

Colours are used to name several seas, including the Red Sea - and to name a country, Greenland.

Some names describe. For example, the Pacific Ocean is supposed to be peaceful, and so is the Peace River.

Months and days are named after Jods. January for Janus, March for Mars, Thursday for Thor, and Saturday for Saturn.

Book and movie titles often tell you what the story is about: Owls In The Family is about owls, and Star Wars is about wars in space.

POSSIBLE SCORE = 33

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 1 (Grade 4)

<u>Number Correct</u>	<u>% of Students</u>
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	1
13	0
14	0
15	0
16	1
17	0
18	1
19	2
<hr style="border-top: 1px dashed black;"/>	
20	2
21	6
22	8
23	4
24	7
25	5
26	6
27	21
28	10
29	26

EXERCISE 2 (GRADE 8)

<u>Number Correct</u>	<u>% of Students</u>
0	0
1	0
2	0
3	0
4	2
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
19	0
20	1
21	1
22	1
23	1
24	2
25	4
26	2
27	6
28	10
<hr style="border-top: 1px dashed black;"/>	
29	9
30	13
31	16
32	20
33	12

\*Interpretation Panel cut-off point.

PROOFREADING SKILLS: QUOTATION MARKS

This skill is referred to as SKILL 82 in the Assessment of  
Written Expression Reports.

IN COURT TODAY

EDITOR'S NOTE: This page has all of the punctuation left out. Please correct the story.

ASSIGNMENT: Put in all the punctuation that is needed. The first sentence is done for you.

The trial of John Vickers, the local poet, ended today.

The judge asked Do you find the prisoner guilty or not guilty

Not guilty replied the foreman of the jury

A woman spectator shouted Thank goodness

The jury is dismissed said the judge and may leave the courtroom

IN COURT TODAY

EDITOR'S NOTE: This page has all of the punctuation left out. Please correct the story.

ASSIGNMENT: Put in all the punctuation that is needed. The first sentence is done for you.

## MARKING KEY

The trial of John Vickers, the local poet, ended today.

The judge asked, "Do you find the prisoner guilty or not guilty?"

"Not guilty," replied the foreman of the jury.  
or:!

A woman spectator shouted, "Thank goodness!"

"The jury is dismissed," said the judge, "and may leave the courtroom."

POSSIBLE SCORE = 19

PROOFREADING SKILLS: QUOTATION MARKSPROVINCIAL ASSESSMENT RESULTS

## EXERCISE 2 (Grade 8)

<u>Number Correct</u>	<u>% of Students</u>
0	1
1	0
2	0
3	2
4	2
5	2
6	3
7	4
8	3
9	3
10	3
11	3
12	5
13	5
14	6
15	7
-----*	
16	9
17	11
18	12
19	19

\*Interpretation Panel cut-off point.

PROOFREADING SKILLS: ABBREVIATIONS

This skill is referred to as SKILL 83 in the Assessment of  
Written Expression reports.



I'm making flash cards for these abbreviations. Marty has done the first two.

Social Studies

=

S.S.

Grade 4

=

Gr. 4

Street

=

Friday

=

Mister

=

year

=

British Columbia

=

February

=

Doctor

=

kilometre

=

Please write the abbreviation here.





I'm making flash cards for these abbreviations. Marty has done the first two.

MARKING KEY

Social Studies

Grade 4

Street

Friday

Mister

year

British Columbia

February

Doctor

kilometre

S.S.

Gr. 4

1 St.

2 F.

3 Mr.

4 yr.

5 B.C.

6 Feb.

7 Dr.

8 Km

Please write the abbreviation here.



POSSIBLE SCORE = 8

COMMON ABERLVIATIONS

EDITOR'S NOTE: To help people write a Classified ad, I've decided to give a list of common abbreviations.

3

ASSIGNMENT: Write the abbreviations for these words. The first is done for you.

- Grade 8 Gr. 8
- Social Studies \_\_\_\_\_
- Street \_\_\_\_\_
- Friday \_\_\_\_\_
- Mister \_\_\_\_\_
- telephone \_\_\_\_\_
- British Columbia \_\_\_\_\_
- January \_\_\_\_\_
- Post Office \_\_\_\_\_
- Doctor \_\_\_\_\_
- number \_\_\_\_\_
- year \_\_\_\_\_
- Ontario \_\_\_\_\_
- Company \_\_\_\_\_
- et cetera \_\_\_\_\_
- kilometre \_\_\_\_\_

COMMON ABBREVIATIONS

EDITOR'S NOTE: To help people write a Classified ad, I've decided to give a list of common abbreviations.

ASSIGNMENT: Write the abbreviations for these words. The first is done for you.

