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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 grade 12 level. However, many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels. 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

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*Teaching and Evaluating
Student Writing*
(Secondary Grades)

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THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA



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:

Robert Conry (U.B.C.)
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:

John Ashworth (Vancouver)	Joyce Matheson (U.B.C.)
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)
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Sharon Jeroski (U.B.C.)	Del Sturhahn (Vancouver)
Joyanne Landers (Coquitlam)	Allison Sullings (Vancouver)
Peggy McCartney (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.

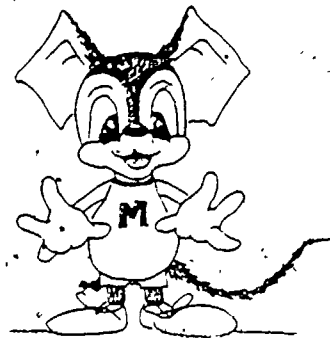
All teachers who use these exercises and scales are strongly encouraged to read both the Summary Report and the General Report of the 1978 Assessment of Written Expression. The Summary Report is available in each school in British Columbia and copies of the General Report are located in each School District 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.

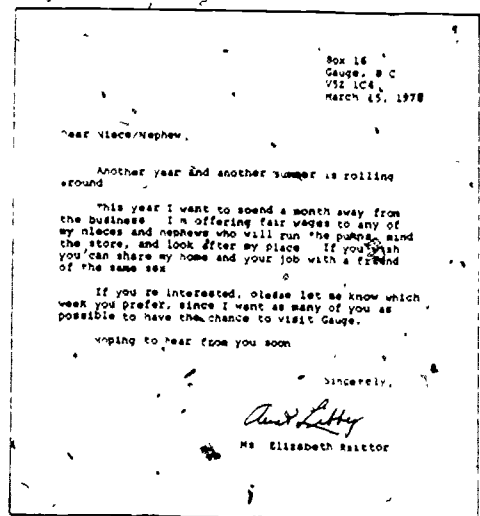
At the Grade 4 level the theme was generally "Marty Mouse as Camp Mascot", and each exercise was introduced by some characterization of Marty Mouse.



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

BUSINESS DEVELOPMENT OFFICER
 REAL ESTATE TRAINING
 SIDING SALES Opportunity
 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.

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.

-5-

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
(Secondary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

DIRECTED WRITING SKILLS
(SECONDARY GRADE LEVELS)

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Organizes Details and Ideas DW 130

Displays Coherence and Unity of Tone and Impression DW 138

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Organizes Events in a Logical Sequence DW 153

INTRODUCTION

The Directed Writing exercises were designed to cue students to respond to a given situation in such a way that they would demonstrate their current levels of competence with regard to a particular and well-defined writing skill. Levels of competence are represented by scale points 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 2 (grade 8).
3. Exercise 3 (grade 12).
4. Marking scales, provincial results, and interpretation panel judgements for this skill.
5. Additional suggestions for teaching and evaluating the skill.

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

1. Uses appropriate tone in letters (Exercise 3).
2. Shows ability to generate ideas and associations (Exercise 3).
3. Displays coherence and unity of tone and impression (Exercise 3).

However, the exercise, scale, and teaching suggestions which are provided in each case may 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 (not included in this package)
- Exercise 2 - Corresponding to Grade 8
- Exercise 3 - Corresponding to Grade 12

As mentioned in the General Introduction, the tests were designed around certain themes at each grade level in order to stimulate interest and to elicit better writing from the students. The introductory pages for Grades 8 and 12 are reproduced in full. Teachers may find that students would be more aware of the situation regarding the individual exercises if they are introduced to the themes prior to using the exercises. Teachers might also 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 8 EXERCISES.

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 for long attention to detail call 688-7851

Home Loan Officers Etc Central Credit Union 2038 Ven V6B 3R9
 Personnel Consultants 5-0261-1155 W Geor

Experienced seller required for North Delta 96-7181

Mass II serv. Top steno 4 \$900 R Lander & 36-1208

time Receptionist req R 24*4 Monday through between 9 am to 5 pm

OFFICE STAFF REQ D as Personnel 684-7254
 Recruitment Placement Personnel 681-3320

PART TIME

IDEAL

FOR STUDENTS
 telephone appointment South Burnaby. Exp & exp salary 524-2137

TELEPHONE WORK
 give people with good rate. Hours 10 am to 2:4 pm to 8 pm. Phone 476-1919

GET THE BUDGET RATE
 for income keep up with us through pleasant work. Assistance provided. Local Amway Distributor. Phone 681-9385 for

able person to work part time nights no wknds in security business. Flexible Reception & clerical duties. Reply in own name to Box 3336 time

part time Girl Friday required by Abbotsford for ship. Must be mature & have experience. Box 2305

divorced couple. Earn \$600 mo without giving up job. Responsibility. Phone 16

main money use spare with your services. At necessary. For appl 1321

widow couple to earn \$500 a time in their unproductive. Mr Hanson 987

time tellers required for Saturdays. Experienced. Marie Van Woerden

commission. Work your home. Fuller Brush. 92-685-5532

EMPLOYMENT OPPORTUNITIES

PROFESSIONAL-MANAGEMENT

BUSINESS DEVELOPMENT OFFICER
ESTATE PLANNING

If you are a licensed Real Estate Salesperson and are interested in

REAL ESTATE TRAINING

ESTATE PLANNING

REAL ESTATE TRAINING

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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. Ap

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 comm package in the \$20,000 plus range within 1 year. Call Don Sefruk in confidence.

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 9:30 a.m.

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 • Requires a ground or apartment
 • Paved over
 • Hospitalized
 • Pension secure
 • Must be available
 • 684-5857 9-3
 • Day and Tuesday

AUTOMOBILE
 An excellent opportunity available at M for a salesperson used cars. If you increase your income you have an excellent program if you have an excellent desire to

INTRODUCTION TO GRADE 12 EXERCISES

You have received the following letter from your Aunt Libby. She owns a gas station and general store in the small town of Gauge, B. C.

Box 16
Gauge, B.C.
V5Z 1C4
March 15, 1978

Dear Niece/Nephew,

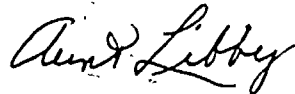
Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,



Ms. Elizabeth Raittor

SKILL: USES CORRECT MECHANICS OF LETTER AND ENVELOPE FORMAT

When judging for correct format of both letters and envelopes, it is important to realize that the content of the letter is not taken into consideration.

Provincially, only format was considered at the Grade 8 level, while both format and matters such as tone, content, and appearance were scaled at the Grade 12 level. (See skill-section "Uses Correct Conventions of the Formal Social", beginning on page

Note: Either marking scale may be used at any grade level as they are very similar in form and content.

This skill is referred to as SKILL 1 in the Assessment of Written Expression reports.

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.

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 the 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 Point	1	2	3	4
Percent of Students	53	33	7	4

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

SCALE POINT 1

Dear Mr. Fraser

My class our grade eight class is finally planning a Spring Party in the gymnasium next Friday afternoon from three until five. Our class asked me to write a letter to you. All our class is asking you to come to the party. It may be hard for you to come but you were our best teacher last year. You might have a busy schedule but we all are writing you to show up at next Friday in our own gymnasium. But if you can't come we all can understand an excuse. Excuse what you usually do. I can't seem to write any more words so I guess I have to say good bye for now.

SCALE POINT 2

Jean Young
111 Carlton
Chilliwack BC
VAP 1P1

Dear Mr. Fraser

I am very honored to be writing you this letter. My name is Jean Young. I think you would remember me. Our class has planned a Spring Party in our gymnasium next Friday afternoon. The party is from 3:00 to 5:00 pm. We would be very pleased to see you there.

Sincerely,
Jean Young

SCALE POINT 3

4380 Piquet Terrace
West Vancouver, B.C.
V7T 2H9
April 14, 1978

259 Brooks St.
Halden, O.C.

2 suite 302 289 Brooks St.
Halden, O.C.
V6T 4R2

Dear Mr. Fraser

Dear Sunday April 28, my grade eight class would be delighted to have you to attend our Spring Party from three to five in the afternoon. Please write to say you have accepted or not.

Sincerely Yours,
John

SCALE POINT 4

2630 Terrace Ave.
North Vancouver B.C.
V1R 4R5
April 10, 1978

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 5:00 pm. Please notify us by Thursday whether you will come or not.

Yours truly,

Wade Stringer

You have received the following letter from your Aunt Libby. She owns a gas station and a general store in the small town of Gauge, B.C.

Box 16
Gauge, B.C.
V5Z 1C4
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Aunt Libby
Ms. Elizabeth Raittor

You and your family agree that you could help out Aunt Libby for one week early in the summer.

ASSIGNMENT: Write a letter of acceptance to Aunt Libby, telling her that you can come for the last week in June. Use standard letter format.

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

Major errors: Omission of the address or a major part of the address or date; omission of salutation, closing or name. Count each element or line omitted in address/date block as one major error. Running together of lines of the return address counts as a major error.

Minor errors: Capitalization, punctuation, spacing.

Scale Point 1: Two or more major errors.

Scale Point 2: One major error and a number of minor errors.

Scale Point 3: More than one minor error but NO major errors.

Scale Point 4: No major errors. Allow one minor error.

PROVINCIAL RESULTS (Grade 12)

Scale Point	1	2	3	4
Percent of Students	25	7	27	40

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

SCALE POINT 1

Dear Aunt Libby

It's nice to hear from you again & accept your kind offer. If I could get some conversation with you, I would like to come for the last week of June and would like to help you a good friend with you. This is nice talking.

SCALE POINT 2

April 10th 1978
Box 744
Rutland B.C.
VOC-9T9

Dear Aunt Libby,

I would be happy to come to your place for a week of work for you. I will be there the last week of June or until then.

Yours truly,
Bob Bacon

SCALE POINT 3

692 Hargold Dr.
Fossil B.C.
V1R-2T6
April

Dear Aunt Libby

I would be happy to accept your offer for work this summer. I think it will be an interesting challenge as I have not done this type of work before.

I will be able to come the last week in June. I would like to bring my girlfriend with me if possible.

Thanks for the job. See you in June.

Sincerely,
Donna
Miss D. Mussio

SCALE POINT 4

1122 Cobble Rd.
Victoria, B.C.
V1A 4P1
April 4, 1978

Dear Aunt Libby,

I will be most happy to help you out this summer. I am willing to run your business and take care of all your things while you are gone.

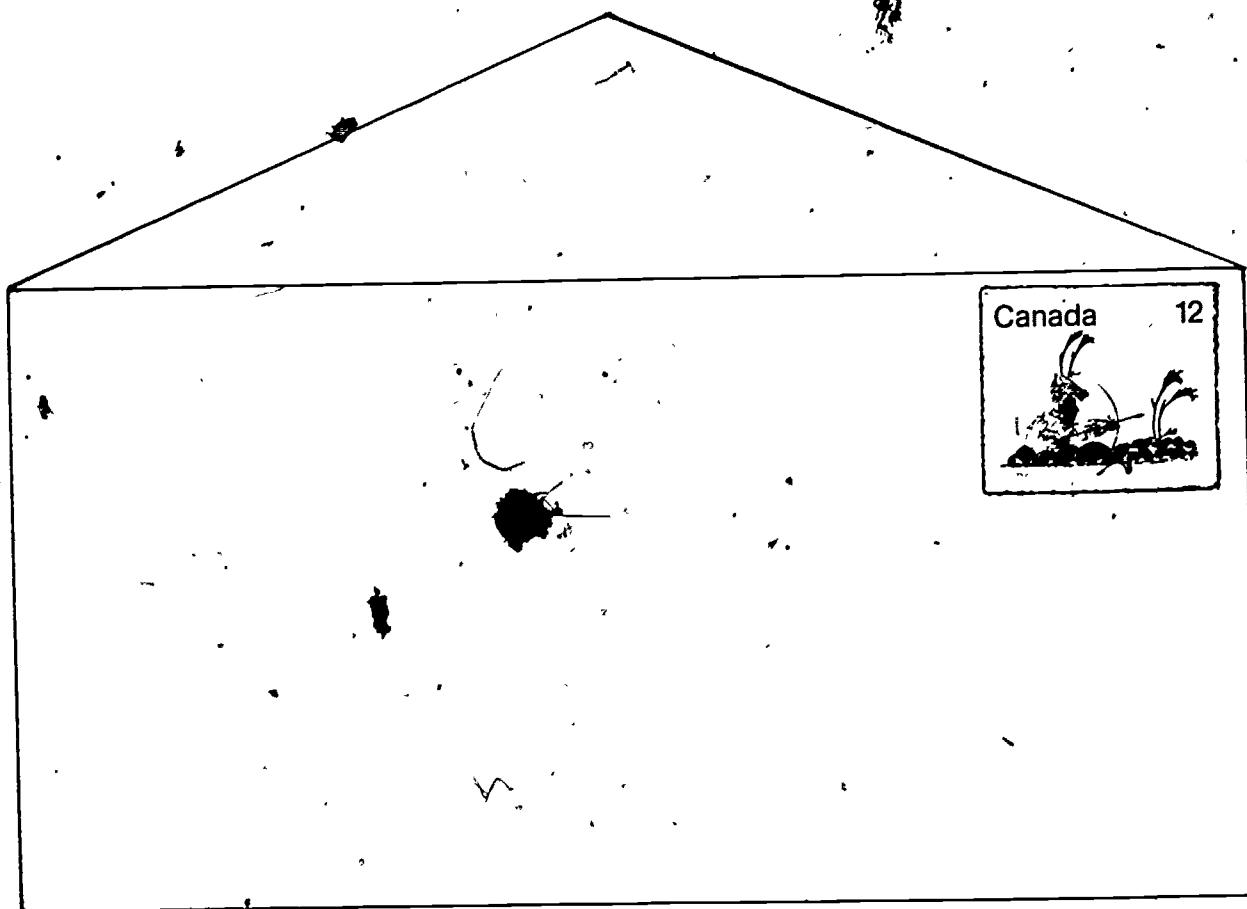
I will be coming in the last week of June with a friend. Thank you for the opportunity for my friend and myself to visit you.

I hope that you can look forward to a nice holiday.

Sincerely,
Raymond

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



Either the Grade 8 or Grade 12 scale can be used at any grade level.

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.

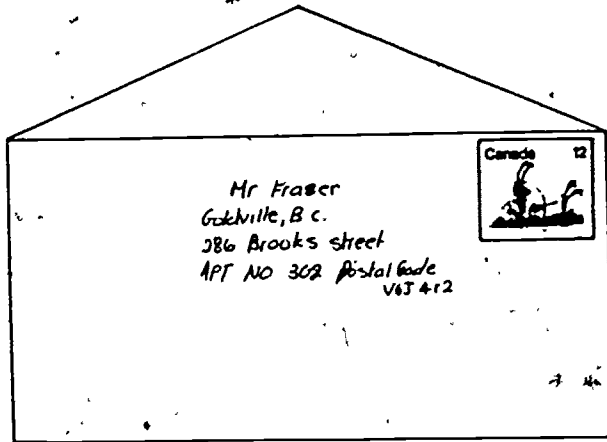
PROVINCIAL RESULTS (Grade 8)

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 at this grade level.

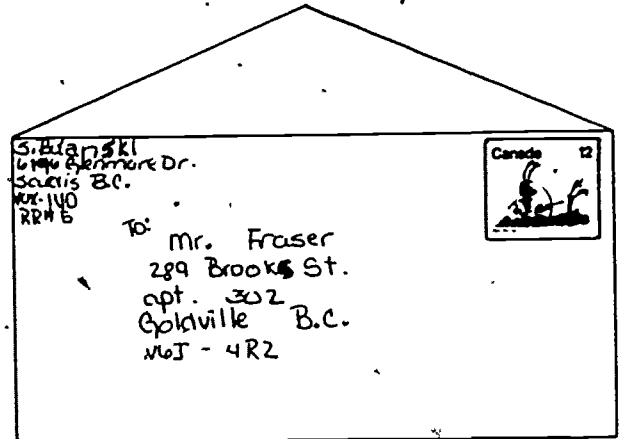
SCALE POINT 1

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



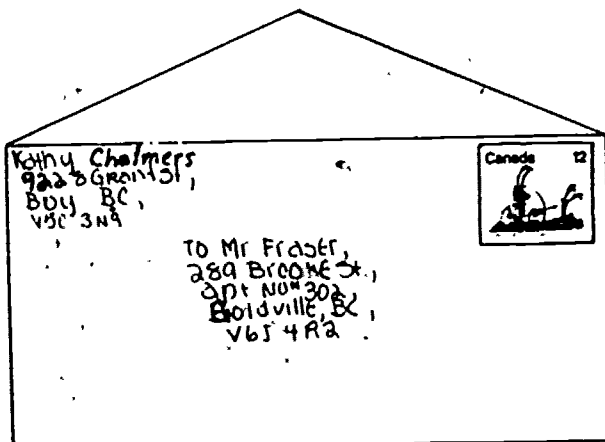
SCALE POINT 2

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



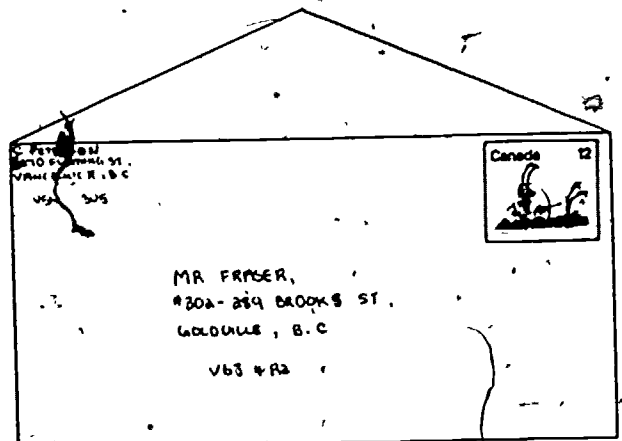
SCALE POINT 3

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

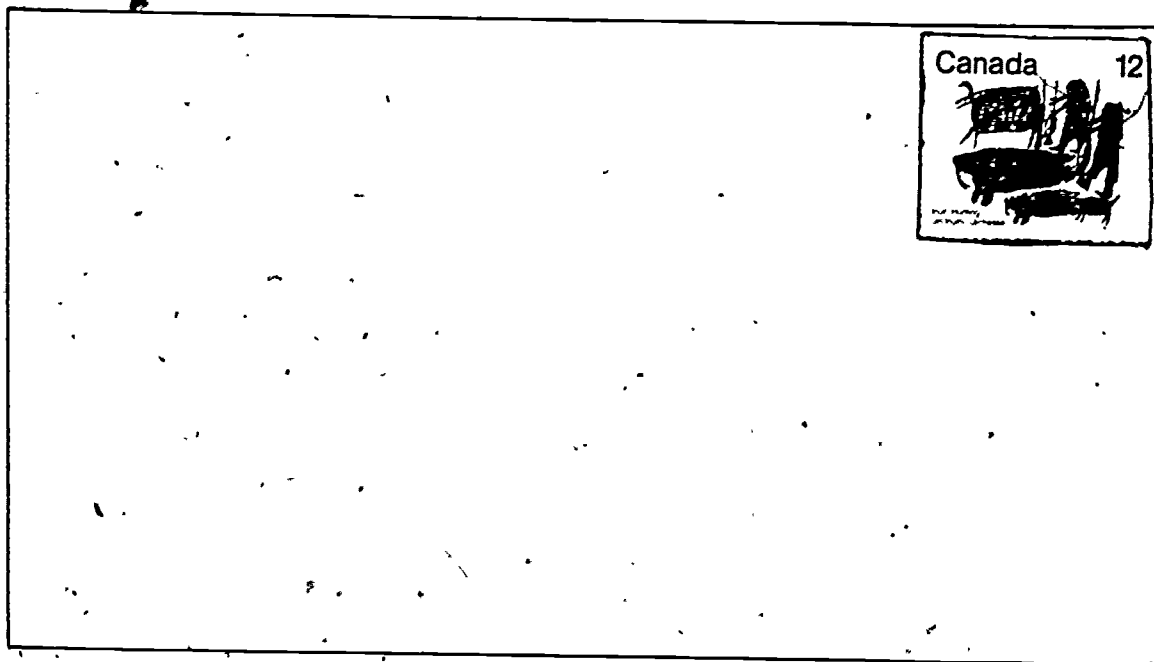


SCALE POINT 4

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



Address this envelope to Aunt Libby.



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

Major errors: Missing or incomplete address or return address; seriously confusing spacing (as in running together lines of address or return address). Count each element - name, street, address, city - omitted as a major error.

Minor errors: Punctuation, capitalization, inconsistencies in spacing.

Scale Point 1: More than one major error.

Scale Point 2: One major error and any number of minor errors.

Scale Point 3: More than one minor error. No major errors.

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

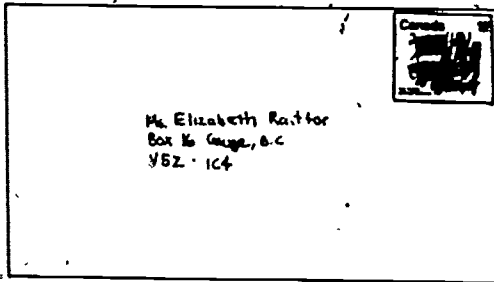
PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	33	21	12	33

*Interpretation Panel cut-off point.

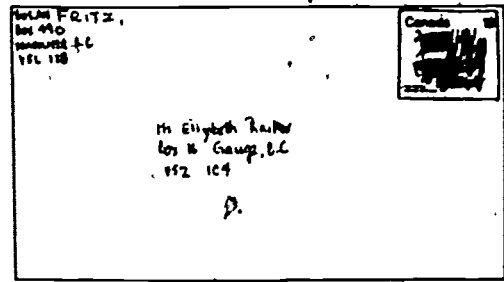
SCALE POINT 1

Address this envelope to Aunt Libby.



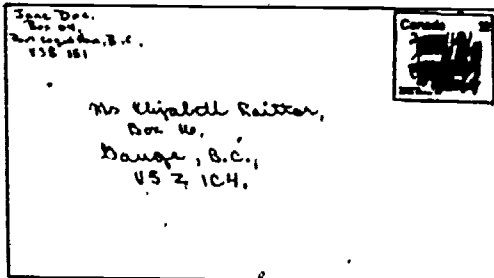
SCALE POINT 2

Address this envelope to Aunt Libby.



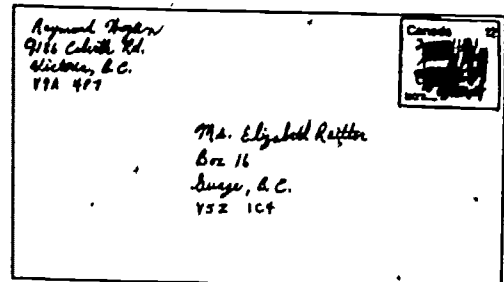
SCALE POINT 3

Address this envelope to Aunt Libby.



SCALE POINT 4

Address this envelope to Aunt Libby.



SUGGESTIONS FOR TEACHING:

- (1) Apply to literature selections by having the student write one of the following:
 - a) letters between characters in a selection.
 - b) letter from the student to the author asking questions about theme, symbolism, or the motives behind some of the character's actions.
 - c) letter with the student assuming the role of author answering letters written by other students under assignment (b).

- (2) Adapt the skill to everyday life situations:
 - a) letter to editor
 - b) letter of complaint, congratulations or recommendation
 - c) request for information
 - d) letter of reference or application
 - e) letter of sympathy or condolence
 - f) letter of invitation or acceptance/decline of invitation
 - g) letters expressing thanks

- (3) The teacher may make an enlarged chart with a correct version for students to check their own work.

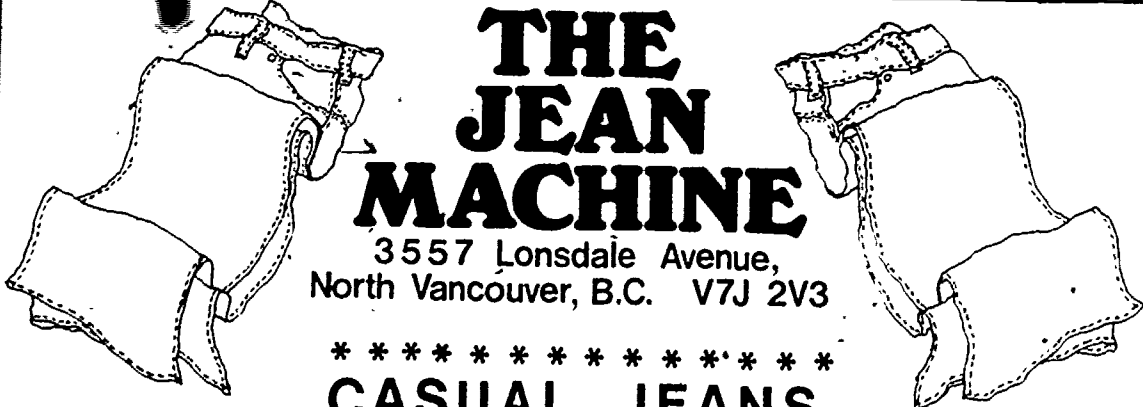
SKILL: CORRECTLY FOLLOWS DIRECTIONS WHEN
COMPLETING PRINTED FORMS

"Form Filling" has become an essential exercise in 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.

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:	* Machine wash-dry	* COLOURS:
front scoop pockets	* Rugged	(54) Beige
back patch pockets	* Shrink-resistant	(88) Navy
watch pocket	* Cotton polyester	(74) Brown

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

- O R D E R F O R M -

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: _____ Price: _____

To receive your free birthday gift, state:

6. Your Age: _____ Date of Birth: _____

Year Month Day

Note: This scale would need to be modified were any other forms to be scaled.

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).

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.

COMPLETING PRINTED FORMS

SCALE POINT 1

- ORDER FORM -

THE JEAN MACHINE
3657 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT):
Parker Iain J.
Last Name First Name Middle Initial

2. Full mailing address (please PRINT):
94567-928 st Duncan
B.C. - V7V 8A2

3. Telephone No. 588-9778

4. Goods Wanted: back patch denim order No. 403-032147

5. Size 10 Colour No. 118 Price. _____

To receive your free birthday gift, state:

6. Your Age: 19 Date of Birth: 60 June Monday
Year Month Day

SCALE POINT 2

- ORDER FORM -

THE JEAN MACHINE
3657 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT):
Carlson Larry Sam
Last Name First Name Middle Initial

2. Full mailing address (please PRINT):
8988 Blanshard
ZIP C08K5 N4G3

3. Telephone No. 879-4343

4. Goods Wanted: Denim R Order No. 403

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

To receive your free birthday gift, state:

6. Your Age: 13 Date of Birth: 64 Oct 14
Year Month Day

SCALE POINT 3

- ORDER FORM -

THE JEAN MACHINE
3657 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT):
Cobb Danny J.
Last Name First Name Middle Initial

2. Full mailing address (please PRINT):
8472a Woodbine St Vernon
BC

3. Telephone No. 8508446

4. Goods Wanted: Rugged Order No. 032

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

ORDER FORM

THE JEAN MACHINE
3557 Lonsdale Avenue,
North Vancouver, B.C.
V7S 2V3

1. Name (please PRINT):
Walters = Barbra L
Last Name First Name Middle Initial

2. Full mailing address (please PRINT):
8154 Amber B. 82nd Street Castlegar,
B.C. V7E-2V4

3. Telephone No. 576-4431

4. Goods Wanted: Jeans Order No. 403-032-147

5. Size twelve Colour No. 54 Price: \$13.99

To receive your free birthday gift, state:

6. Your Age: 14 Date of Birth: 64 March 29
Year Month Day

SCALE POINT 5

ORDER FORM

THE JEAN MACHINE
3557 Lonsdale Avenue,
North Vancouver, B.C.
V7S 2V3

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

2. Full mailing address (please PRINT):
Box 248,
Nanaimo, B.C., B
V0N-1A0.

3. Telephone No. 796-9928

4. Goods Wanted: 1 pc. 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: 64 3 10
Year Month Day

COMPLETING PRINTED FORMS

You are happy to go to Gauge for the one week, but you're also anxious to work the whole summer. So you fill out an application form at the local Youth Employment Centre.

ASSIGNMENT: Complete the form which follows. You may invent any information which is requested but which you do not have.

JOB APPLICATION FORM

Please Print Clearly

Document No
F 1875263

Title: Mrs
 Ms
 Mr. Miss

Birth Date	Year	Month	Day

SURNAME	First Name	Middle Initials

Home Address (No. and Street)		
City or Town		
Province	Postal Code	Telephone No.

If necessary, would you be willing to move to

<input type="checkbox"/> Atlantic Provinces	<input type="checkbox"/> Québec	<input type="checkbox"/> Ontario	<input type="checkbox"/> Prairies	<input type="checkbox"/> Yukon NWT
---	---------------------------------	----------------------------------	-----------------------------------	------------------------------------

Work Desired	Check one	<input type="checkbox"/> Permanent	<input type="checkbox"/> Temporary	<input type="checkbox"/> Casual	<input type="checkbox"/> Any
	Check one	<input type="checkbox"/> Days	<input type="checkbox"/> Evenings	<input type="checkbox"/> Nights	<input type="checkbox"/> Anytime
	Check one	<input type="checkbox"/> Full Time	<input type="checkbox"/> Part Time	<input type="checkbox"/> Either	

If you are not a Canadian citizen, in what year did you enter Canada? 19	If required for work do you have — an Automobile? <input type="checkbox"/> Yes <input type="checkbox"/> No	a Driver's Licence? <input type="checkbox"/> None <input type="checkbox"/> Operator's <input type="checkbox"/> Chauffeur's
--	---	--

Languages	ENGLISH	FRENCH	OTHER (specify) _____
	<input type="checkbox"/> Speak	<input type="checkbox"/> Speak	<input type="checkbox"/> Speak
	<input type="checkbox"/> Write	<input type="checkbox"/> Write	<input type="checkbox"/> Write

Can you start immediately	If not, date available
<input type="checkbox"/> Yes <input type="checkbox"/> No	Month Day Year

Work Experience: Indicate your most recent job

1. Job Description

2. Employer: _____ Address: _____

3. Period Employed: From: **42** To: _____

Basis of the scale: Completeness, accuracy, neatness and legibility.

Scale Point 1: Illogical, smart-alecky, frivolous responses.

Scale Point 2: Address inadequate. One required element (for examples, birthdate) omitted. Nothing marked under 'work desired'. No information under 'work experience'. Illegible, confused. Any ONE of these.

Scale Point 3: Address is adequate. One of two items completed under work desired. Work experience - job named but tasks not described. No detail. No more than five errors in spelling, capitalization, etc.

Scale Point 4: Address is adequate. All three parts under 'work desired' are completed. For 'work experience' tasks are itemized, information regarding previous employment includes company, dates are logical. No more than two minor omissions (such as Mr.). No more than two errors in spelling and capitalization.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	4	14	37	44

*

*Interpretation Panel cut-off point.

SUGGESTIONS FOR TEACHING:

- (1) Grade 8 and 9 forms selected might emphasize forms for consumer goods and contest entries.

Grade 10 forms selected might include applications for Social Insurance number, change of address and job applications.

- (2) Grade 11 forms selected might include income tax, car insurance and driver's licence.

- (3) Grade 12 forms selected might include applications for activities related to adult life such as credit, post-secondary institutions, and business licence.

SKILL: USES CORRECT CONVENTIONS OF THE FORMAL SOCIAL LETTER

The teacher should remember that format alone is insufficient as a measure of competency in the writing of letters.

The following scale adds the important dimension of appropriateness of tone to the scaling process.

Note: There is no Exercise 2 in this package

This skill is referred to as SKILL 7 in the Assessment of Written Expression reports.

As a possible improvement to this scale, the teacher might be well advised to specify the major points of information to be covered in the letter.

Basis of the scale: The three criteria are (1) appropriate tone - neither too formal nor too familiar (2) responses to the invitation - not too much extraneous information, and (3) general appearance of a good social letter - spacing between paragraphs, tidiness, margins.

Scale Point 1: None of the above criteria satisfactorily attained.

Scale Point 2: One of the above at a satisfactory level.

Scale Point 3: Two of the above at a satisfactory level.

Scale Point 4: All three of the above at a satisfactory level.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	2	21	52	24

* Interpretation Panel cut-off point.

You have received the following letter from your Aunt Libby. She owns a gas station and general store in the small town of Gauge, B.C.

Box 16
Gauge, B.C.
V5Z 1C4
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Ms. Elizabeth Raittor

You and your family agree that you could help out Aunt Libby for one week early in the summer.

ASSIGNMENT: Write a letter of acceptance to Aunt Libby, telling her that you can come for the last week in June. Use standard letter format.

SCALE POINT 1

D. Vader
44 S. ...
...
... 1978

Dear Aunt Abby,

How are you? I received your letter
last week and interested in ...
the promise for I will be able to
the get only on the last week
of June.

I love you.

Sincerely,
D. Vader

V

12-a-10-1

SCALE POINT 2

Dear Aunt Abby, April 12, 1978

We Aunt Abby, how are you
I want to thank you for sending
me this letter, because I don't have
a job this summer, and I would
be glad to help you out in
any way I can, but the thing
is I can only come for the first
week in June because mother is going
into the hospital and she will
need me at home. So I will go
home and see you in June.

Love Abby

12-a-10-1

SCALE POINT 3

302 Fleming St
Vancouver, B.C.
V6M 8L0
April 10, 1978

Dear Aunt Abby,

Regarding your letter of help needed at your
get children or someone I have decided to come over and
help you out. I would most probably be coming over to
live in the first week of the summer holiday if that
would suit you.

I would like to stay at your home, I
probably bring a friend over with me. I shall be ready
to bring you again. Till we meet.

Your loving niece,
Candice

12-a-10-1

SCALE POINT 4

11188
1424 Lorne Road
Delta, B.C.
V4E 1T1
April 11, 1978

Dear Aunt Abby,

Thank you so much for the offer to visit
Hange this summer. A friend of mine is very
interested in coming along as well. Our families
have decided that the best week in June would
be the most convenient time.

We will be planning you about a week
before you have to get any last minute instructions
you may have. We really appreciate the chance to
come over every the summer.

Love again, thanks for the invitation

Kousa Zent
Hansel

12-a-10-1

SUGGESTIONS FOR TEACHING:

- (1) Write a letter inviting any character from a piece of literature to come to your school to speak to the class: The letter should use a tone and style of address appropriate to the age, occupation and circumstances of the character. For example write to Elizabeth-Jane from the Mayor of Casterbridge or to John from the Pigman.

- (2) Assume the identity of a character from a piece of literature and write a letter in the appropriate tone and style. For example, take the identity of Jack from Lord of the Flies and write a letter to Piggy inviting him to a roast pig dinner on the beach. Write Piggy's reply.

- (3) Write a letter to a member of some organization in the community inviting that person to speak to your class; for example, a member of the press, the R.C.M.P., the school board or the Chamber of Commerce.

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

Writing should be purposeful and compact even to the exclusion of "style". The statements may exclude articles, conjunctions, and subordinations.

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

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

Only unnecessary words are counted at this level.

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
 66 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 501-2357.

Write your finished advertisement here - one word in each space. Maximum 36 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Car for Sale				
66	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 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 in the windshield, but is very small.

Write your finished advertisement here - one word in each space. Maximum 36 words.

FRASER 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 for sale. Orange with white stripe. Gets 50km to each gallon gasoline. Slightly rusted, worn clutch, needs new front tires. Upholstery in good condition, radio works well. One small crack in windshield.

Write your finished advertisement here - one word in each space. Maximum 36 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

1965	Datsun	for	sale.	Orange
with	white	stripe.	Gets	50km
to	each	gallon	gasoline.	Slightly
rusted,	worn	clutch,	needs	new
front	tires	upholstery	in	good
condition	radio	works	well	small
crack	in	windshield.	\$200.00	

SCALE POINT 4

Write a rough draft here: 1965 Datsun, four cylinder engine, sports Model with stick shift, new paint job. 50 km to a gallon. No body rusting, new snow for the back, crack on passenger side, general condition asking \$200.00

Write your finished advertisement here - one word in each space. Maximum 36 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

1965	Datsun	sports	model	with
cylinder	engine	new	paint	job
50	km	to	a	gallon
new	snow	for	generally	good
condition	asking	\$200.00		

One of the first things you found at Aunt Libby's was a note taped to the cash register marked URGENT -- PLEASE DO NOT IGNORE. It reads:

URGENT - PLEASE DO NOT IGNORE

You'll have to send a telegram to the ice-cream company. I made a mistake in ordering the special red-white-and-red ice-cream for Canada Day. I ordered 500 gallons instead of 500 litres!

Also, I've changed my mind about the flavour. I don't want maple flavouring -- I want strawberry.

Please remind the company that the order must be here before the 30th of this month.

Use one of the pre-addressed telegram forms. Keep your telegram very brief. Remember, each word costs money, but a mistake would cost even more.

Aunt Libby

ASSIGNMENT: Print your message in the space provided on the telegram below. Include all essential details but do not waste words.

To: Western Ice Cream Novelties, Kamloops, B.C.

From: *Ms. Elizabeth Reitter, Sauge, B.C.*

Telegram
Télégramme

Send the following message subject to the conditions on the back hereof which are hereby agreed to.
Veuillez expédier la dépêche suivante aux conditions mentionnées au verso que j'accepte par les présentes.

Note: Content is as important as word count - both should be stressed.

Basis of the scale: Includes all necessary information - change from gallons to litres, change in flavours, date required - and contains no extraneous words. Less than 20 words in length.

Scale Point 1: Misses more than one major point, OR exceeds 30 words.

Scale Point 2: Either misses one major point OR more than 25 words.

Scale Point 3: Includes all necessary information but somewhat wordy (20 to 25 words).

Scale Point 4: Includes necessary information within 20 words.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	23	20	24	32

*Interpretation Panel cut-off point.

SKILLS USES TERSE TELEGRAPHIC SPEECH STYLE

EXERCISE 3: TELEGRAM

SCALE POINT 1

SCALE POINT 2-

To: Western Ice Cream Divisions, Kamloops, B.C.
From: Mrs. Elizabeth Raitter, Dange, B.C.

To: Western Ice Cream Divisions, Kamloops, B.C.
From: Mrs. Elizabeth Raitter, Dange, B.C.

Telegram
Téllégramme

Telegram
Téllégramme

Send the following message, subject to the conditions on the back hereof, which are hereby agreed to. Neither operator is responsible for omissions or errors, and messages are not guaranteed.

Send the following message, subject to the conditions on the back hereof, which are hereby agreed to. Neither operator is responsible for omissions or errors, and messages are not guaranteed.

~~I would like 500 litres of strawberry ice cream.~~
I would like 500 litres of strawberry ice cream instead of 500 gallons which should be here before the 20th of this month.
I thank you and sorry for the inconvenience.
Sincerely,
Elizabeth Raitter

I would like to change my order of 500 gallons to 500 litres.
And change the maple flavor to strawberry.
Please deliver before 20th of this month.

SCALE POINT 3

SCALE POINT 4

To: Western Ice Cream Divisions, Kamloops, B.C.
From: Mrs. Elizabeth Raitter, Dange, B.C.

To: Western Ice Cream Divisions, Kamloops, B.C.
From: Mrs. Elizabeth Raitter, Dange, B.C.

Telegram
Téllégramme

Telegram
Téllégramme

Send the following message, subject to the conditions on the back hereof, which are hereby agreed to. Neither operator is responsible for omissions or errors, and messages are not guaranteed.

Send the following message, subject to the conditions on the back hereof, which are hereby agreed to. Neither operator is responsible for omissions or errors, and messages are not guaranteed.

CORRECTION ON ICE CREAM ORDER; 500 LITRES OF STRAWBERRY FLAVORED ORIGINAL CANADA DAY SPECIAL INSTEAD OF PREVIOUS ORDER - NO LATER THAN 20TH OF THIS MONTH.

CANCEL ORDER 500 GALLONS MAPLE ICE CREAM. CHANGE TO 500 KILOGRAMS STRAWBERRY. MUST DELIVER BEFORE APRIL 30, '78!



SUGGESTIONS FOR TEACHING:

- (1) Use in conjunction with academic skills such as taking notes from written texts or oral presentations, writing a précis to summarize an article or essay, or writing annotations to bibliographies.
- (2) Use in conjunction with practical skills such as writing memos, preparing classified ads or radio ads, taking telephone messages, writing instructions, or preparing daily bulletins and announcements.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

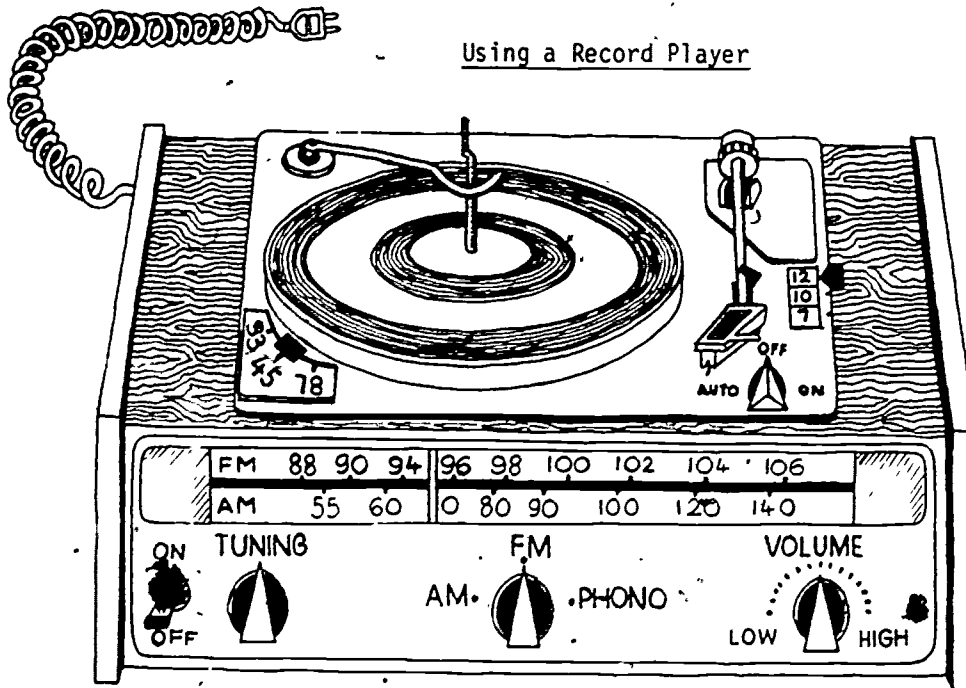
This skill should be constantly practiced in all subject areas and should be more practical and inventive than such topics as "How to tie a shoelace".