## MARKING KEY

Grade 8	<u>Gr. 8</u>
Social Studies	<u>S.S. or Soc. St.</u>
Street	<u>St.</u>
Friday	<u>Fri.</u>
Mister	<u>Mr.</u>
telephone	<u>tel. or ph. or tele.</u>
British Columbia	<u>B.C.</u>
January	<u>Jan.</u>
Post Office	<u>P.O.</u>
Doctor	<u>Dr. or M.D.</u>
number	<u>no.</u>
year	<u>yr.</u>
Ontario	<u>Ont.</u>
Company	<u>Co.</u>
et cetera	<u>etc.</u>
kilometre	<u>Km.</u>

POSSIBLE SCORE = 15

PROOFREADING SKILLS: AB3REVIATIONSPROVINCIAL ASSESSMENT RESULTS

## EXERCISE 1 (Grade 4)

<u>Number Correct</u>	<u>% of Students</u>
0	4
1	12
2	8
3	9
4	12
5	14
-----*	
6	19
7	19
8	3

## EXERCISE 2 (Grade 8)

<u>Number Correct</u>	<u>% of Students</u>
0	1
1	1
2	1
3	0
4	1
5	1
6	1
7	2
8	3
9	7
10	11
11	16
12	20
-----*	
13	20
14	12
15	3

\*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APOSTROPHES

This skill is referred to as SKILL 84 in the Assessment of  
Written Expression reports.



On this page my teacher has underlined 10 words. Most of the 10 words should have an apostrophe as in I'm.

Please read each word that's underlined. If it needs an apostrophe, put it in.

Suppose youve won a thousand bananas and youre waiting to eat

them. At first the/re hard and green. Green bananas dont

taste good but it doesnt take long for a banana to change.

Theres an easy way to tell when its time to eat a banana --

its skin turns yellow. You have many bananas. If you cant

eat them all, well be glad to split them with you -- a

banana split!





On this page my teacher has underlined 10 words. Most of the 10 words should have an apostrophe, as in I'm.

Please read each word that's underlined. If it needs an apostrophe, put it in.

MARKING KEY

Suppose <sup>2.</sup> you've won a thousand bananas and <sup>2.</sup> you're waiting to eat them. At first <sup>3.</sup> they're hard and green. Green bananas <sup>4.</sup> don't taste good but it <sup>5.</sup> doesn't take long for a banana to change. <sup>6.</sup> There's an easy way to tell when <sup>7.</sup> it's time to eat a banana -- <sup>8.</sup> its skin turns yellow. You have many bananas. If you <sup>9.</sup> can't eat them all, <sup>10.</sup> we'll be glad to split them with you -- a banana split!

POSSIBLE SCORE = 10



EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

Dear Ellie:

I've never written to you before but we've got a problem. There's a dog hanging around our house. It's lost its collar and we can't find out whose dog it is. My dad's really angry. He'd like to call the Pound because the dog's been digging up my mom's garden and chewing up my two sisters' toys. It wouldn't matter so much if the dog was ours.

Ellie, the dog's eyes look so sad. He could be some child's pet. They're probably looking all over for him. The dog doesn't look hungry. Its coat is healthy. It's just unhappy. What should we do?

Animal Lover

EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

## MARKING KEY

Dear Ellie:

I've never written to you before but we've got a problem. There's a dog hanging around our house. It's lost its collar and we can't find out whose dog it is. My dad's really angry. He'd like to call the Pound because the dog's been digging up my mom's garden and chewing up my two sisters' toys. It wouldn't matter so much if the dog was ours.

Ellie, the dog's eyes look so sad. He could be some children's pet. They're probably looking all over for him. The dog doesn't look hungry. Its coat is healthy. It's just unhappy. What should we do?

Animal Lover

NOTE: UNDERLINED WORDS ARE SCORED AS A CORRECT RESPONSE IF NO APOSTROPHF IS ADDED.

POSSIBLE SCORE = 19

PROOFREADING SKILLS: APOSTROPHESPROVINCIAL ASSESSMENT RESULTS

## EXERCISE 1 (Grade 4)

<u>Number Correct</u>	<u>% of Students</u>
0	0
1	2
2	0
3	1
4	2
5	4
6	7
-----*	
7	18
8	22
9	36
10	8

## EXERCISE 2 (Grade 8)

<u>Number Correct</u>	<u>% of Students</u>
0	10
1	0
2	0
3	0
4	2
5	1
6	1
7	2
8	4
9	6
10	7
11	10
12	12
13	9
14	10
-----*	
15	11
16	7
17	4
18	3
19	1

\*Interpretation Panel cut-off point.