"Simple instructions" does not mean simplistic content but rather clear and understandable instructions.

New exercises and scales devised for junior secondary grades should have an obvious order or sequence and should be related to a physical procedure.

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

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.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 2: RECORD PLAYER

Note: Exercises and scales devised for junior grades should have an obvious order or sequence and should be related to a physical procedure.

Basis of the scale: Completeness of detail for each step; completeness of number of steps; clarity; brevity. Sequence should not be considered.

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 dial may be omitted). Often repetitive and somewhat difficult to follow. May contain irrelevant detail.

Scale Point 3: Provides sufficient detail for operations 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 8)

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 you will turn it on if you are playing a big record adjust the speed to 45. Then put the needle on the record adjust the volume where you want it.

SCALE POINT 2

end of 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 of the where you play your record. Turn it on. Turn the volume to your own choice. Turn the switch to in the middle to phono. Turn the switch by the needle to auto press area. 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 goes over 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, 12, or 7, depending on record.
 8. Turn on switch on the left to on.
 9. Before doing 10 put the arm that goes over the record back to the rest position.
 10. Turn on switch by needle to auto.
 11. Then for you to see needle to see on record and then turn up the volume to the desired level.
 12. Before doing head of instructions again and then do the following things:

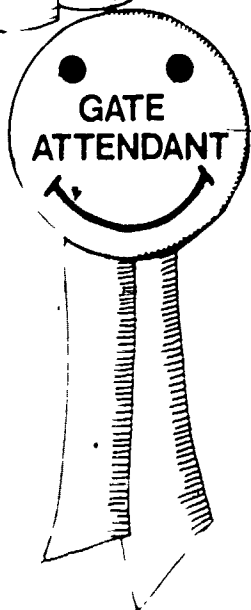
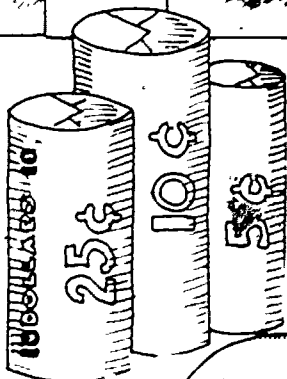
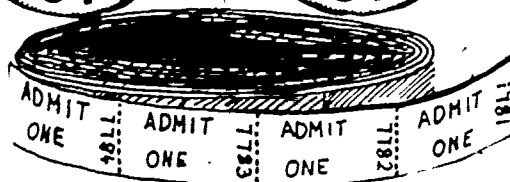
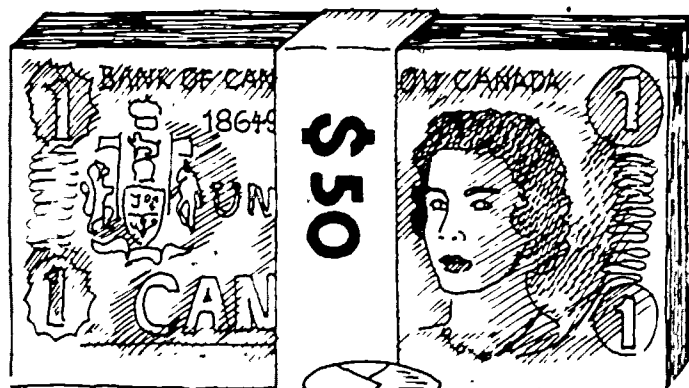
SCALE POINT 4

PLEASE FOLLOW THESE INSTRUCTIONS!!

1. Select a record (either a 7" inch 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 (lick 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 packet
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 wire in record to the stick out in the middle of the turntable (round part)
9. Switch AM: (12) PHONO indicator to PHONO
10. Put Auto: off ON indicator to ON
11. Lift arm on right hand side & put it down VERY GENTLY over the beginning of the record
12. Adjust volume to desired loudness

The Gauge Community Association asks you to complete Aunt Libby's arrangements for parking and admission for the Canada Day Picnic. Aunt Libby has already arranged the schedule for the volunteers. She has put together twelve "kits" consisting of the items you see pictured.

Each volunteer gate attendant will receive one of these kits! You study the contents and decide that a precise set of instructions is needed.



ADMISSION CHARGES	
Senior Citizens	\$ 1.00
Adults	\$ 2.00
Children under 12	\$.50
Maximum charge per car	\$ 5.00
PARKING	\$.50

ASSIGNMENT: Write a set of clear, well-organized instructions, telling each gate attendant how to use the contents of this kit.

Note: The range between scale point 1 and scale point 2 is very great. A six-point scale might be better. The teacher might wish to differentiate between answers totally incomprehensible and answers which could misdirect the reader.

Basis of the scale: Clarity and completeness of instructions; brevity.

Scale Point 1: Fails to mention several of the items in the kit OR instructions are so obtuse as to be incomprehensible. Many of the responses falling at point 1 will be extremely brief, although some very long wordy responses may also fall here.

Scale Point 2: Instructions regarding procedures for three or four of the items are clear and specific.

Scale Point 3: Instructions are reasonably inclusive (i.e. no more than two of the items are omitted) but lack clarity. Many of the responses in this category are wordy.

Scale Point 4: Instructions are inclusive regarding items in the kit but lack clarity in some instances, OR instructions are clear and concise, but one item is omitted.

Scale Point 5: Instructions are clear, compact and inclusive regarding items in the kit and often include mention of some additional instructions such as 'Check your list', or 'At the end of the day, count your cash'.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	11	13	23	26	20

*Interpretation Panel cut-off point.

SCALE POINT 1

Note attendants must tear the stubs off the tickets
 because both in looking for a lot of things - she
 has the money in the cash box when changes
 the people the prices and parking then give
 them their ticket and free parking. If they
 are exhibitors she charges them. When she
 issues them a free parking and admit free

SCALE POINT 2

EACH volunteer is to obtain
 1 KIT

- HE MUST DO THE FOLLOWING:
- WRITE DOWN FIRST TICKET
 - POST THE "ADMISSION CHARGES" SIGN IN FRONT OF HIS Booth
 - PIN "Gate Attendant" tag ON HIMSELF
 - FOR CARS, INSTRUCT THE DRIVER TO PLACE THE TICKET FACE UP ON HIS DASH.
 - EACH PERSON, WHETHER IN CAR OR NOT PAYS AND RECEIVES "ADMIT ONE TICKET"
 - FREE PARKING badges ARE GIVEN ONLY TO VIP'S
 - Count money

SCALE POINT 3

To the volunteer workers who has donated their time to the Canada Day Home, festivities, and the Museum and committee thank you profusely.

Below are instructions in the case of the kit that you have received.

1. Check to make sure that the contents of the box are all there
 as it should be the following
 - a. \$50.00 Canadian funds - paper money
 - b. \$10.00 in quarters
 - c. \$10.00 in dimes
 - d. \$5.00 in nickels
 - e. 2 personal free passes for parking and admission.
 1. 1 roll of tickets (admission)
 2. 1 booklet of parking tickets
 3. 1 gate attendant badge
 4. 1 card of admission charges
2. Post the card containing the prices on a suitable sign by your expected station
3. Be ready to meet the public - said

3 (said) put on your happy face badge and be really with a smile for every customer.

4. Organize your money if you quite well

5. Start working remembering to charge each party the appropriate price as per list.

6. To each group give
 1 ticket per individual
 1 parking ticket a car

7. Have a good day and remember it won't last for that long.

Good Luck,

Your Organizing
 Committee

SCALE POINT 4

Attention Gate attendants:

Included are the items you will require as you are working as a gate attendant. You are asked to use the items as follows:

- a) the money - the bills and coins are to be placed in the cash registered in an order of easy access for yourself.
- b) the free parking, and admit fee - these are examples, copies, of the passes that will be on the front window of official cars and exhibition. You are asked to let them in free of charge.
- c) the tickets - you are asked to admit these tickets to anyone who has paid the correct admission fee and let them pass.
- d) the admission charges sign - you are required to post this sign in a smooth window where it can clearly be seen by the outside public.
- e) the gate attendant badge - you are required to wear this badge two inches below the credit collar of your blazer, when it also can be clearly seen.

SCALE POINT 5

Each of the contents of the kit are used for specific things. Immediately find the happy face the sign GATE ATTENDANT and wear it on your left side if you did not notice it can easily be done.

- 1) Wear the GATE ATTENDANT HAPPY FACE - where it can be seen by everybody all day.
- 2) Set up the ADMISSION CHARGES sign - where it can be seen by you and the customs clerk.
- 3) When the customer has paid the appropriate amount provide to give him an admission ticket and a parking paid ticket if he has a car.
- 4) Issue one ticket per car.
- 5) Issue one admission ticket per person.
- 6) Upon now viewing special cards which allowed you earlier, provide them with the appropriate car stickers: Official Car or EXHIBITOR.
- 7) Use the 867 float ring accordingly DO NOT USE FOR OWN NEEDS!

SUGGESTIONS FOR TEACHING:

- (1) Have students role-play instructions written by other students to demonstrate the degree of clarity of the instructions, leading to revision.
- (2) Have students compare their instructions to the manufacturer's instructions for specific products. This leads to discussion of specific needs for clarity, and "signal words" showing time order and space indicators needed to set up the procedure.
- (3) Have students write their own instructions for learning basic skills:
 - a) how to use a dictionary - very simple procedures involving a few specific steps
 - b) safety procedures in using a band saw
 - c) recipes
 - d) writing instructions for a set of diagrams and photographs in a manual in Home Economics or Industrial Arts
- (4) Have students write a short manual (longer and more complex than the exercises in (3) above) explaining a procedure to a beginner:
 - a) waxing your skis - in very cold weather, or on milder days
 - b) doing simple service on a car - at a gas station where several things must be checked
 - c) applying make-up effectively to all parts of the face
 - d) preparing equipment for fishing
- (5) Find a picture of a hair style you would like (to be attached to your composition or to be available to show to the class). Explain how you would like your hair cut and styled, as you would explain it to your barber or hairdresser, without depending on the picture for instructions. The explanation may be written or presented orally.
- (6) Demonstrate to the group how you would make something: a Christmas table centre, a child's toy, macrame plant hangers, etc. Identify each step in the process. Write out the procedures as a hand-out for the group. As you demonstrate, tape record your oral presentation for analysis and assessment later. Which was clearer - your written instructions or your verbal explanation? How did you depart from your written text? Why?

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES
AND DETAILS OF CLOTHING

Physical descriptions of people are usually impressionistic. The purpose of developing this skill is to enable the writer to "see" specific detail. This should result in an increased ability to formulate and present more accurate impressions.

Note: In view of the provincial results, students seem to need encouragement to write as many details as possible rather than to be content with a minimum number of descriptive details.

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.

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

Physical Features

face shape (e.g. oval)
thick lips (or similar)
cleft in chin
nose shape (e.g. flat)
eyebrows (e.g. 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 accurate 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 has long brown hair, she's 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

Description

Cathy has shoulder-length brown hair. She has
brown eyes and is fairly tall. Cathy is wearing
a long plaid dress with buttons down the middle.
She is not wearing make-up. Her hair is parted in
the middle. She has a slight double chin and
is quite attractive.

SCALE POINT 4

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 at CKGE."

SCALE POINT 5

Cathy is a pretty girl with a
red hair, brown eyes. In the year
she has low cheekbones and a
slight dimple on her chin. She
has dark, expressive eyes and dark
eyelashes. Her ^{hair} is brown and falls
about inches below her shoulders.
She is wearing a light colored
plaid dress. The stripes are diagonal.
The dress buttons up to her chest
where there is a band that
goes around the dress. There is a
cushion of the long sleeves are
gathered and have a slight
slant to the shoulder. Altogether she
makes a very pleasing picture!

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On your third day at Gauge you are the only witness to a hit-and-run accident. A van, driven by a customer who had hurried from the store, slammed into Chris's car and then sped away.



ASSIGNMENT: Write a well-organized description of the hit-and-run driver who is pictured here. Include as much detail about him as possible.

AND DETAILS OF CLOTHING

Note: The completeness of the Grade 8 listing makes it a better scale - at least it is more realistic than this one.

Basis of the scale: Accuracy and precision. Inclusiveness: size; clothing; objects in hands; head and face.

Scale Point 1: Too brief. Obvious omission of major areas of description. OR, totally misleading.

Scale Point 2: Most details are mentioned but with little or no precision, for example "had a mustache", or "Glasses were big".

Scale Point 3: Includes description of head features, size, clothing, and objects in hands, but precise detail is frequently omitted, for example "was of average weight and height", or "dark coat".

Scale Point 4: Includes descriptions of head features, size, clothing and objects in hands, giving precise details in these areas, for example "large, round, dark-framed glasses", and leather sports bag with two zippers".

PROVINCIAL RESULTS (Grade 12).

Scale Points	1	2	3	4
Percent of Students	8	31	43	16
			*	

* Interpretation Panel cut-off point.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES
AND DETAILS OF CLOTHING

EXERCISE 3: DRIVER

SCALE POINT 1

The driver is about 6 feet tall, medium build, brown hair, brown eyes, has a receding hair line, is about 35 years old and wears a mustache.

SCALE POINT 2

He was ~~small~~ medium size height and build with dark hair. He was going bald on the top of his head and had a mustache. He wore glasses and carried a overnight Typol bag. He was approximately 45 and wore a dark shirt and plaid pants.

SCALE POINT 3

The driver was about 5'11" wore glasses, carrying a plastic bag. He wore a green jacket and blue pants. He was kind of big and weight about 140. He had pants with some green stripes. He wore an old shoes. He has two patches on his green jacket. He also has a piece on his left pocket. He wore a T-shirt on under his green jacket. He has some dark hair in his head. He wore his glasses in plastic and a bag of paper. It might be a sun glass. He also wore a hat, style like a man hair. I think he is around 35 to 40 years old.

SCALE POINT 4

The man I saw was in his late thirties or about 37. He had dark curly length hair which was balding on the crown leaving his entire forehead bald. He weighed perhaps 175 lbs. was about 5'8" - 5'10" tall. He had large ears which seemed low and prominent on his head. He wore heavy, round, square black glasses which covered the area from his heavy dark eyebrows to his cheek bones. He had a wide, large nose and a well-maintained heavy mustache which covered his upper lip. His eyes were dark and side glasses were tinted but were not small. He wore a dark, felt business man type hat and small, long, dark, heavy shoes. He wore a black T-shirt with a dark, long plaid cotton skirt and top. The shirt had snaps and a front pocket. He appeared clean. He also wore a watch on his left wrist. He was wearing a pair of plaid pants. The pants were old fashioned plaid (not color large check plaid) pants. They were light colored with cuffs on the bottom. His shoes were brown, worn, but sturdy. He carried a black overnight bag.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHINGSUGGESTIONS FOR TEACHING:

- (1) The ability to describe a human being implies the use of skills in ordering AND completeness, which can be worked on by the student, through exercises such as:

placing and "order of prominence/importance" on a series of actions. For example, what do you consider to be your most prominent physical feature? Can it be described in such manner that others can identify it?

- (2) At any grade level, pictures can be used to focus on this skill.
- (3) Have students describe another student, well-known T.V. movie or cartoon characters, or famous political or sports figure.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

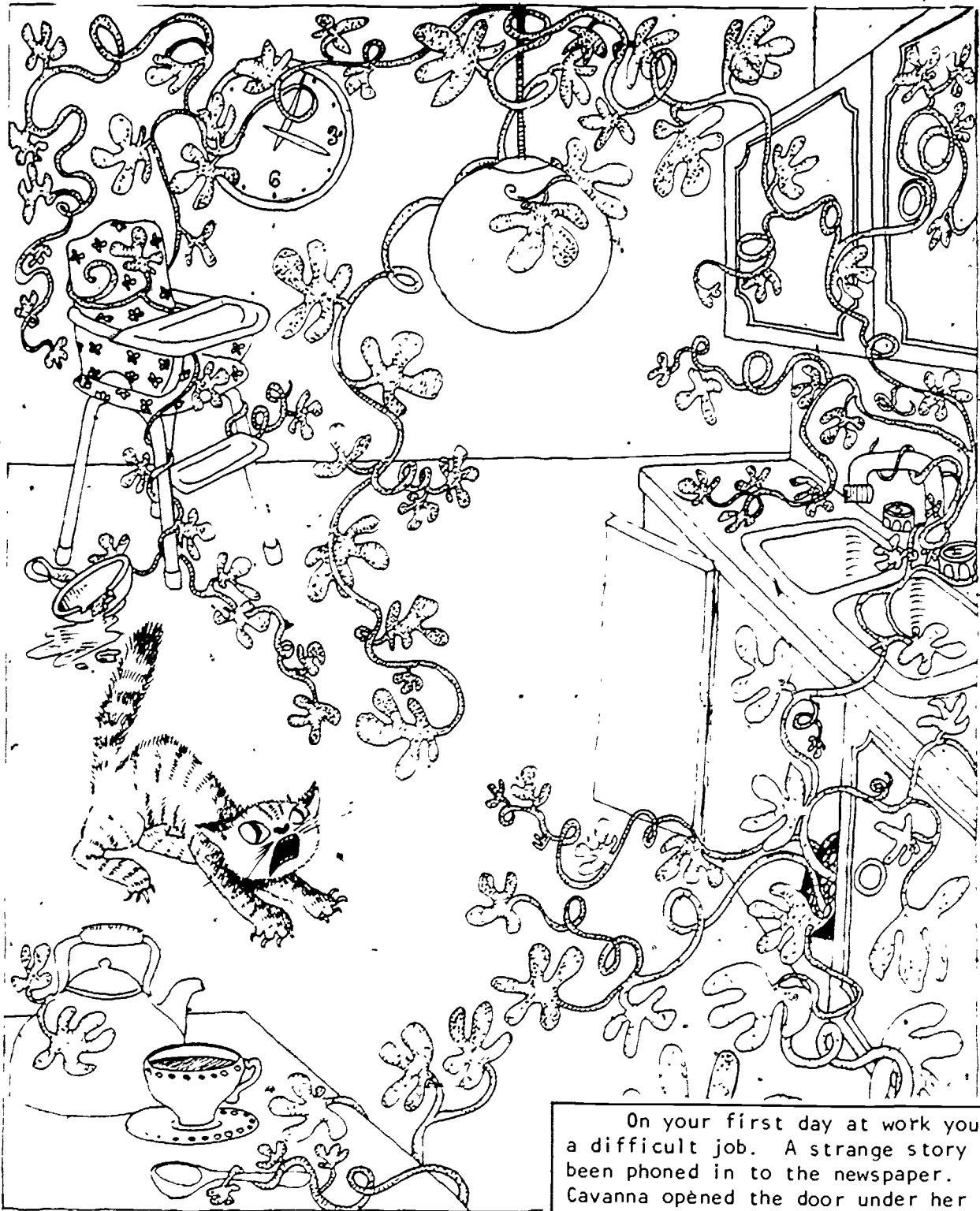
This is basically a skill using spatial indicators that are functional and accurate (e.g. under, behind, at a 45 degree angle).

It is necessary to caution students to avoid over-emphasizing description which creates mood or atmosphere and is "creative" or poetic in effect when working with this skill.

Since the skill is concerned with establishing objective guidelines, any diagram used should have clear reference points.. (Note Exercise 3 - Window).

Note: Some students who wrote the assessment tests were confused by the amount of detail in the picture used for Exercise 2 - Plant. Teachers may wish to choose another picture with clearer reference points when working with this skill.

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



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.