PROOFREADING SKILLS: SENTENCE STRUCTURE

This skill is referred to as Skill 85 in the Assessment of  
Written Expression reports.

TOWN TEAM TRIUMPHS !

EDITOR'S NOTE: Last page!

This copy was taken over the telephone and needs to have a few words changed before it is good enough to print. Can you try to make each sentence a little better?

ASSIGNMENT: Try to correct or improve each of the following sentences. You can change the sentences by crossing out, changing, or adding words.

The home run was hit not by a regular player but with a pinch-hitter.

The ball sailed over the first-base man, over the right-field fence, and the parking lot.

The people jumped to their feet, waved, and are cheering madly

After the game, when it was over, the players carried the pinch-hitter on their shoulders.

The TV crew decided they should stay at the park and to interview the pinch-hitter.

As I pushed my way through the crowd you could feel the excitement

TOWN TEAM TRIUMPHS !

EDITOR'S NOTE: Last page!

This copy was taken over the telephone and needs to have a few words changed before it is good enough to print. Can you try to make each sentence a little better?

ASSIGNMENT: Try to correct or improve each of the following sentences. You can change the sentences by crossing out, changing, or adding words.

## MARKING KEY

The home run was hit not by a regular player but ~~with~~<sup>by</sup> a pinch-hitter.

The ball sailed over the first-base man, ~~over~~ the right-field fence, and the parking lot. *or: add "over" after "and"*

The people jumped to their feet, waved, and ~~are~~<sup>ed</sup> cheering madly. *or "... , waving and cheering....."*

After the game ~~when it~~ was over, the players carried the pinch-hitter on their shoulders. *or, delete "when it was over"*

The TV crew decided they should stay at the park ~~and~~ to interview the pinch-hitter. *or: "to stay"*

As I pushed my way through the crowd ~~you~~<sup>I</sup> could feel the excitement. *or "... you... you...."*

NOTE: ONLY THE MOST FREQUENTLY OCCURRING CORRECT RESPONSES ARE INDICATED HERE.

POSSIBLE SCORE = 6

PROOFREADING SKILLS: SENTENCE STRUCTUREPROVINCIAL ASSESSMENT RESULTS

## EXERCISE 2 (Grade 8)

<u>Number Correct</u>	<u>% of Students</u>
0	7
1	6
2	8
3	14
-----*	
4	19
5	25
6	21

\*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

This skill is referred to as SKILL 86 in the Assessment of  
Written Expression reports.

TEST YOUR WORD POWER

EDITOR'S NOTE: This is last week's word power feature. Your job is to make up the Answers to Our Word Power Test for printing in this week's edition. Just circle the right choice in each pair -- the typesetter will do the rest.

ASSIGNMENT. Circle the right choice in each pair of words. The first has been done already.

We've had an election hear / here . Pacific High School voted to chose / choose  
 a new student council / counsel . When the principal / princple announced the result,  
 it was quiet / quite a surprise. The winners where / were all girls accept / except  
 for one boy. The boys were / was unhappy to lose / loose , but it should  
 teach / learn them a lesson: it don't / doesn't do to get to / too confident.  
 They should have / of worked harder themselves / themselves . This is the kind  
 of situation you could adapt / adopt into a play! The winners will now  
 select a chairperson and a teacher who's / whose job is to help them.  
 I don't know / no , but I think their / there they're going to work good / well together.



TEST YOUR WORD POWER

EDITOR'S NOTE: This is last week's word power feature. Your job is to make up the Answers to Our Word Power Test for printing in this week's edition. Just circle the right choice in each pair -- the typesetter will do the rest.

ASSIGNMENT. Circle the right choice in each pair of words. The first has been done already.

## MARKING KEY

We've had an election hear here. Pacific High School voted to chose choose a new student council counsel. When the principal principle announced the result, it was quiet quite a surprise. The winners where were all girls accept except for one boy. The boys were was unhappy to lose loose, but it should teach learn them a lesson: it don't doesn't do to get to too confident. They should have of worked harder theirselves themselves. This is the kind of situation you could adapt adopt into a play! The winners will now select a chairperson and a teacher who's whose job is to help them. I don't know no, but I think their they're going to work good well together.

POSSIBLE SCORE = 18

PROOFREADING SKILLS: APPROPRIATE WORD CHOICEPROVINCIAL ASSESSMENT RESULTS

## EXERCISE 2 (Grade 8)

<u>Number Correct</u>	<u>% of Students</u>
0	1
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	0
10	1
11	4
12	4
13	7
14	13
-----*	
15	16
16	19
17	23
18	11

\*Interpretation Panel cut-off point.