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

SCALE POINT 2

- long leafy looking vine hanging
- attached itself to a lamp
- the teapot rattled around sink
- intertwined in babies high chair
- The clock reads 4:05
- The cupboards under the sink were open and the plant is coming out in all directions
- The cats were terrified
- It seems to attach itself to certain things as if it has suckers
- It's a viney leafy thing

SCALE POINT 3

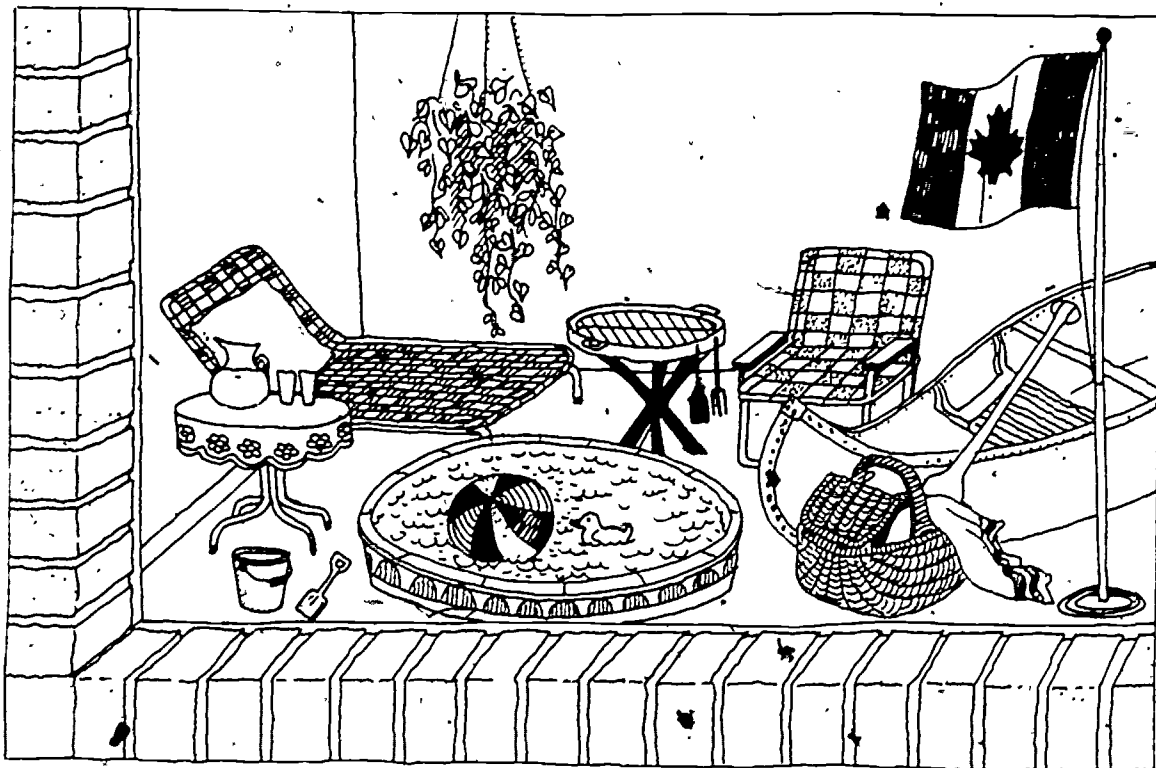
The plant came from under the sink and went to the table on the left. It grabbed the spoon. It wrapped around the sink and the cupboards up above. It wrapped around the lamp hanging from the ceiling. It went over the clock and through the kitchen high chair. The plant was all vine and at each place there was a big leaf. There also was a scared cat 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 back of the room a high chair stands with a patterned cushion on it - a broken dish lays on the floor with a spoon beside it. The viney plant swirls around its leg
- frunked out cat in middle of room, scrawny, striped, looks like a tabby on the lower left hand corner with kettle cup of tea, and spoon - vine plant grows around the spoon
- a large clock reading 4:05 is on the wall behind the high chair
- hanging in the middle of the room is a large lamp shape of a ball
- the wall vine starts in a pot under the sink - the cupboard is open, the plant travels up, around the large water nozzle, through around the cupboards, engulfs the light, and twists and twines around the high chair's back and legs
- the other main vine grows toward 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 one shaped like a hand, some having 4 appendages others 3 or 5

As "manager" of Aunt Libby's store, you find that one of your responsibilities is to make the display window interesting and appealing.

For "Canada Week" Chris has sketched a display for the window which includes a barbeque, lawn chairs, towels, picnic supplies, a wading pool, toys, as well as hanging plants and a flag. Here is Chris's sketch.



Unfortunately Aunt Libby's "window dresser" can't understand the sketch and asks you to provide written instructions explaining exactly where you want to put everything.

ASSIGNMENT: Write your directions to the window dresser so that he or she will make no mistakes in placing items in the window.

This rather general scale might be less useful to teachers than the more specific scale for Exercise 2.

Basis of the scale: Number of items located. Precision of spatial indicators. Consolidation and consistent ordering of components. May be in point form.

Scale Point 1: Incomplete. Generally fewer than 25 words. Either not attempted or not enough information to assess skill.

Scale Point 2: Erratic in order: Misdirections - confusion or ambiguity. Lack of specific spatial indicators. Incompleteness - many items omitted.

Scale Point 3: A very general approach. Lacking in consistent order, but not to the point of confusion. Limited number of spatial indicators. Some omissions (one major item or two or three minor ones).

Scale Point 4: Clear specification of spatial indicators. Consolidated and consistent ordering of components. Contains no ambiguity or vagueness of order relationships. No more than one item is omitted.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	3	26	43	21

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

SCALE POINT 1

no image is a scene look most effective it is important to show the public as a Canada as a fun and relaxing Country Place for wading pool in the center of room and the remaining articles should be arrange in a semi circle around the pool facing the window. There should be a few steps in the wading pool and the rest near front of window. Make a reasonable space allowance between each article so there is a crowded effect. From the description and sketch it will be easier to arrange the display most effectively.

SCALE POINT 2

where directly what or not anything

The hot dog stand would be a long square piece of cardboard, and with the name of the item on the side top.

Put the lawn chair facing the inside diagonally and have the other chair sit to the left of the lawn chair. The barbecue on the other side of the lawn chair, the table with the pitcher and glass on the side the barbecue. The hanging plants in the corner of the lawn chair.

The boat beside the pool in the front window alongside of the with the pool and grill.

The picnic basket in the front beside the table. The flag on the left hand corner in the front.

SCALE POINT 3

Window display includes the following items

- ① Canada's flag, hanging on a six foot flag pole
- ② canoe and one paddle
- ③ picnic basket with blanket half pulled out
- ④ wading pool with water in it, also a beach ball and a yellow rubber duckie
- ⑤ toy shovel
- ⑥ lawn chairs & ⑦ sofa ⑧ chair
- ⑨ lawn table with pitcher 3/4 full of water & glass
- ⑩ barbecue with flipper & fork hanging off
- ⑪ hanging plant

Please arrange in this order, looking in the window.

- ① Canadian flag extreme right front
- ② picnic basket beside flag, up front
- ③ pool along side picnic basket, one foot away
- ④ pail & shovel edge to the pool
- ⑤ canoe with paddle, leaning against it, propped by the picnic basket.
- ⑥ table against the extreme left wall behind pail
- ⑦ lawn sofa behind table,
- ⑧ separate sofa & chair with barbecue at the back
- ⑨ hang plant above the pool.

SCALE POINT 4

To start with I want a plant
 being from the ceiling directly in
 front of the window. Looking towards
 the window into the room there
 is a flag pole with a Canadian
 flag positioned against the window
 and the low night stand side table
 directly back into the far right corner
 is a corner. The back of the corner
 is right in the corner and the
 protrude out of a 60° angle from
 the back wall. In one is leaning
 on the front left hand side of the
 corner from the ground being in a
 counterclockwise direction to my
 left of the corner, against the back
 wall is a lawn chair facing towards
 me. To the left of the lawn chair
 is a small barbecue which is positioned
 about halfway between the back wall
 and has a big fork and spoon hanging
 from the side right hand side. Next
 is a reclining lawn chair with back
 is against the left wall and the left
 hand side is against the far wall
 so it is facing the right hand wall.
 Moving towards me along the left
 wall is a coffee table with a pitcher
 and two glasses on it. It is about

two feet from the lawn chair. Then
 in the left hand corner against the
 window is a small sand bucket with
 a shovel lying beside it. Moving to my
 right there is a small wading pool
 filled with water and with a rubber
 duck and a beach ball floating in
 it. The pool is about 3/4 the way from
 the left wall to the right wall where
 it touches the window. The last thing
 is a picnic basket with a towel
 hanging out of it is positioned half
 way between the barbecue and the
 wading pool and just in front of
 the lawn chair. Now the only thing left
 to do is to pull the lawn chair
 the barbecue and the reclining lawn
 chair about 2 feet towards me away
 from the wall.

SUGGESTIONS FOR TEACHING:

- (1) Activities using spatial indicators such as explanation of basketball/football play, a disco dance step, an assembly of a machine, an arrangement of flowers, table setting, interior decorating and playground or campsite.
- (2) Find a location or object using a map (buried treasure).
Give directions for a car rally.
- (3) Re-design a room such as your English classroom or the library or a doctor's waiting room.
- (4) Describe a human face to a Martian.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO
REINFORCE A SPECIFIC MOOD

Students should be aware that Mood in a piece of writing is produced not only through "descriptors" such as adjectives and adverbs, but also through nouns and verbs.

This skill evaluates whether or not the writer establishes and sustains a mood rather than records or describes it in an "objective" manner.

The teacher might acquaint students with Roget's Thesaurus prior to working on this skill.

This skill is referred to as SKILL 22 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 or the other students? Try to describe the scene to make your readers feel the mood of the occasion.

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 are at the (Goldville) A.C. volleyball tournament 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 winning the players did found about why they have won, this team has practiced every day for the last month and they proud it tonight, the people in the crowd were cheering as 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 been held up by his fellow students as he holds the beautiful Murr Cup the parents are cheering, the students gives them gradulations and the team is have big smile they are ~~feeling~~ laughing at there get win victory.

SCALE POINT 3

Cheers and excitement played a role as the Goldville High Volleyball Team returned home today. The high school band played victory marches and there was a great deal of handshaking, back-clapping and proud speeches. The team captain and the coach (Pat Caswell and Mr. Lee Wessell) 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 certificates 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.

"Boys are 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, "It was the best game I've ever seen any team play!"

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

You and your friend, Chris, go to Gauge and work in the store. In the evenings you relax in Aunt Libby's living room (picture below). Chris doesn't like the room and calls it "cramped, old-maidish and depressing".

How does it make you feel?



ASSIGNMENT: Write a paragraph or two, describing your mood while you are sitting in this room. Make references to objects in the room which help to create this mood.

Basis of the scale: Degree of facility with diction - image words, figures of speech, evocative verbs, etc. - to maintain mood. Relationship between feelings and objects in room specified.

Scale Point 1: No mood established. Simple objective description or expression of opinions rather than mood.

Scale Point 2: One or more moods or feelings identified but unsubstantiated. General non-specific diction ('neat'). No suggestive or evocative language.

Scale Point 3: One or two moods. Feelings are identified but not objects that evoked or reinforced them. Some effective diction - an occasional arresting phrase.

Scale Point 4: One or two dominant moods or impressions. Facility with diction - uses suggestive or evocative language to reinforce the mood(s).

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	13	37	29	18

*Interpretation Panel cut-off point.

SCALE POINT 1

The room would make me feel the same way that I do when I am about 4. It is too small for the amount of furniture in it. The room is too neat and clean. The room is very boring, there isn't a TV or stereo.

SCALE POINT 2

Aunt Tibby's living room reminds me of the old days, it appears to be very rustic. The furniture is the old, straight-backed uncomfortable kind that never allows me to relax when sitting upon it. Even the part of the furniture in close proximity to the wood paneling of the walls remind me of the old west and consequently they make me feel, along with the other parts listed above, that they are in a very drab, old fashioned, depressing place.

SCALE POINT 3

As I sit in the soft, comfy chair, I get a cozy, homey feeling just Aunt Tibby's living room is not too small and not too large, just right. In the evenings we light a fire in the brick fire place and that makes it warm. After a hot day outside we come in and sit down, put our feet up on the solid oak table and have refreshments. This place makes me feel like I belong here. I could fall asleep on the soft, patchwork, couch that sits right beside the fireplace.

Especially Aunt Tibby's plants and wall pictures make the room look lived in, not bare and new. I love old things especially furniture and the bookcase, and easy chairs are my favorite pieces.

I wish I could live here permanently.

SCALE POINT 4

I feel very warm in this cozy, family style atmosphere of Aunt Tibby's living room. The surroundings are extremely comfortable and I am able to completely relax. Numerous amount of country decorations reminds me that I am presently staying in a small, friendly town. The colonial furniture is very comfortable with the many pillows and padded surface. Flowers always add life to a room and they do just that in this room of Aunt Tibby's.

The many books that Aunt Tibby possesses create a feeling of the intelligent, studiousness, as well as enjoyment in reading. I enjoy closing a book, curling up in the rocking chair, and reading. I myself would seriously consider arranging and decorating a room of my own in a similar fashion.

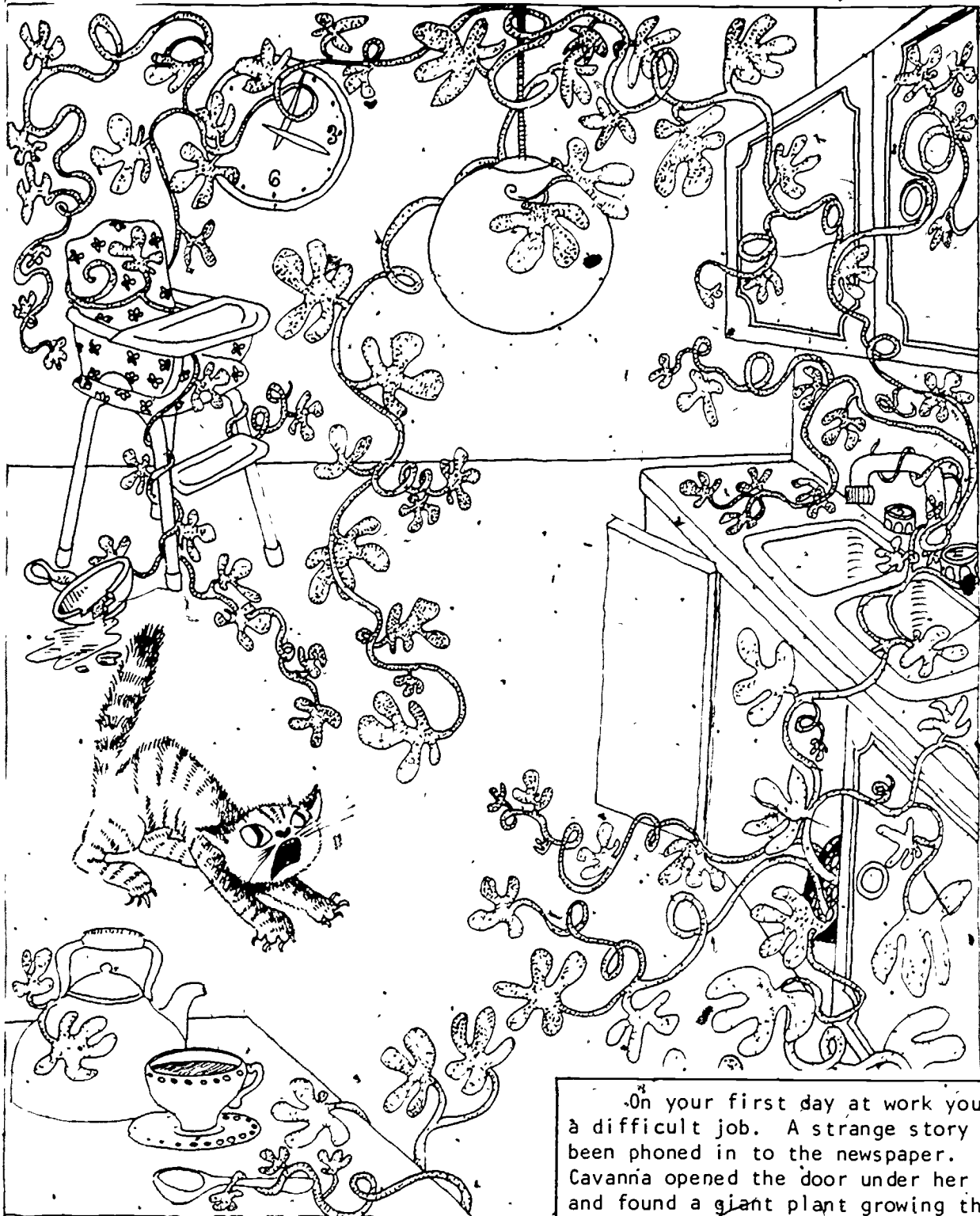
SUGGESTIONS FOR TEACHING:

- (1) The teacher selects a descriptive passage and removes the nouns, verbs, adjectives and adverbs which reinforce the author's mood. The student rewrites the passage trying to create the author's mood. Compare with original selection for study of stylistic effects.
- (2) Analyze examples of "mood" by established writers listing effective words and devices.
- (3) Students write at least two short passages, establishing different moods by role playing different observers and using their points of view on the same object or scene.
- (4) Students fantasize a specific mood before writing (e.g. nostalgia) by fantasizing a return to a favourite summer of their childhood, or return to childhood home as an adult 10 years later.
- (5) Exercises that use poetic devices to reinforce a mood; e.g. writing a passage as an extended metaphor.
- (6) Vocabulary exercises:
 - a) selecting words with appropriate connotation and denotation.
 - b) sustaining an appropriate level of formality of usage.
 - c) brainstorming for more specific synonyms that will support the mood selected.
 - d) selecting sensory details which reinforce the mood.

SKILL: OBSERVES DETAIL IN PLACES AND EVENTS

When working on development of this skill with students, it is advisable to explain to them that the best writing is quite precise in detail, whereas the poorest uses general terms with little specific information.

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



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.

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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 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 at this grade level.

SCALE POINT 1

The plant was roped around every and the cat is half scared out of his mind. The 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 light, the sink, 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 ^{cupboard} under the sink. It was wrapping around things up the walls around the light on the ceiling. There was a cat in the scene, his claws but hair standing straight. It was growing like a stone. The leaves were had three parts. Growing quite fast. In the corner was a baby chair. The plant was wrapped around it. Knock a baby food dish. In the other corner was a table. The same wrapping around a spoon a little.

SCALE POINT 4

The kitchen table - 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 near 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 table there is a table out it is a cup of coffee, a coffee and a spoon. Under the cup of coffee is a plate. Now getting back to the plant. - there is a cupboard over under the sink. And there is a black unknown thing. You can only see half of it. It's about 4 inches high. That is where the plants seemed to come from. It is at the room on a light bulb on the roof. It surrounds the sink. spread in front of the top and bottom cupboard and is wrapped around the baby chair. It is on the table. It is like a joined together like a rope and or a snake which is about 40 feet long. It is cut in some places.

On your third day at Gauge, you are the only witness to a hit-and-run accident. A van, driven by a customer who hurried from the store, slammed into Chris's car and then sped away.

Chris asks you to write down a detailed description of the van.



ASSIGNMENT: Write a detailed, organized description of the hit-and-run vehicle pictured above.

This scale actually works by counting the omission of significant details.

Basis of the scale: Inclusion of features (wheels, painting, important body modifications, type of vehicle), and precision of description. A list is acceptable.

Scale Point 1: Omits two or more significant features. Includes obvious errors. No precision (for example, "nice paint", "big wheels").

Scale Point 2: Omits mention of one major feature.

Scale Point 3: All major features are mentioned but description lacks precision.

Scale Point 4: Mentions all major features of the van. Each area has some precise detail, (for example, 'spoked wheels'). There is some recognizable order.

PROVINCIAL RESULT (Grade 12)

Scale Points	1	2	3	4
Percent of Students	14	31	39	15

*Interpretation Panel cut-off point.

SCALE POINT 1

It was Friday evening I took in the evening. I saw a van almost into your car and just sped away because in the sun I can see it very clear with a dark with a big blue window plate down on the body. I don't know what else about it made that one one license one with a lot of windows.

SCALE POINT 2

The Van is white with a orange irregular stripe at the top. It is an older model like rock on the front in a license plate, a rusted back bumper. Curtains which are important part of the van. Two doors in the front and also two in the back. No windows stickers in the back windows.

SCALE POINT 3

The car that hit this car was a coupe. It was one of those because was converted. It was white with a dark stripe down the side (only saw one side) that looked like this. The van also had curtains on the back and side windows of it but not on the side windows. The doors of the van are the kind that did open. I would say that the van is not a new model. It could be anywhere from five to ten years old. Also there were stickers with caps on the whole. This van did not have a back license plate. It also had a sticker on each of the two back windows.

SCALE POINT 4

It was an older model which it was a van. It was white with a red band around the side (only saw one side) that looked like this. The back seats were missing or at least the right one. The windows were tinted in black. The bumper was a rusted back bumper. Curtains which are important part of the van. Two doors in the front and also two in the back. No windows stickers in the back windows. The van did have windows side windows were of sliding variety. Two side windows of white wall at least one side - one window, one side.

SUGGESTIONS FOR TEACHING:

(1). Pre-activities:

- a) Sense-word exercises: collecting words, perhaps on a chart, that refer to taste, sight, touch, smell, or sound and which are related to the object or activity to be observed.
- b) Ladder of abstraction: listing words from most general to most specific: e.g. room, office, dentist's office, my dentist, Dr. Smith's office.
- c) Word cache: listing a large collection of words that could be used in a description; e.g. wheels, hubs, spokes, radials, mags, rims, etc.
- d) Brainstorming for appropriate words (especially good in group work).

(2) Activities:

- a) Observing details in role-playing situations.
- b) Observing details in pictures or objects.
- c) Objective reporting, as in a police or newspaper report.
- d) Drawing maps or diagrams of important settings from literature under study.

SKILL:) DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

This is an often-ignored skill that is very useful in all subject areas and in many vocational or post-secondary education situations.

Note: this skill is distinct from the skill of writing in a terse telegraphic style, in that more complete ~~sentencing~~ and paragraphing is required.

A teacher might select passages in which there are clearly dominant major ideas with supporting details which are obviously subordinate. Encyclopedia articles do not work as well as do magazine articles or newspaper articles/editorials. When students are editing or summarizing without the teacher involved as a marker, the teacher should pre-select the major ideas and prepare a chart or checklist for the exercise. Concise, economical style is essential to this skill.

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

PERIPHERAL DETAIL

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.

PERIPHERAL DETAIL

Basis of the scale: Inclusion of essential ideas - water animal; variety of colours, shapes and sizes; 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.

PERIPHERAL DETAIL

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 no 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, fishermen use the backing method. Two men go into 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 touch the sponges and bring them to the surface. The fishermen spread the sponges on the deck to dry.

SCALE POINT 2

The sponge is a water animal found at the bottom of the ocean. They come in many shapes, sizes and colours. They grow from an inch to a foot.

Sponge fishermen use many ways of fishing sponge. In deep water they use diving gear. In shallow water they hook them on a pole. They spread them on deck.

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 depends on how deep the water is.

GAUGE GAZETTE MEMO

We have space for a short article of approximately one hundred and ~~twenty~~ words on "Rocket Power for Space Flight". The article in its present form is more than four hundred words long. I want you to read the piece on the next page and rewrite it so that it is much shorter. You will have to leave out some things but be sure to include all important facts or ideas related to the topic. Do not add anything of your own. Just write all the important ideas in a paragraph or two using about one hundred and twenty words.

ROCKET POWER FOR SPACE FLIGHT

Power is one of the major ingredients of the space age. Just to place a satellite into orbit, tremendous quantities of fuel must be expended.

What type of engines can produce the power necessary for space-flight? Let us look at three basic engine types: the reciprocal, jet and rocket engines. Of these, only the rocket can operate in space.

The reciprocal engine was the first engine used for air flight. Today it is a highly complex device; however, it cannot be used in space.

The jet engine was developed at the end of World War II. Today it is used in all high performance aircraft. It is much simpler in construction than the reciprocal engine, having no carburetor, ignition system, cooling system, or reciprocating parts. Although the jet engine produces much more power than the reciprocal engine, the jet cannot be used in space either.

The rocket engine is the only one capable of operating in the vacuum of space. The reciprocal and jet engines must fly through the air to obtain oxygen needed to burn the fuel. Because of this, they cannot function where the oxygen supply is too scarce. Rocket engines, on the other hand, carry both fuel and oxidizer, so they do not have to remain in the atmosphere in order to function properly. Regardless of any future advances that might be made in jet engines, they will always be restricted to the relatively thin envelope of air surrounding the earth.

Balloons are useful in demonstrating some of the effects of rocket engines. Long thin balloons tend to be more stable than shorter balloons. Also, the flights will be more stable when straws are inserted into the mouth of the balloon.

One of the basic principles of rocket flight, demonstrated by the balloon, is Newton's third law of motion: An action produces an equal but opposite reaction. The action-reaction principle produces flight in rockets. The action of the escaping gases pushes the rocket vehicle in the opposite direction.

Getting a rocket off the launching pad requires tremendous force. The thrust must be greater than the total weight of the vehicle. Once the vehicle is in orbit, however, the brute force is no longer necessary. Then, even a small application of force will produce a change in the speed of the satellite.

Because of the difficulty in getting rockets into space and then to their distant objectives, scientists have devised a system of "staging" to help the payload get to its target.

Upon launch, the first stage lifts the entire vehicle off the pad and starts it on the journey. When the first stage burns out, it is simply discarded. The second stage ignites and propels the rest of the vehicle on its way without the dead weight of the huge, empty first-stage fuel tanks. In a similar way, the third stage takes over when the second stage burns out and is discarded.

This is a very expensive way to take a trip, but it is the only way to get the man (payload) to his destination.

PERIPHERAL DETAIL

Basis of the scale: Number of major ideas included; number of words used. There are eight major ideas to be counted; other information should be ignored.

1. Large quantities of fuel are required to put a satellite in orbit.
2. Only a rocket engine can function outside earth's atmosphere (in vacuum of space).
3. The rocket engine carries its own oxidizer (and fuel).
4. Action-reaction principle applies to rocket engines (directly stated or implied).
5. Tremendous force required for launch - greater than weight of vehicle.
6. Once in orbit, less force is needed.
7. "Staging" - three stages.
8. Discarding of fuel tanks to reduce weight.

Scale Point 1: Fewer than four major ideas included or five or six ideas using more than 210 words or seven or eight ideas using more than 240 words.

Scale Point 2: Four ideas using 135 - 160 words or five or six ideas using 181 - 210 words or seven or eight ideas using 211 - 240 words.

Scale Point 3: Four ideas using fewer than 135 words or five or six ideas using 135 - 180 words or seven or eight ideas using 211 - 240 words.

Scale Point 4: Five or six ideas using fewer than 135 words or seven or eight ideas using 135 - 180 words.

Scale Point 5: Seven or eight ideas using fewer than 135 words.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2 ✓	3	4	5
Percent of Students	35	16	27	16	1

Rocket Power for Space Flight

SCALE POINT 1

Power is one of the major ingredients of the space age. To place a satellite into orbit, tremendous quantities of fuel must be expended.

Three basic engine types can produce the power necessary for space flight: the reciprocating jet and rocket engines. Of these only the rocket is capable of operating in space.

The reciprocating engine, the first used for air flight, is a highly complex device; however, it cannot be used in space.

The jet engine developed at the end of World War II, today is used in all high performance aircraft. Although the jet engine produces much more power than the reciprocating, it is much simpler in construction, the jet cannot be used in space either.

The rocket engine is the only one capable of operating in the vacuum of space. The reciprocating and jet engines must obtain oxygen needed to burn the fuel. Rocket engines carry both fuel and oxidizer so they do not have to breathe in the atmosphere in order to function properly.

Newton's third law of motion for action produces an equal but opposite reaction, produces flight in rockets. The escaping gases push the rocket in the opposite direction.

Putting a rocket off the launching pad requires tremendous force. Once in orbit, the launch force is no longer necessary.

Because of the difficulty in getting rockets into space on to their distant objectives, scientists devised a system of "staging".

The first stage lifts the vehicle off the pad, lowers and ends its descent. The second stage ignites and propels the main part of the vehicle on its way. The third stage takes over when the second stage lowers or ends its descent.

This is very expensive, but it is the only way to get man to his destination.

SCALE POINT 2

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. The power is provided by three basic engine types: the reciprocating jet and rocket engines.

The reciprocating engine was the first engine used for air flight. An engine of simpler construction is the jet engine. None of these are suitable to be operated in space.

The rocket engine does not have to remain in the atmosphere in order to function properly. Therefore, of the three types of engines, the rocket engine is the only suitable one for space travel.

A basic principle of rocket flight, is the action demonstrated by balloons, as an action produces an equal and opposite reaction. It is this reaction that produces flight in rockets.

A tremendous force is needed to a lift a rocket, thus "staging" of rockets has been developed.

Although air space travel is expensive, it is necessary to get man to his destination.

SCALE POINT 3

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. Fuel to place a satellite into orbit, tremendous quantities of fuel must be expended. Let us look at three basic engine types: the reciprocating, jet and rocket engines. Of these, only the rocket can operate in space.

The rocket engine is the only one capable of operating in the vacuum of space. Balloons are useful in demonstrating some of the effects of rocket engines. One of the best examples of rocket flight, demonstrated by the balloon, is Newton's 3rd law of motion: An action produces an equal but opposite reaction. Blowing a rocket off the launching pad requires tremendous force. Once the vehicle is in orbit, however, the launch force is no longer needed.

Scientists have devised a system of "staging" to help the payload get to its target. This is a very expensive way to travel, but it is the only way to get the man (payload) to his destination.

PERIPHERAL DETAIL

SCALE POINT 4

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. Just to place a satellite into orbit, tremendous quantities of fuel must be expended. The rocket engine is the only engine capable of operating in the vacuum of space because it carries all the fuel and oxygen it needs. One of the basic principles of rocket flight is the law that states that an action produces an equal but opposite reaction. The action of the escaping gases pushes the rocket vehicle in the opposite direction.

A rocket needs an immense amount of power to take off. Because of this, scientists have developed a "staging" method. The rocket consists of three stages; the first stage launches the rocket and when it reaches outer space, drops off the second stage and the third stage. The second stage is used to propel the rocket through space with the third stage not coming into action until the second stage drops off. This method is very expensive but it is the only way that works.

SCALE POINT 5

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. Just to place a satellite into orbit, tremendous quantities of fuel must be expended, not only at the launch engine types. The airbreathing engine, first engine used in air flight, the jet engine, developed at the end of World War II and presently used, and finally the rocket engine, the only engine capable of operating in space. Rocket engines, unlike the others, carry both fuel and oxidizer, thereby eliminating the need to fly within the atmosphere. Launching a rocket takes great force, but once in orbit little force is needed to maintain the orbit. A method called staging to discard excess weight as the fuel is used up a section of the rocket is dropped. This is expensive but essential in getting man to his destination.

SUGGESTIONS FOR TEACHING:

- (1) Re-write a passage for a specific audience, i.e., a technical passage on rockets may be written for a kindergarten audience.
- (2) Write a summary of plot, character, theme or setting as in a review.
- (3) Write formal outlines and select main headings and supporting details.
- (4) Try oral exercises which include role-playing by several members of the class, with the other students listening and summarizing (i.e. customer and manager, who must then give instructions to workman). Students summarize essential comments of each character.
- (5) Prepare a critique of a specific selection, summarizing the information so that readers will then know whether to refer to the selection for more information on a topic.
- (6) Write an autobiography including major significant stages in your life leading to a certain conclusion. For example, write an autobiography which uses three major events in your life which taught you to be tolerant of other people.
- (7) Use information from other subjects - i.e. a science, home economics or industrial lab with procedure and conclusion.

SKILL: ADJUSTS TONE TO AUDIENCE

It is suggested that the rather low provincial results for this skill at the Grade 12 level may well be the result of assigning students to WRITE a SPEECH and then measuring the resulting work according to its "oralness". One quarter of the sample failed to complete this exercise at the Grade 12 level.

This raises questions as to the reliability of the topic in the Grade 12 exercise. The teacher might do better to make the topic more controversial and appropriate. "Write a letter to the editor of your local newspaper on some issue current in your district" is probably a more effective vehicle for testing this skill.

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.

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	9	40	31
		*	*	

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

SKILL: ADJUSTS TONE TO AUDIENCE

EXERCISE 2: CAUGHT IN THE TRACKS

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 train. There was wasn't even a train matter, because the track was under repairs, so don't believe those news stories.

SCALE POINT 2

One day I was walking down the tracks and I saw a small pup and trying to get his leg out 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 brakes and the train wheels started shooting 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 got out of the way also.

SCALE POINT 3

DEAR GRANDMOTHER,
I WAS CAUGHT IN THE TRACKS TRYING TO FREE MY DOG THE OTHER DAY. THE TRAIN WAS COMING DOWN THE TRACKS AND I GOT OUT WITHOUT TO MUCH HURT. I AM ALRIGHT AND SO IS MY DOG. PLEASE WRITE BACK AND TELL ME WHAT YOU THINK.

LOVE,
YORK GARDSON

SCALE POINT 4

Dear Grandmother:

I imagine by the time you receive this letter you will have read the newspaper. About that story called Caught In The Tracks don't worry you know how newspapers can spruce things up. All that happened was I was walking my dog down by the train tracks and one of the boards supporting the tracks slid and fell on Bowers foot. Just as I was about to free Bowers foot I heard a train coming. I got Bowers foot loose in time matter of fact I had ten seconds before the train passed me. Well got to go now, by the way Bowers foot is only swollen. Bye now.

Your Granddaughter

Michele

A poster in Aunt Libby's store announces that the Gauge Improvement Society is proposing to censor books in school and public libraries. A public meeting has been scheduled to hear both sides of the issue. Any interested person will be permitted to speak for up to two minutes. You have definite views on censorship and, even though you are an outsider, you decide to speak at the meeting.

ASSIGNMENT: On the following pages write the speech that you intend to make. Give reasons for your opinions and try to persuade the audience to agree with you.

Basis of the scale: Appropriateness of tone - persuasive, but equable.

Scale Point 1: Tone is inappropriate - offensive, strident or aggressive. No persuasion.

Scale Point 2: Tone is insensitive to audience. May be ambiguous. Opinionated without supporting argument. Not an oral communication - to be read, not spoken.

Scale Point 3: Obviously intended as an oral communication. Pedestrian and ineffective as persuasion. May be somewhat tactless.

Scale Point 4: Obviously intended as a speech. Persuasive but somewhat stilted - lacks fluency.

Scale Point 5: Obviously intended to be spoken. Persuasive and fluent. Tone is equable - not offensive or opinionated.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	16	17	23	12	6

SCALE POINT 1

OF CENSORSHIP SPEECH



Censorship of books in school and public libraries
impair our freedom. In a democratic society
such as ours we as Americans should have
the freedom to choose what we want to
read.

SCALE POINT 2

OF CENSORSHIP SPEECH

Good afternoon ladies and gentlemen. Most of you don't
know me but I would say you would know about
censorship.

Censorship, although part of our laws, has not
played a major role in society. I feel that without
censorship the younger generation will grow up uneducated
by the evils of present day society. Censorship is here
to protect the younger generation, the young boys and
girls from the ugly content and garbage of today's
world.

If we could enforce censorship the world could
be made a better place for our children to grow
up in. They could live better lives than us because
the world would be a cleaner better place.
~~Censorship makes the world a better place~~
By cleaning up books we could clean society
of vice.

SCALE POINT 3

OF CENSORSHIP SPEECH

I've decided to speak here today because
I feel very strongly against censorship
of books in schools and public libraries.
A few times we feel our children are
being led astray by downloading, out-
spoken individuals and unhardened writers
that read by our kids. But then I
remember a woman saying "Bring your
child up in the way he is to go, and he
will not stray from it." Well, sure if I
can teach my child to use self-censorship
and know for himself what is good to
read and what which is just a bad idea
not saying that our libraries should be over-
purchasing books which are on the border
line of dirty, but I feel my child should
know the difference. Perhaps to me and
to all things (and things) that are
not well written, have had language
usage, and are truly meant to be approved
to good and well written kept.

ON CENSORSHIP SPEECH

SCALE POINT 4

Although I am an outsider visiting here for only a week, I have some very definite views on censorship in school and public libraries. It is impossible to set down one ruling for both of these situations. Censorship should definitely be carried out when choosing books for school libraries. It is impossible to judge when people are mature enough to make their own censoring, so censorship must be carried on at all levels of public education. School libraries are for the children. The materials they read should definitely be censored. Books will influence their views and behavior. However, you must make sure that the censoring is done by wise and fair people.

In public libraries which censorship should not occur. Taxpayers help pay for these libraries, but the public library is for their own use. The library must contain the materials for everyone. Books that some people find offending should be placed in a separate section of the library. They don't have to have any contact with them. As for children being able to read any offending material, that is up to the parents. They should have

enough control to tell their children not to look at them and know that they want the material

I thank you for listening to me and hope that you will think ~~of~~ before making your decision on this matter. It is hard, but with an open mind,

ON CENSORSHIP SPEECH

SCALE POINT 5

I believe that the Savage Improvement Society should not censor the books in schools and public libraries. As Canadian citizens, we have the responsibility to be sure they are stopped. As Canadians we are proud of our freedom. We have the right to those rights, religion, marriage, who we marry and what we do. We have often fought for the freedom of other people to have the same choices we do. This means we want to censor the choice of what books we can read. Is this normal to Canadians? What would some next. If our books are censored, why not our mail, or television, or newspapers. Another point that the society would like that our children should be protected. I feel that protection of our sons and daughters is the job of the parents. Parents must take the time to explain what type of books are suitable for reading and which should be left for later years. Censorship doesn't guarantee that all controversial books will be gone. It is like what happened in the 1950s when liquor was banned, the black market flourished.

Why if you are saying that this is not the answer alone to take in such a small town but where do restrictions begin? One day our children will be governing this country and perhaps they will vote to place more restrictions. Canadian citizens if they grow up without freedom they will have nothing to compare to.

We must fight all attempts at anyone taking our freedoms away from us. Democracy is based on the individual's right to be self-governing and ownership of the first step to a loss of our democratic system.



SUGGESTIONS FOR TEACHING:

It is suggested that exercises should be highly "contextual" - e.g. exercises arising from relevant issues such as curfews, abolition of Graduation Exercises, or minimum age for driver's licenses. Be sure that students are directing their views to a specific audience; e. g. administration of the school, student council, provincial government.

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION

Note that for mastery of this skill, students do not merely state an opinion but must also give supporting evidence and convincing reasons.

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

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.

The Grade 8 scale is a more fundamental scale than the Grade 12 scale.

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 opinions or support statements.

Scale Point 3: Five or six opinions 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 can give the right amount of criticism and strictness but not too strict. I liked my grade six teacher, well 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 smart but not 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. He starts talking later in the middle 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. He just sending you home with homework. This way you know if you would's hard it. A teacher should not be too strict or too easy. If they are too easy you get away with a lot of things. A teacher should be strict it makes you respect it. A teacher must enjoy being around young people. He should be nice and honest. If they don't enjoy them then they should not be teaching.

SCALE POINT 4

In the passed eight years I have been in school, I've had many different teachers. Most were, but one, real teachers. I think teachers, a good teacher is one that is strict but has humor when called for. A good teacher is also like a friend who helps you in class. He shouldn't be the type that let things slide on. A teacher who lets you and with you should constantly. A teacher to be respected are ones who make things easy to understand and when having difficulties will get patiently at a convenient time to discuss your problem. The teacher shouldn't embarrass you because you do something. A teacher should pull you away and give you a hand out if you need some one. But a real good teacher is a teacher who makes learning fun. He is my opinion of a good teacher.

Basis of the scale: Specific support by incident, example of explanatory statement. Opinion must be stated.

Scale Point 1: No clear statement of opinion. Not on the topic.

Scale Point 2: Opinions are stated but not substantiated. Repetitions, vague opinions, 'should' statements without support.

Scale Point 3: Some substantiation of opinion, but not effective - may be wordy, trite, over-generalized.

Scale Point 4: Opinion(s) elaborated clearly, concisely, with sufficient support by example, incident or explanation.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	16	28	21	11

Note: 21 - blank
3 - incomplete

*Interpretation Panel cut-off point.

A poster in Aunt Libby's store announces that the Gauge Improvement Society is proposing to censor books in school and public libraries. A public meeting has been scheduled to hear both sides of the issue. Any interested person will be permitted to speak for up to two minutes. You have definite views on censorship and, even though you are an outsider, you decide to speak at the meeting.

ASSIGNMENT: On the following pages write the speech that you intend to make. Give reasons for your opinions and try to persuade the audience to agree with you.

SCALE POINT 1

IN CENSORSHIP SPEECH

Ladies and gentlemen A message to read
 the other magazine that from the newspaper
 I found the information in the newspaper
 is educational and cannot be used of
 at this time. I see reason why I think the
 particular may be able to read any paper
 do not have such an awful lot of things
 he is looking to look like the guy on the
 the magazine by that so just one more and
 one more but you can see the fight some
 of the and billions of uneducated people
 around the world in America. God bless
 you and Goodnight Dick Cavett says you
 out

SCALE POINT 2

IN CENSORSHIP SPEECH

Good evening ladies & gentlemen My name is
 Jack Cheeky & I like to give my opinion on censorship
 books in our schools & libraries
 I feel that censorship is a good thing to a certain
 extent. Books that have nudity, sex, violence
 scenes or pictures in them should not be read or looked
 at by younger people. I feel although that the age the
 books should be censored to, should be fifteen or
 sixteen. By the time a person reaches the age of 15 or
 16 they are considered a young adult, therefore they should
 know or should know about such things as sex, nudity,
 etc. If censorship is going to come into our libraries &
 schools let's not have the age too high.

SCALE POINT 3

IN CENSORSHIP SPEECH

Ladies and Gentlemen, I
 would like to express my views on
 censorship. I think from my past
 experiences as a student I would
 say that censorship is not needed
 because it would do away with some
 of the best books ever written. It
 would make reading dull. If a person
 does not want to read profane
 language, they don't have to. It
 is up to the reader to read what
 he wants to read and if the
 reader is offended by this they
 should not read the book. ~~For~~
 Censorship would not go across to
 well in today's society. In schools
 today it would not be of any
 surprise to a student to ~~hear~~
 hear bad language. So I conclude
 my speech without further adieu that
 censorship is ~~not~~ should not
 be brought into schools and libraries
 THANK YOU

SCALE POINT 4

MY COUNTRYSHIP SPEECH

The idea of citizenship is to be a part of the community. It is not just about the rights and responsibilities of the individual, but also about the role of the citizen in the society. A citizen is someone who is born in a particular country or who has acquired the citizenship of that country. It is a status that gives one the right to vote and to be elected to office. It also gives one the duty to obey the laws of the country and to contribute to the welfare of the community.

In my opinion, citizenship is not just a legal status, but a moral one. It is a commitment to the values and principles of the country. It is a responsibility to be a good citizen, to be a member of the community, and to be a part of the solution to the problems of the country. It is a duty to be a good citizen, to be a member of the community, and to be a part of the solution to the problems of the country.

I believe that citizenship is a privilege, not a right. It is a privilege that is earned through the actions of the individual. It is a privilege that is not given to everyone, but only to those who are worthy of it. It is a privilege that is not to be taken for granted, but to be cherished and protected. It is a privilege that is not to be used as a tool for selfish gain, but as a means to the betterment of the community.

In conclusion, citizenship is a complex and multifaceted concept. It is a legal status, a moral commitment, and a social responsibility. It is a privilege that is earned through the actions of the individual. It is a privilege that is not given to everyone, but only to those who are worthy of it. It is a privilege that is not to be taken for granted, but to be cherished and protected. It is a privilege that is not to be used as a tool for selfish gain, but as a means to the betterment of the community.

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SUGGESTIONS FOR TEACHING:

A great deal of oral work is required in conjunction with this skill. Any similar topics assigned should be relevant to the student's experience and interests. Avoid hackneyed topics such as capital punishment or women's liberation which are likely to elicit repetition of clichés or emotional responses.

Students should have the opportunity to study sample articles or speeches developed by elaborating an opinion. The teacher might select examples from current magazines or editorial pages.

- (1) Teach this skill in conjunction with basic essay organization: topic paragraph or thesis, paragraphs with supporting judgements, concluding paragraph or clincher. More sophisticated methods of organization may also be taught: antithesis/thesis development, definition/examples, comparison/contrast.
- (2) Oral presentations may involve debates or speeches. If the class then asks questions or an opposing speaker refutes the statements made in the presentation, students will have the opportunity to develop insight into clarifying vague arguments and reviewing dubious supporting examples.
- (3) Present examples which are "loaded" rather than objective: for example, the same main idea developed by someone opposed and someone supporting the topic. This will help students to detect bias in presenting judgements and opinions.
- (4) Have students study examples which are not developed with sufficient evidence or support in comparison to those which are developed in detail: for example, advertisements for a product compared with a consumer report on the product.
- (5) Study examples of development involving varying qualities of support and complexities of opinion: for example, the editorial page of a newspaper or Ann Landers' column.

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT

Skills that call for persuasiveness demand a commitment on the part of the student. This skill is necessary as a prelude to teaching the idea of "thesis" or "point of view" essential to correct essay style.

The skill package is also useful as an introduction to debating and might well be used as such.

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

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 show 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



This scale is constructed to measure a positive viewpoint. Incorrect detail, even though it does support a viewpoint, should not be counted as a point.

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 Acceptable level of achievement at this grade level.

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 uses 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 36 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

Car For Sale				
The	car	is	a	1973
Dodge,	with	good	gas	mileage
it	is	a	six-cylinder	uses
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 and needs new front tires and a crack in the windshield.

Write your finished advertisement here - one word in each space. Maximum 36 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

Car For Sale				
An	Orange	1965	Datsun	with
sports	racing	stripes	A	four
cylinder	engine	gets	30	miles
per	gallon	Radio	works	fine
car	needs	new	front	tires
and	there's	a	crack	in
the	windshield			

SCALE POINT 3

Write a rough draft here: Car for sale:

A new Intercomer with a stereo, radio, new paint job, four cylinder engine, which gives 30 mpg. It also has a new radio, a new sun shade.
All of them at a price of \$2000 only

Write your finished advertisement here - one word in each space. Maximum 36 words.

FRASER RIVER TIMES -- CLASSIFIED AD FORM

CAR FOR SALE:				
A	NEW	INTERCOMER	WITH	STEREO
A	NEW	PAINT	NEW	PAINT
FOR,	FOUR	CYLINDER	ENGINE	WHICH
GIVES	30	MPG.	IT	ALSO
A	NEW	RADIO,	AND	NEW
SUNSHADE	PRICE	ALL	AT	ONLY
AT	ONLY	\$2000		

Your aunt is happy to have you work in the store for a week. You write to tell her you are bringing a friend. You assure Aunt Libby of Chris's many good qualities.

The 'personal' comments under Chris's graduation picture in last year's yearbook read as follows:

Witty Chris, who loves to talk, was occasionally seen hurrying, late for class. When the voice of this popular member of the Championship Swim Team was heard above the general roar, we heard, "I'll NEVER learn how to do percentage!". Chris claims to have "sought, held, and moved on from" more jobs than any other Grad this year.

Greatest Achievement to Date:
"Paying off my car."

Ambition: "To be rich and able to do anything I please."

Interests: French and typing.

Pet Peeve: None.

ASSIGNMENT: Write a recommendation describing Chris's qualities in a way that will appeal to Aunt Libby as an employer and as a landlady. Be as persuasive as you can, but do not say anything that is not true. You do not need to address the letter. Just put in the date and begin.

This scale is constructed to measure a positive viewpoint. Incorrect detail, even though it does support a viewpoint should not be counted as a point.

Basis of the scale: Number of details provided to support the viewpoint that Chris would be suitable. The 'score' for each paper is obtained by counting the number of positive characteristics mentioned, and subtracting from the total number of positive characteristics the number of negative characteristics mentioned. For example, a letter mentioning three positive qualities and two negative qualities would receive a score of 'one point'. Irrelevant and invented material is to be ignored.

Scale Point 1: No positive characteristics or qualities mentioned.

Scale Point 2: Final score (i.e. balance of positive qualities mentioned minus negative qualities mentioned) is one point.

Scale Point 3: Final score is two points.

Scale Point 4: Final score is three points

Scale Point 5: Final score is four or more points.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	5	12	24	25	31

*

*Interpretation Panel cut-off point.

SCALE POINT 1

2/21/78

Witty Chris is a graduate of 1977. He is very smart and loves to talk. What will this do to put a good effort into it.

She is a little at getting to class. It is hard to see signed on for to be where you want her at that time. He wants to be intelligent but is smart but not very in other ways. It is hard to write. He has a very stubborn side and likes to be in charge. Witty Chris is an active person in everything. He has many friends and things.

SCALE POINT 2

April 12/78

Dear Aunt Lily,

I have found a interesting friend to come with some one this job, you have found me. His name is Chris, he's a fine kid, he doesn't smoke or drink which I think you would like to hear. Chris is a hard working kid as well, we have been friends for quite awhile now.

P.S. See you soon from me & Chris

SCALE POINT 3

April 15/78

Dear Aunt Lily,

I would like to bring a friend with me when I come to Georgia. Her name is Chris Woodman and she has been a good friend of mine since the beginning of high school. She is one of the smartest people I know and will probably catch on quickly to whatever she has to learn for the job. Chris is friendly and would get along well with both the customers of the gas station and the students of Georgia. Thank you again for your kind offer. See you soon.

Sincerely,
Kathy



SCALE POINT 4

April 12, 1978

Dear Aunt Libby:

I'm so happy about coming to work for you. I've also just found a friend who I'd like to bring with me. Her name is Chris and she is 19 years old. She is really excited about this job and hope you will like her.

While Chris was in school she was a member of the Champion Business Team and has developed strong arms, back and leg muscles. This is not about her capability of handling heavy work. Chris is a person who can talk well with people and is very easy to get along with.

Chris speaks French which will help if any people come in who speak it. Myself I don't speak French so this asset of Chris will be useful.

I hope that you decide to hire Chris. I know that things would go just fine!

Your Niece
Anna

SCALE POINT 5:

April 12, 1978

Dear Aunt Libby,

I'm really looking forward to my work at your gas station and store. It would be a lot more enjoyable if I could bring my friend, Chris, along.

Chris is a cheerful girl and I think she could get along very well with the customers. She is witty and she is not too shy to talk to people. She would even be able to speak to any French customers. Also Chris could do any typing that would be required. In addition, Chris can drive and owns her own car. In the past Chris has had much experience with working and has had many jobs. She has talents in many different types of work.

I hope you will accept her as my partner for the job.

Yours Truly,
Habriella

SUGGESTIONS FOR TEACHING:

- (1) Develop exercises to help students recognize positive and negative connotations. For example, select a word such as "car" which is neutral and have the students list a series of synonyms which are loaded with positive and negative connotations.

+ CAR	
racer	lemon
gem	junk heap
cream puff	clunker
fully loaded	bomb
deluxe	mechanic's special
dream	

- (2) Students, using positive and negative connotations, can learn to effectively support a viewpoint. Preliminary debate and discussions can bring out both sides of an argument, after which students prepare an outline for both sides of the argument.
- (3) Construct ads to sell a product, to change habits such as smoking, to convince voters on the value of a particular political party, or to promote a worthy cause.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

This skill assists in the development of an economical, concise style; (e.g. précis writing, note-taking, and paragraph and essay outlining skills).

This is also an essential skill in reading comprehension and in evaluating the clarity of an author's argument.

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

What's the Main Idea?

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

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

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

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 it is 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.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 2: HOMEWORK

SCALE POINT 1

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

If you organize your work you can get all 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

Homework is a waste of 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 should have a bit of homework but not so much that it takes you all night to finish.

SCALE POINT 2

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

Organization saves Rolf time. Rolf has a time schedule worked out. Please spare time and save 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

Gil doesn't have time for homework. Gil doesn't think we should have 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 so we should just get a little of it. We should read stories and not do the work for 1 hour each.

SCALE POINT 3

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

Rolf does his home work 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 doesn't anyway.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 2: HOMEWORK

SCALE POINT 4

Holt: 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 Holt's main idea
Work for an hour
them about 5 hours
later go back and do
more work.

Gill: 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 Gill's main idea
He's ^{so} busy for
hours 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 can't get
everything done in class.

SCALE POINT 5

Holt: 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 Holt's main idea
He's saying that if you're organized you
can get more homework done in
less time.

Gill: 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 Gill's main idea
He's saying that we have too many
other responsibilities and don'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 to have time to do it
in school.

The Gauge-Gazette wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

Note: This scale is more generally applicable to a variety of lesson topics than is the scale for exercise 2. The teacher might do well to produce a checklist of necessary information that is to be included in a summary sentence so that students can compare their sentence with an example.

Basis of the scale: Must be a single sentence; inclusion of (1) time (2) location (3) nature of accident, and (4) principals involved.

Scale Point 1: Misleading or contains incorrect information. Fails to address the task of summarizing.

Scale Point 2: Either not a sentence or a sentence with obvious structural errors, OR misses two or more of the required pieces of information.

Scale Point 3: Must be a sentence. Misses only ONE required piece of information.

Scale Point 4: Must be a sentence with no serious problems with syntax or grammar. Must provide the four pieces of information indicated above.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	20	40	22	12
		*	*	

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

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 3: LEAD SENTENCE

SCALE POINT 1

The News-Spectator wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

On March 10th 1978 a report by Chris
? revealed the identity of the hit and
run driver. Police are still investigating
this accident.

SCALE POINT 2

The News-Spectator wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

Accident occurs when
unidentified person crashes
into the car of a young
female youth and then
speeds away.

SCALE POINT 3

The News-Spectator wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

Yesterday a hit-and-run accident took
place in front of a garage where

SCALE POINT 4

The News-Spectator wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

A hit-and-run accident occurred
today at the Garage General Store
when a van, driven by a customer who had
hurried from the store, slammed into a
car parked outside and sped away.

SUGGESTIONS FOR TEACHING:

- (1) Have students create single sentence statements of characterization, mood, or theme of fiction being studied in class. When studying nonfiction, have students write a single sentence statement of the thesis or argument.
- (2) Have students create single sentence statements of theses or arguments based on their reading of newspaper articles, and other nonfiction items.
- (3) Have students identify topic or thesis statements from material they have read.

SKILL: ORGANIZES DETAILS AND IDEAS

The idea of the standard paragraph structure is only an example of ordering. The teacher might emphasize the use of paragraph form only insofar as it suits the needs and purposes of his/her class.

This skill is referred to as SKILL 33 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 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.

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

(Handwritten marks: a bracket under '3' and '4' with an asterisk, and a checkmark to the right)

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

SCALE POINT 1

She's got long brown hair
 and she's average height, she's
 quite pretty

SCALE POINT 2

Cathy of G.K.A.E. is wearing a beautiful light dress with a
 white collar and a white trim coming from the front of the
 dress to about the hips and from the hips the white trim goes
 around the dress. Cathy's own color hair buttons around on the front of
 light dress from the white trim around the dress and down

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
 colors are fairly pale. There
 is buttons down the front,
 but with cloth covering them.
 There is a solid colored
 material going around her waist
 and up the front and into
 a big long round collar. There
 are the only colors but
 blue (black and white picture)
 The dress is gathered at the
 waistline or a little below. She
 is not fat or skinny, just
 right.

SCALE POINT 4

Cathy of G.K.A.E. is young, pretty girl of
 medium height. She has an oval shaped face
 with a slightly nose, a pale delicate 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
 hair appearing to be "double". She has long, dark
 sleek, dark hair reaching just past the shoulders.
 She is wearing a dress of plaid material and
 features such as puffed long sleeves, plait to
 form the skirt and a long row of buttons running
 vertically from top to bottom in the front of the
 dress.

On your third day at Gauge you are the only witness to a hit-and-run accident. A van, driven by a customer who had hurried from the store, slammed into Chris's car and then sped away.

Chris asks you to write down a detailed description of the driver as pictured below:



ASSIGNMENT: Write a well-organized description of the hit-and-run driver who is pictured here. Include as much detail about him as possible.

Basis of the scale: Evidence of an organizational strategy; unity.
 No penalty for not being in paragraph form.
 Point form is acceptable.

Scale Point 1: Little or no evidence of organization.

Scale Point 2: Generally well organized. An organizational strategy is apparent, but one item or detail is misplaced.

Scale Point 3: Well organized in terms of some sequence, for example, general to particular, particular to general, top to bottom, or face to clothing.
 No 'strays'.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3
Percent of Students	31	27	41
	*	*	

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

SUGGESTIONS FOR TEACHING:

- (1) Plan a party, a dance, a picnic, a ski weekend, a hike or a tour of your town showing major sites. Use enough detail that others may follow your plan.
- (2) Organize a unit of instruction such as a short course in boating (or some other activity), giving details of equipment needed, methods of instruction, number of participants you could instruct at any one time, etc.
- (3) Write an organized plan for a research essay.

SKILL: DISPLAYS COHERENCE AND UNITY OF TONE AND IMPRESSION

This skill requires that the student should not only construct an impression or mood but should also sustain it by describing appropriate objects and details. As a preliminary activity, students may be asked to respond to the mood or impression inherent in a given setting, object or picture. The skill may be practiced and evaluated in conjunction with skills related to reinforcing of moods, making of judgments, supporting through details, and summarizing main ideas.

This skill was not assessed at the Grade 8 level.

This skill is referred to SKILL 36 in the Assessment of Written Expression reports.

You and your friend, Chris, go to Gauge and work in the store. In the evenings you relax in Aunt Libby's living room. Chris doesn't like the room and calls it "cramped, old-maidish and depressing". What kind of mood do you get from this room? How does it make you feel?



ASSIGNMENT: Write a paragraph or two, describing your mood while you are sitting in this room. Make reference to objects in the room which help to create this mood.

Note: This scale lends itself to "overall impression" marking where the reader responds subjectively to the total work.

Basis of the scale: One dominant mood or impression established, developed and sustained throughout.

Scale Point 1: No tone or impression established OR has more than one tone and brings in material not relevant to mood.

Scale Point 2: Focus is established (i.e. has a single tone) but is not developed. May contain irrelevant material, OR conflicting impression within the same paragraph.

Scale Point 3: Focused - has a single tone or impression - and makes attempt at development, although development is generally weak.

Scale Point 4: Focuses on a single tone, provides adequate development and sustains it throughout the entire assignment. No digressions. References throughout to the dominant impression.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	18	38	31	11

*Interpretation Panel cut-off point.

SCALE POINT 1

As I'm sitting in the very comfortable couch, taking on my joint of high grade Columbian grown pot, I notice the fiddly fork on the lumpying at me. I'm my desperate attempts to flee for my life I bump into the coffee table smashing one of its well shaped legs. Besides the fact that Chris is trying to stick my legs with the sithe, I think the room is well furnished and very comfortable.

SCALE POINT 2

This room feels very uncomfortable. One had the impression of sitting in a rounded antique chair. The fancy took on the small sipped hard work of a postcard. The seemed cutting across the water in like that of a barrel and a wonder if the wind could through the space between the boards in winter. However, the room is spottily clean which also is depressing one is almost afraid to sit down on the uncomfortable furniture for fear of soiling the upholstery. I really do not like the room.

There is a lot of handwork in this room, on such as the cracked chair and stool coverings and the hand made pillow and what there were more windows in this room the dull light in here gives me no real feeling.

SCALE POINT 3

The room makes me feel comfortable and at home. Because everything is so close together and all the chairs, sofas and pillows look comfortable. I feel quite relaxed. The room also looks warm because there is not an empty space. Even the walls have something on them. It also reminds me of a country house. Because of the decorations on the walls, the pattern on the sofa and the demode pot pictures, and the fireplace all in all I think it is a pretty neat little house.

SCALE POINT 4

While sitting in this room, I get the feeling - unlike Chris - of relaxation, and togetherness. As I sit in this room I can picture a fire burning in the fireplace, my grandfather sitting in the low seat with his grandchildren all huddled around him listening to his amazing adventures as a boy which somehow always made their own seem like a Sunday morning visit to the church. The rusted old tools hanging on the wall make me wonder of all the pride and determination exerted while my ancestors were at their controls, when the sun was at its hottest hot and the sweat pained the blisters, but there was never any room to quit, there was always the inspiration of not letting the land conquer your lodge. I, perhaps hope that one day I can feel the joy of accomplishment they once felt at the end of a full day while rocking in the rocking chair by the fire.

The room makes me feel, at the end of a hard day at the store, like my grandparents once did, but as I look around I cannot help but feel good inside with all the loving and togetherness.

SUGGESTIONS FOR TEACHING:

- (1) Discuss with the students the following techniques used to sustain a stylistic tone (colloquial or formal) by:
 - a) sentence complexity and length
 - b) choice of words or diction
 - c) point of view - i.e. pronouns, I vs he
 - d) supporting details - personal experience vs statistics
 - e) figurative language and appropriate figures of speech for a specific tone.
- (2) Write for a specific audience, creating and sustaining an appropriate tone. Using the same facts:
 - a) give a description of self as seen by best friend, worst enemy, mother, self.
 - b) give an account of a car accident a student was involved in as driver, as he would tell it to best friend, father, police officer.
- (3) Write advertisements, creating unity of tone and impression. Students should do so by choosing appropriate information, characters. (Joe Namath vs Joe Average), symbols, colours or publication. Also have students collect and discuss a series of ads for one product published over a period of time (i.e. Christmas to summer holidays) in various publications and viewing times on T.V.
- (4) Speech Writing:

Read political speeches of such figures as Churchill, Kennedy, Trudeau, Martin Luther King, Diefenbaker, Bourassa, and discuss their use of such rhetorical devices as parallelism, repetition, and images. Students may then prepare speeches using such devices for effect - i.e. student council elections or book advertisements. Students should discuss and practice such elements of body language as gesture, facial expression and tone of voice. These may be used in role-playing situations, dramatic presentations, formal speeches and debates.
- (5) Adjust tone appropriately for different literary genres. Take the same basic situation and write about it in a poem, a short story and a non-fiction form such as an essay or police report.
- (6) Compare an original work with a parody of that work to see how tones differ, but are consistent within each work. Try to write a parody.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

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

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.

This scale was judged to be very reliable by markers.

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 traits.

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

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 8)

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

*Interpretation Panel cut-off point.

SKILL: CONVEYS PERSONALITY THROUGH
SELECTED DETAILS

EXERCISE 2: PARENT

DW 146

SCALE POINT 1

I think that my mother should be chosen Parent of the year because she is kind, considerate, gentle and very understanding and nice.

Yours sincerely
Susan

SCALE POINT 2

Parent of the year award

Dear Honourable Judges,

I'm submitting a name for the Parent of the Year Award. She is not my mother or father, (even though I think my mom and dad are outstanding) but she (she) is a very close person to me. She is ~~one~~ of my best friends mother. Her name is Mrs. Elizabeth Agnew. She is the mad ~~and~~ nice considerate lady I've ~~ever~~ met. One time my own mother had to go into the hospital for an operation and she took care of me for 1 week. I don't know how she managed it but she actually seemed to enjoy it. I can not recall many things she has said, but I'll tell you, I'd like to have her for a mother any day.

Yours sincerely
Susan

SCALE POINT 3

Joe Blow
6394 Bush St.
Bibury, B.C. Canada
V6K-2G2K

Dear Sue,

I am submitting this entry for the "Outstanding Parent" contest. I have chosen the script as my selection. Let me tell you about the script. She is the kindest lady I have ever known. Every time I go with Tim her son to their house, she always has some kind of snack for us. She was the busy-body kind of mother who wants to know every single thing you're going to do and why. But she is concerned for your safety. She was the kind of mother who nags you all the time either. She just reminds you I think she is the best mother in the world and I hope you think so too.

Sincerely,
Joe

SCALE POINT 4

Dear Sir,

I would like to submit an entry to the "parent of the year" I know of a parent whom I think will qualify for this position. Her name was Nancy Blawelot. He has helped on many committees and has offered her services without any thought of a returned favour. When our baseball team lost a game (she did not do anything else to help) she chased me up by saying it was only a game etc. She doesn't just help in sports but when we need a driver to a party she is always there to help with our complaints. If we need to take some music to a meeting she is more than happy to help. I think this lady really deserves this award.

SCALE POINT 5

Dear Sir,

I am submitting an 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 women 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 house always very neat and tidy. Many people question her on how she does everything, she always replies, "I love life and I believe in my life, what I become, fat and ugly, no matter how much 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 cleaned 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!" Mrs. Rose is the

kindest, most unselfish person that I have ever known. For this reason, I feel that she should be awarded "Parent of the Year."

Sincerely,
Chris

SELECTED DETAILS

On your last day in Gauge, you notice some photographs on Aunt Libby's memo board. They are photographs of four people who are daily visitors to the store. You realize that your first impression of one of them was completely wrong. So that your cousin Jan, who will take over from you, won't make the same mistake, you decide to leave her a note.



ASSIGNMENT: Choose one of the people in the photographs

Write one or two paragraphs indicating what your first impression was and what happened to change your opinion. Describe this person's character as you came to know it. Mention some of the character's actions or words which showed you his or her true personality.

The basis of the scale could be re-worded to make it clearer. The scale points are valid and reasonably easy to follow.

Basis of the scale: Specificity of character traits mentioned and support provided by examples of specific actions or statements. Relationship between traits and supporting details. 'Before and after' personalities are not required; the writer may develop or convey personality clearly on either side of the critical incident. Vagueness seems to be the most prevalent and serious fault.

Scale Point 1: No judgement made at all OR judgement presented without support of any kind, (for example, 'He is a nice man').

Scale Point 2: General statement (vague characteristics) with vague support. No specifics.

Scale Point 3: Specific judgement offered but poor support. Vague relationship between trait and details used to support it. Generally only one detail or two very weak ones offered as support.

Scale Point 4: One generalization (i.e. specific judgement) offered with reasonably good support - several details.

Scale Point 5: One or more specific character traits stated clearly and supported by specific actions or statements. Relationship between traits and supporting details is clear.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	10	20	24	14	8
		*	*		

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

SELECTED DETAILS

SCALE POINT 1

Picture 1

The man in the picture is very nice and very patient. He may look grumpy but it seems to me because of the picture or always told my friend to love him. He liked my friend and wanted to say I wasn't seeing him at all my friend related to him what really was the problem. He came over to me and spoke to me. He started talking to me. He's really nice. Please to talk to don't be fooled by this picture.

SCALE POINT 2

The old guy in the bottom right hand picture seems to be a real old croak at first. The type of person who doesn't think of anyone but himself. After a few days you will realize that he isn't that way at all. He even helps out at the store sometimes when we're really busy. To put it bluntly, if you are kind to him he will be super nice to you.

SCALE POINT 3

I thought that I would have a nice relaxing vacation in the water, sea life and sand. When I first met him, he looked older. He was a real croak. He made me want to be his friend and I thought he was like a terrorist.

But one day, when he came in, he surprised me. He had a smile on his face. He wanted me to go fishing with him. We talked for a while. Mr. Steakin had had problems around here for the last couple weeks. Actually I guess I just decided not to like him, but it was wrong. He's a great guy.

SCALE POINT 4

Dear Ann,

There is an older man of about fifty who comes into the store almost every day. At first, I thought him to be very rude. He never talked just nodded his head and grunted.

It was only ~~the other day~~ that I found out his name was Jim, and he was ~~could not~~ speak, but could hear. Of course I was quite depressed with myself, now realizing why he appeared so rude.

In the past week I've come to know him quite well, and he is a very generous man. When the book register broke down while he was in the store one day, he offered to fix it, and did. Jim also did other odd jobs around the store for me while Andy's away.

Please don't make the same judgement of him as I did.

Sincerely
Haltha

SCALE POINT 5

John Smith (in the photograph the left) struck me at first as a rather strange man. He moved rather out of place in the store. He was somewhat clumsy and braced several articles from the shelf. It was quite awkward and seemed quite shy.

However, my opinion of him soon changed. As he was leaving the store he noticed a bird that had flown into the front window and broken its wing. John picked it up and brought it into the store. He asked for some coffee, ^{tea} and some string and then proceeded to bandage the wing. He was very gentle with the bird and made cooing noises as if to make it comfortable. He talked and I learned that he was a successful wood near a nature lawn. He spends most of his time in the woods and is a volunteer member of the young bird club. John is a very nice man and in helping to set up a wildlife and nature reserve for the young community I think John Smith is a very nice man and I repeat my first impression of him.

SUGGESTIONS FOR TEACHING:

(1) Have the students describe such stereotypes as the:

- a) Absent-minded professor
- b) Old maid teachers
- c) Motorcyclist
- d) Rock Star
- e) Physical fitness freak

through the use of words and phrases which convey impressions of action, dress or motivation/attitude of the particular stereotype. Caution students to look for individuality and unique personality which separates any one person from the stereotyped image.

(2) Select a character from a literary selection who appears in an unfavourable light. Ask the students to write a description of that person, presenting him/her in an unfavourable light.

- a) Write a supportive description of Piggy or Jack after reading Lord of the Flies.
- b) After reading Mayor of Casterbridge, have the class write a supportive statement defending the actions of Henchard to a jury.
- c) The Outsiders - Compare and/or contrast Dallas's two personalities from the authorities' point of view and from that of his friends.

(3) Describe how you see a person in class, using only personality traits and have other members of the class try to guess who it is.

(4) Find pictures of 3 "types" of people, i.e., alcoholic, nursing aide, expectant father. Give setting where the 3 categories would come into contact with one another. In this case, try an emergency ward. The situation could be this:

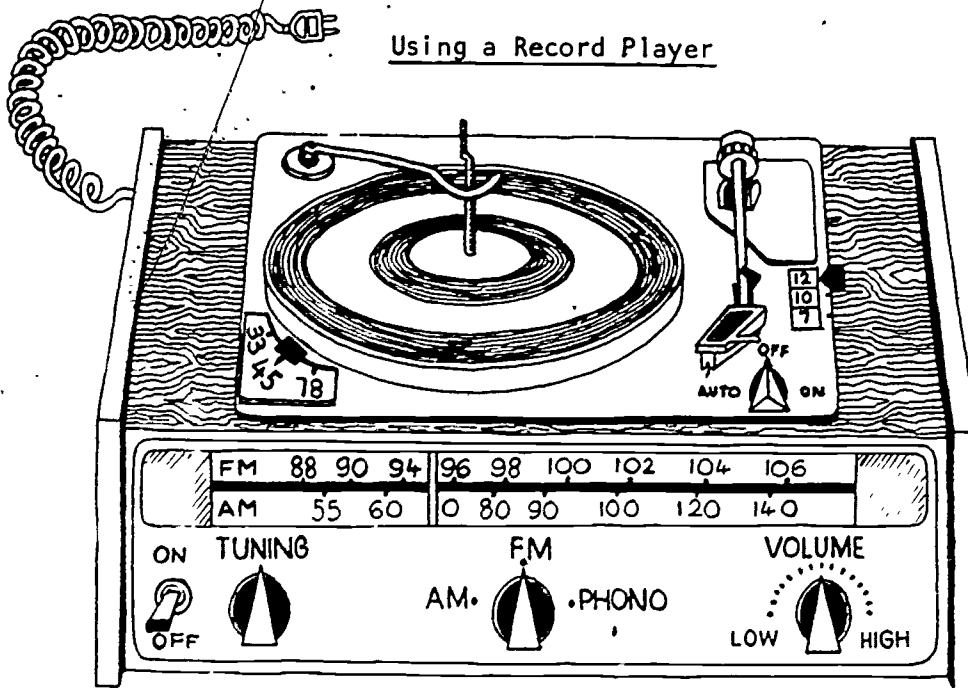
- a) a nurse brings the news that the father has had twins.
- b) a wounded person is wheeled in.
- c) a twenty dollar bill is seen on the floor.

Describe how each character would react.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

The teacher might prepare the class by emphasizing initial and concluding activities.

This skill is referred to as SKILL 42 in the Assessment of Written Expression reports.



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.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCEEXERCISE 2: RECORD PLAYER

Basis of the scale: Number of steps; logic of sequence. Steps must be given in the order specified.

Constants: (1) plug in (2) turn on power

Variables: (these may occur in any order, but most 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 specific 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

Instructions for use of Record Player:
Read Carefully

- 1) Do not shock records on "pin?"
- 2) Turn knobs and keep at PHONO.
- 3) Play 7" records at 45 r.p.m.
- 4) Play 12" records at 33 r.p.m.
- 5) Make sure record surface is reasonably clean before playing.
- 6) Put record player on flat level surface.
- 7) Keep food and beverages away from record player.
- 8) Do not leave needle on record when over.

* Thank-you *

SCALE POINT 2

- turn dial to phono
- turn on
- don't put volume over ten
- 75 rpm for 12 record
- 33 rpm for 7"
- Set for above
- Put record in stand
- put on auto
- listen

SCALE POINT 3

Instructions

- 1) Plug in Record set.
- 2) Turn it on.
- 3) For records turn switch to phono.
- 4) Put volume on your own accord.
- 5) For 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) Take record off.
- 9) Turn off phono switch.
- 10) Unplug and put a on lid.

SCALE POINT 4

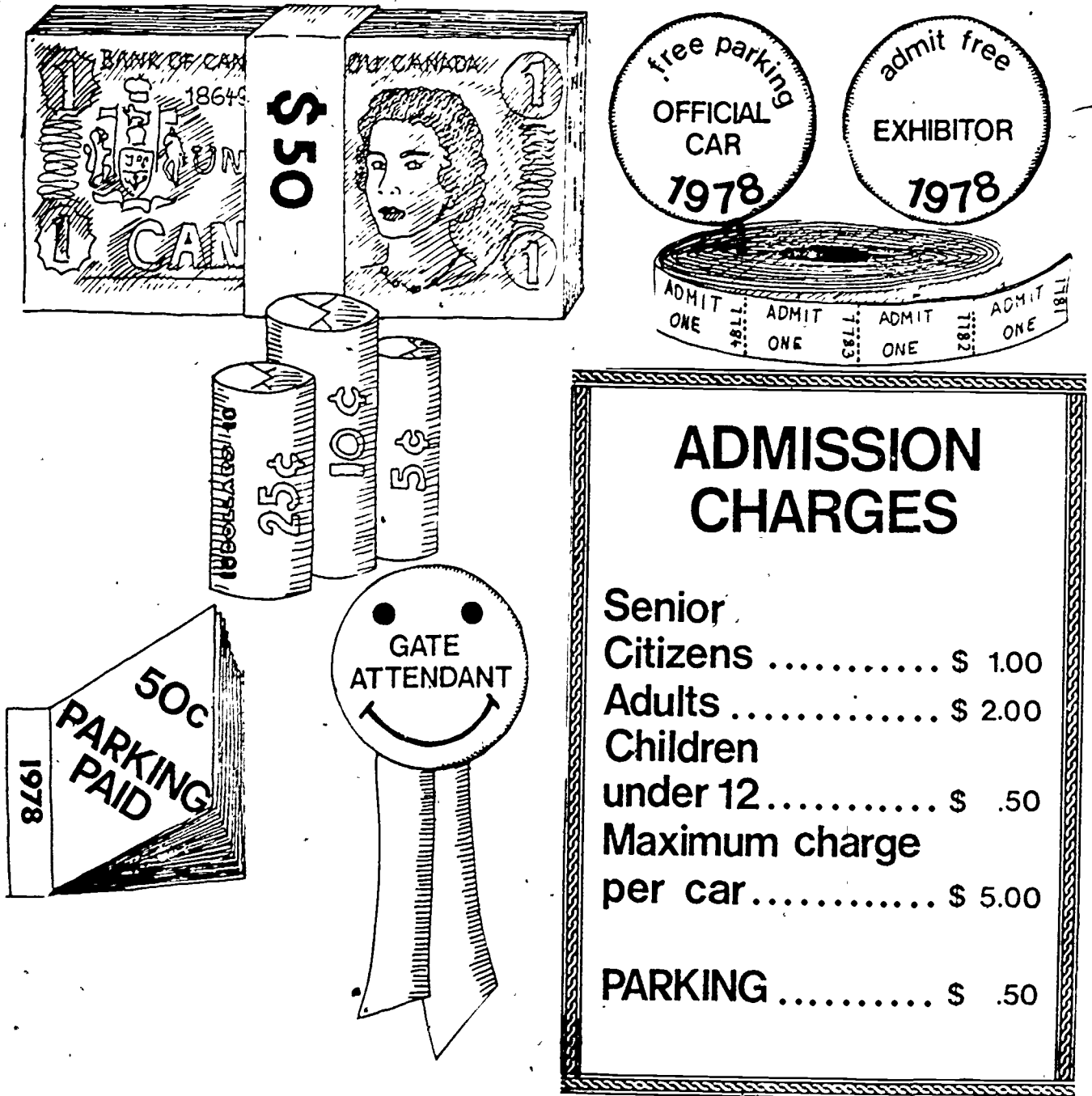
In case you don't know how this operates, I will tell you. First, plug in record player. Place record on turn table after the prongs have been pushed to the side when record is sitting on small spot. Push the prongs back to the record, so the prongs are resting on it. Flick up the on/off switch to on, turn the middle dial to phono. Beside the needle are three numbers 12, 10, 7 for 12" records put arrow to 7 for 7", 12" put to 12 and 10" to ten. I don't think you'll be confused. For the speed, on the side of the records there are also three numbers 33, 45, 78. When you have a 7" record, place the square to 45 when using a 12" record, put on 33. Don't start record, put on/off/auto arrow to auto this will make the record fall and begin to play. Turn up volume if necessary.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

EXERCISE 3: ATTENDANT

The Gauge Community Association asks you to complete Aunt Libby's arrangements for parking and admission for the Canada Day Picnic. Aunt Libby has already arranged the schedule for the volunteers. She has put together twelve "kits" consisting of the items you see pictured.

Each volunteer gate attendant will receive one of these kits. You study the contents and decide that a precise set of instructions is needed.



ASSIGNMENT: Write a set of clear, well-organized instructions telling each gate attendant how to use the contents of this kit.

Basis of the scale: Satisfactory ordering of before, during, and after activities.

Scale Point 1: No order and/or numerous serious omissions.

Scale Point 2: A few omissions (often fails to discuss the before and after activities). Some steps out of order.

Scale Point 3: Well ordered but one serious omission in the sequence, such as directions for post-day activity.

Scale Point 4: Well ordered including before, during and final activities. Organized in logical sequence.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	12	33	41	6

*

*Interpretation Panel cut-off point.

SCALE POINT 1

10 You are to hang the sign up and on the post.
 20 I want you to hang hand out the free parking tickets. Then the exhibitor tickets.
 30 Tell the gate man to put on his button and hand out the parking tickets.
 40 The Admitt one should be brought out with the sign.
 50 Put the money in the till.

SCALE POINT 2

Place the sign so that tells the admission charges so the people can see it on the right side of your stand where the happy face that says "Gate Attendant".
 When the people come to pay for entrance charge them the proper amount according to age not exceeding \$5.00 and \$5.00 for parking they are give them their change if they have it coming and give them a ticket with to prove they have paid. When an official car comes just give them a ticket they don't have to pay for parking. When an exhibitor comes give them a ticket too they don't have to pay. ~~When a car comes~~ if they pay for parking give them a receipt to put on their window.

SCALE POINT 3

In your kit you should find money for making change, consisting of fifty one-dollar bills, a roll of quarters, a roll of dimes, and a roll of nickels. You should find a roll of admission tickets, parking fee receipt, a pocket of admission charges, a badge to show that you are the gate attendant, and two other badges, one for free parking for an official car, and another one for free admission for an exhibitor.

Please wear your badge while you are on duty, and organize your station as follows: Hang up your pocket on the fence beside you so that everyone can see it as they are coming in. Put your change fund in a box or somewhere else that is safe. Have your roll of admission tickets and parking fee receipts on the table at your gate. Give one ticket for each person paying his way through the gate, and one parking receipt for each car passing through. If an official car passes through, or an exhibitor passes through, give the car driver or exhibitor the appropriate badge. The car must have the badge on its windshield, and the exhibitor must wear his badge.

Good luck!

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

EXERCISE 3: ATTENDANT

SCALE POINT 4

"you will all be sitting behind in sitting
 get so the line to mount the admission
 charge sign somewhere where it is clearly
 visible and that will save you having
 to continually answer questions about the
 entrance fee

You'll be all the money the gate
 attendant give and please make the money
 you make sure that your gate has a
 small one it will be helpful, and
 helpful. People don't want to be greeted
 with some one who is miserable and
 unfairly

you'll also all the money given in 2 so
 that has the money down into small
 change? You'll so keep the money in
 the drawer that has been provided.
 Keep the drawer organized as this will
 help you to give change quickly and save
 the hassle of long lines up

Have the roll of tickets that off
 the count number of tickets that have
 been paid for and also remember to
 give out in "parking paid" tickets as well
 Please show direct the people out to
 the entrance gate where some one will
 be standing and handing tickets

I have examples of the "fee

parking" rate and the "admit fee" rate
 that have been given to you without
 and judge that will be shown to you
 before that people are directed to the
 entrance gate they'll all the money
 so so you shouldn't have any problems
 with that area

I'll be circulating around and see if
 you have any problems or questions feel
 ask me. I'll also be able to get
 you change if you need it

Well, have fun being at night attendant
 and remember to KEEP SMILING

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCESUGGESTIONS FOR TEACHING:

(1) Virtually any "How to..." exercise is appropriate to either scale. Examples might include:

- a) How to care for a neighbor's house while he/she is on vacation.
- b) How to build a dog house, etc. with emphasis on preparation and clean-up activities.

(2) The standard exercise of scrambling sentences in a paragraph and extracting transitional devices is quite useful. Students rebuild the paragraph providing order and transitions.

In junior grades transitions might only be time order words such as: before, next, finally. At the senior levels provide instruction in sophisticated time order transitions which use such devices as repetition and subordination.

TEACHING AND EVALUATING
STUDENT WRITING

*Narrative and Expository
Essay Writing Skills*

(Secondary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

180

NARRATIVE AND EXPOSITORY ESSAY WRITING SKILLS
(SECONDARY GRADE LEVELS)

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NARRATIVE AND EXPOSITORY WRITING

The Narrative and Expository Writing exercises 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 scales are included in this package.

This package of materials contains:

1. Narrative Exercises 2 and 3.
2. Expository Exercises 2 and 3.
3. Marking scales for measuring overall effectiveness of a piece of narrative or expository writing, together with samples of student responses for each scale point.
4. Marking scales for assessing certain specific writing skills, along with sample papers for each scale point.
5. Suggestions for fostering creativity and competence in student writing.

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

Exercise 1 - Corresponding to Grade 4 (not included in this package)

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12

For the purposes of the provincial assessment, students were allowed the choice of a narrative or expository topic and were allotted approximately 55 minutes in which to write their essays.

READ THE BOOKLET ENTITLED GENERAL INTRODUCTION BEFORE
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

On the following pages you will find two situations described. One of these asks for your opinions; the other gives you the chance to write a story. Read both, and then choose either the discussion or the story, whichever interests you more.

If you like to begin with an outline, feel free to make one. We suggest you write on one side of the page, using every other line. You will be told when time is running out, and allowed five minutes at the end to check what you have written.

REMEMBER: Do only one assignment.

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 on the next page. 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.

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.



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Try to make your characters and story as realistic as possible.

Writing an Opinion

Teenagers make up one of the largest groups who watch television. Some people think teenagers, especially those between 12 to 14 years of age will watch anything. Do you believe this? Or are there special kinds of shows that you and your friends like to watch?

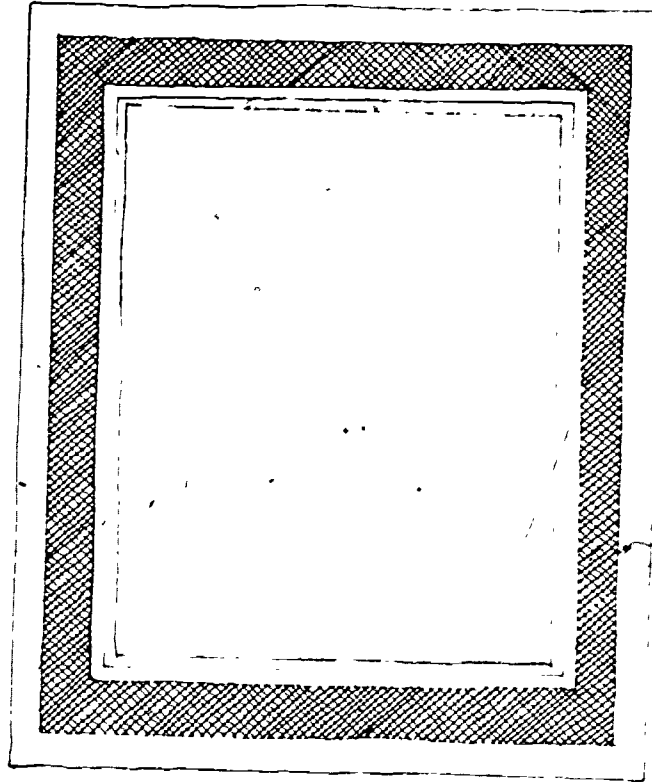
If you were asked by a TV company to give your opinion on the type of show teenagers would like to see, what kinds of main characters would you suggest? What kinds of things should happen to them? Where might they live?

ASSIGNMENT: Imagine that you have been asked to advise a TV company about a new show for teenage audiences. In your opinion, what kinds of characters should be in the story? Where and when should it take place? Explain why you think your show would appeal to teenagers.

On the following pages you will find two situations described. One asks you to write a story; the other gives you a chance to write an opinion essay. Read both situations, and then choose either the story or the essay, whichever interests you more.

You will be told when time is running out, and allowed five minutes at the end to proof read. If you like to begin with an outline feel free to make one. We suggest you write on one side of the page, using every other line.

REMEMBER: Write about only one of the topics given.

Situation One: Story Writing

This is a photograph of a person you know very well -- perhaps a relative, perhaps a friend. You are going to write a story in which this person is a major character. First try to "see" your character in the picture frame. Now think of this person in a particular place or setting, at a particular time of day. Your character is feeling a certain mood -- remorseful, excited, depressed, or any other mood you select.

ASSIGNMENT: Write a story in which something happens to this character that causes a sharp change of mood. Try to write a story which shows your character as a real person, reacting in a real situation.

Situation Two: Opinion Essay

Each time the Olympic Games or the Commonwealth Games are in the planning stages, the organizing committee is urged to include new events, such as synchronized swimming or rhythmic gymnastics. One of the questions then facing the committee is whether or not such events are in fact "sports".

People engage in many leisure activities ranging from chess, backgammon, and jogging, to drag-racing, tennis, and lacrosse. Whether any of these is a "sport" depends on what one thinks is involved in a sport.

ASSIGNMENT: Develop your definition of "sport". Discuss the things which, in your opinion, determine whether some activity is, or is not, a sport. You may wish to say which game or activity you think comes closest to being a perfect sport, and why.

NARRATIVE WRITING

(SCALED FOR OVERALL EFFECTIVENESS)

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E3 of this package.

Both the scales and scale discussion are extremely valuable for both teaching and evaluation purposes. They should be applicable to a wide variety of instructional situations.

Although both scales have nine scale points, there is no example in either case for scale point 9. This is due to the fact that none of the papers which were graded on three separate occasions seemed to fit the very high demands of that scale point (at least in the judgements of all three markers).

This skill is referred to as SKILL 60 at the grade 8 level and SKILL 70 at the grade 12 level in the Assessment of Written Expression reports.

DISCUSSION OF NARRATIVE SCALE

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 a cohesion of 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. Is dialogue used effectively where appropriate?
 - 4. Are repetition and wordiness avoided?
- 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 FOR NARRATIVE WRITING

Prior to assigning these exercises, students require practice in attempting to address specific topics.

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, contain 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, and 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. Shows a great deal of promise as a writer.

PROVINCIAL RESULTS (Grade 8)

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. She was in first year. So, for her this year something new and wonderful. Today the teacher asked every body in the class to draw a picture and make up a story on their head about it.
 That night Kelly sat in her room and thought about what she was going to draw. She was a peacock and her father was coming home in a little while for supper.

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 asked them "How dad, I have to draw a picture and think of a story to do for school, and I was wondering if you have of something I could draw?"
 "No honey," they both replied, "I don't know of anything you could draw."

Maybe about a animal or about "one of your friends".
 "No say," 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?"
 "No I am, you can come in."
 As she walked in, he asked her what she was wanting.
 "I have to draw a picture for school what should I draw?"

"How would I know?" he replied.
 The next morning when she got up he had a great idea, she would find the 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.
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SCALE POINT 5

This little girl at the age of 9 has a problem with her baby kitten. She has three friends, Maggie, Tom, Bobby, and her name is Tara. In this story I will tell about the problems she goes through with her cat.

It was ~~wed~~ 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

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 into the cat section. Right away, Bill and Bob spotted Tara's cat and reached the the bars

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

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 off the hook, hook. Tara was given a good talking to and got the cat back. ✓

The end.

SCALE POINT 6

~~Somebody's Story~~

The Cheung Boys

The story takes place in New York City on August 17, 1978. A small group meet at a lunch alley in a small place on Brooklyn Street. The leader of the gang is the Bronx operator, 5'10" tall and 6'0" wide and a pile of suspicion. Other charges the size of a dictionary.

Punch Dikens, 3 times convicted of rape, and other charges including murder, mugging, assault, robbery, possession of a deadly weapon, forced bedding and jewelry. Punch is an orphan from Michigan, a stubby looking guy with deep blue eyes and a "push". "I'll make your head spin for 'Dimitri' and I had an uncle 'Dimitri', former good student and boy on a roll turned radical anti, small scar on cheek, homely and muscles like a mountain range.

And Mike "How am I supposed to know" "I'll be the smallest member of the group but by far the most dangerous and unpredictable of all."

The members then met to discuss the future of their gang. "The future and their great old enemy" "the greatest prize" (a wheel that they told me they were).

The 7 other members of the gang were Elmer, Lefty, Mad Dog, Withheld, Edge, Knife and Chain. Knife and Chain frantically enter the stake-out point with excited expressions on their faces. In a flash, the faces are coming. He exclaimed "parting my mouth with a 'three x 25' is coming damn it, these gonna murder us."

"Aur" shouted Pyroly, here for money from here are they "Abby a baba"

"Good" he answered "We still got time, go Eagle grab the bottles"

Such but the cheung and Lefty off the barrel but, for you are tell him if it's the best thing I do."

The group of boys pushed from the hideout just in time to see the furies approaching all 24 of them, although the furies were outnumbered they were outnumbered near 2 to 1.

The furies took their positions at the side of the alley, the furies made the first move. They surrounded the alley from both ends and started to march. "Wolfgang" got nervous and pulled out a revolver.

"Where the hell's your get that damn old chain?"

Wolfgang didn't respond but let off 6 shots, hitting and wounding 4 people, he then started to reload, obviously the furies had gotten closer, Wolfgang let off 4 more shot wounding 3 more and then hesitated. Wolfgang let out a scream "Oh My God" and pumped the gun at his chest and pulled the trigger and fell to the floor a lifeless form.

Aur — what a stupid fuck, grab his gun then, will beat the others off."

The furies were then upon them the fight had strictly had to be hard. After ten minutes 3 lifeless forms fell to the ground, two furies and one more. The fight continued until the breathing pipe of smoke filled the air, the fight abruptly ended and gang members scattered in different directions. "We will get them tomorrow night will 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 (small) corner of the page, went to her friend's place, for apparently 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 (small) 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 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 help? 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 (Carrie'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 you. She said you were a nice, polite little girl. She wanted to know if you could go to the zoo with the Cathine's 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.

-1-

The snow was falling gently and
 Outline:
 I Description
 II Tell about you
 III Tell about problem
 IV Conflict
 V Solution

The snow fell gently and the sun shone in
 clear blue sky. The evergreen trees with their brilliant green
 branches were a magnificent picture against the sky. On Mt.
 Baker it was a perfect world, have been a perfect day for skiing,
 and it was. That was perfect weather for everyone other than
 Maxine French. Maxine had looked forward to this day of
 skiing for a whole month but now to her surprise Maxine
 Maxine had in Spokane, Washington. He and his friend,
 Dorian Henry from Vancouver, B.C. had decided to meet
 at a midpoint: 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, skating down the slopes with the beautiful
 scenery around them. Both Dorian and Maxine had just
 completed their intermediate skiing lessons and with a little
 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 kicked up an unexpected Maxine
 French. At eleven o'clock a.m. Maxine and Dorian decided
 that they would like to try different slopes by splitting up. That
 is just what they did. Dorian went to a rather difficult
 slope called "Reddy". It did not have any major changes in
 the snow but was extremely steep. Maxine on the other
 hand being at home had already went on a most difficult
 slope called "Sun Fun". There were not only excessive

-3-

roughs but it went straight down with Maxine
 she was a pretty good skier, but she didn't have gear
 to make a difficult slope. The first part of the slope was
 rough or just as the gear could see "After that this is
 thought, "It will be straight sailing." He made the
 first part without much difficulty but then he got to
 a place that seemed impossible. Well, to come the
 his thought, "I might as well carry on!" He flew
 straight down and went completely out of control. He
 went off a jump, hit both tips of his skis in a rough
 and they stopped. Maxine then proceeded roll into a snow
 bank and stopped himself. He took off his remaining
 blades of skis and leaned against a tree.
 "Diana!" he said, "I can't take this."

-4-

The Maxine was in a bad predicament. This area was
 not frequented by very many skiers. To try and go down
 the slope by walking would be sure suicide. Then
 he sat for for two hours that he not a ski pole or he
 not come down that slope in form a different one just to
 test his skiing ability to Maxine would have had to stop
 them all right. Maxine saw Henry the skifielder, yelled
 to him and got him to come. Henry took her to the
 bottom of the Mountain where he met Dorian.
 "Where the heck have you been?" screamed Dorian.
 "Later the Dorian... Later."
 They went back to the motel, Maxine had a hot bath
 and went to bed.
 "What happened?" asked Dorian again.
 "In the evening friend!" said Maxine. "In the morning
 I'll tell you everything."

DISCUSSION OF NARRATIVE SCALE

General: Is there development of character, conflict and mood through effective use of language?

Specific points to consider would include:

A. Mood:

1. Is a mood established and maintained?

B. Character:

1. Has the writer established a 'living' character?
2. Is there development of the character?
3. Is sufficient motivation provided to explain shifts in mood or character?

C. Plot:

1. Has a story been told?
2. Are the situations real?
3. Is there a sense of action or drama?
4. Is the story interesting?
5. Is there honesty, power and logic in the ending?

D. Use of language:

1. Is there evidence of sophisticated word selection?
2. Does the writer use language effectively to establish a tone consistent with the story being told?
3. Are prosaic diction and clichéd images avoided?
4. Is there effective use of figurative language and imagery?

E. Other elements to consider:

1. Mechanical competence.
2. Effective sentence construction.
3. Sense of organization and cohesion.

NOTE: Not all of the above points would be required in a good narrative, but some should occur.

SCALE FOR NARRATIVE WRITING

- Scale Point 1: Either a total lack of effort or totally incoherent writing. No involvement in assignment evident.
- Scale Point 2: An underdeveloped story, poorly written. Proliferation of mechanical errors.
- Scale Point 3: Average writing skills are displayed in an underdeveloped story. Apparent absence of ideas or lack of effort. No length.
OR
A longer story showing some development but containing a clearly unacceptable number of errors.
- Scale Point 4: A trite story with some development. Mechanics and structure minimally acceptable.
- Scale Point 5: Reasonably well written shallow story indicating no depth in character or plot.
OR
Story engages reader's interest but contains several mechanical errors including serious sentence faults.
- Scale Point 6: Clear attempt at a narrative with plot, development and plausibility, but contains one or more major mechanical errors.
OR
Mechanically competent, but insufficient sense of story. Lacks excitement or interest.
- Scale Point 7: Some sense of drama and interest in the story line although there is an overall prosaic quality to the story. Language is pedestrian and non-innovative. May contain some minor mechanical errors.
- Scale Point 8: Excitement in style and content, but minor flaws are apparent in continuity, mechanics or diction.
- Scale Point 9: Narrative displays realism, plausibility and honesty in story line, character and mood shifts. No mechanical or syntactical errors.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	7	9	16	18	21	9	9	6	1

*Interpretation Panel cut-off point.

SCALE POINT 4

We were all at school the
 first of us. We had ^{would} ~~had~~ ^{just} finished our
 lunch and we ~~would~~ ^{would} all go to class
 except Ann. She had a spare
 as she would stay in the library.
 Ann enjoyed staying in the library
 because the guy she liked had
 a spare in the library too. She
 used to come to us after and tell
 us about everything they talked about.

Ann had been happy for
 the last three months because she
 now knew so much about Joe. We
 were all happy for her to because

she had liked him for so long and
 now it seemed that they were getting
 more friendly. We all thought that
 he liked her to because he
 was ~~being~~ as friendly.

But that was all he
 wanted to be, just a friend. We
 found this out after the third
 month. The way we found out
 is that he asked another girl
 in our group out. Mary was
 so innocent that she told us
 all including Ann. Ann was so
 shocked and upset. We could all

tell that she was mad at Mary
 but she didn't say anything.
 The next day Ann told us
 that she was jealous and very
 mad and depressed about the
 whole thing. She said she didn't
 know if she should be mad at
 Mary or Joe or if she should
 just forget the whole thing. We
 told her to not be mad at
 Mary because Mary had nothing
 to do with it and we also told her
 that it would be hard to forget
 Joe but to just try to be it
 and slowly.

It took ^{Ann} ~~Mary~~ a long
 time to start talking to Mary
 again but she finally did it.
 She also was slowly forgetting
 Joe and beginning to realize there
 was many more guys.

SCALE POINT 5

It was a miserable morning as Ben drove his down the long, rough road to the ferry terminal where she worked. The shift started at 3am so she was hurrying to get there as it was five to three when she had just turned the corner when she heard a hissing noise. Not paying any attention to it she kept on driving hoping to reach the other end before anything happened. ~~Ben~~ started to creep through the cracks of the road and Ben started to get worried the wasn't sure what was happening to his car but she was not going to be noisy if something did happen. Ben pulled over along side the road and turned off his car. He sat and waited for a while hoping that someone would come past and stop to give her a ride but she knew that very few people drove down this road. At 8:15am she knew that she would either have to wait for a couple

hours or get out and walk. Grabbing her coat and purse and locking the car door she began to walk which would take approximately one hour. The night was very quiet so she wished all she could hear was the sound of crickets and the trees clashing together in the wind. Then she heard something, the sound of a vehicle coming her way. She turned around and in the distance she could see faint lights. As the lights grew nearer she got more excited and began to jump, scream and wave her hands. The car slowed down and off it went again honking its horn and obnoxious tunes. Again she was alone and began her long walk again. Her feet were so tired and were beginning to ache again she heard a car and turned around and viewed the car come slowly to a stop and the door opened. She slowly but

forward to see what it was and she realised it was the bus. He had gone out looking for her when he got no reply. He had gone to her house and had gotten really angry when he found he was abandoned at the edge of the road. She got into his car and he drove her home and told her what was wrong about work as he would find a filler. And he also told her that he would stop and get a garage and get her car fixed. Ben thanked him and closed the door. She had had an exhausting morning and was going back to bed.



SCALE POINT 6

Jeanette was always on duty and time get and she had only a few close friends. She spent most of her time riding her horse, Molly, and babysitting the children on their block. In school she was a straight "A" student and the teachers all enjoyed having her in their classes because she ^{was} ^{never} ^{caused} any trouble.

Every day was ~~just~~ about the same for Jeanette; she ~~had~~ a very routine sort of life. But today it would be different something would happen to her that would, if she allowed it to, change her life completely.

Jeanette rose early as usual in the morning. She had chores to do and decided to go and feed Molly and all the other animals on her Uncle's farm. Her parents had ^{been} departed and her mother left Jeanette with her Aunt while she was in the city working. Her mother had never really wanted to keep Jeanette in the first place, and Jeanette knew this so she was happy to go visit her Aunt.

Her Aunt and Uncle were not very wealthy but they managed alright with the small amount of produce from the farm. Jeanette was never allowed any privileges

in that house so she spent most of her time outside where she knew she would not get in the way. She had very little money except for the few dollars she made each week babysitting jobs. She ^{was} ^{never} ^{allowed} ^{to} ^{change}.

It was ten o'clock during school when Jeanette was called down to the principal's office. She had no idea what it was all about because she had never been called down before. She was sort of scared.

The principal smiled at her and she knew ^{she} ^{was} ⁱⁿ ^{trouble} and offered her some lemonade. She declined and asked him

why she had been ^{called} ^{down} ^{there}.

"This is not easy for me to tell you," replied the principal "but I will do the best I can."

"What has happened? Is there anything wrong?" asked Jeanette.

"Yes. Some of our young ladies. You see, your grandfather ^{is} ⁱⁿ ^{London} and he has sent for you from his home in London. He wishes to see his only granddaughter before she dies."

"It is a long way but I have never met him so I guess I will go if he wants me to," she said.

Later that day Jeanette was on her way to her grandfather's home in London. She was picked up



SCALE POINT 6 (cont'd)

of the suspect by a policeman and escorted to his home by two FBI men in uniform.

When she arrived at the entrance to her house she was overwhelmed. It was like a castle surrounded by a large moat on either side and great lawns with flower gardens in front. She had never seen anything so beautiful in her life and she never imagined anyone with this much money.

When she saw her grandfather she was even more surprised. He was not very old and he did not look like he was dying at all. When she asked why he went for her and told her that he was dying he replied that he knew of no other one who would come for it was his only wish to leave her a name and a home.

"Why, enough of that stuff. Do you like it?" she asked.

"Yes, very much indeed" she replied.

"I had, believe this is now your new home."

Jeanette was so pleased that she threw her arms around him and hugged him as if she would never let go.

"I have never been happier, she said. And I thank you very much."

Jeanette knew that her dreams had come true. She would now be in a place where she was really loved and wanted and this was the most important thing she would have.



SCALE POINT 7

~~It was hot and sticky in Oakville, just July, but
 this year it had always been that way, so Steve could
 make a decision.~~

It was as hot as it had ever been, that July in
 Oakville. Steve heard his parents say that it had
 been so hot in 17 years, Steve wondered whether that
 had anything to do with his birth, only in just a few
 weeks was of special interest in Oakville ~~because~~
 not because it was especially abnormal, it just happened
~~because~~ that that was all people in Oakville ever
 talked about. Steve concluded that it was probably
 due to the fact that there was nothing better to
 talk about.

One summer morning, in July, Steve went out early.
 It was not just any morning, or for any reason that he
 made this decision. Something unexplainable drew
 him into his mother's garden in the back yard.
 As he closed the distance between himself
 and the plot, a wonderful feeling came over him.
 He stood at the flower in puzzled amazement and
 watched as they began, individually, singing to the sun.
 He fought to speak out, but no sound came from his
 lips. He pleaded within himself that whatever he
 was discovering would go away despite the pleasure it gave him.
 It did not. Steve gasped, at last, into the ball
 of fire in the sky and saw in it some shade just
 a matter of weather.

When at last he took his eyes off the highway
 slight and found them again on all the bright
 flowers in his mother's garden, he saw that they were
 they were still singing joyfully
 where ~~there were many many flowers before, there~~
 was only one lonely flower remaining.

Steve looked upon that flower and in it he
 saw himself alone. He wept until there was water
 enough for a whole garden of flowers, but no more pain.

Steve's mother, too, saw him in the garden.
 She approached him and said in a cheery voice
 "fine weather were having isn't it". Steve looked at her
 with tears still streaming to his eyes and said "what
 do you mean, only one flower has managed to survive".

She wiped off the crumbs from the table with her cloth. The restaurant was as dim as always with only flickering candlelight set on the small, intimate tables by artificial means. She pondered, as always, on the sparkle of the glasses at the bar and the bartender, who wiped them to crystalline smoothness throughout the day. It was warm and quiet in the restaurant. Sort of a numbing dullness that contrasted to her memories of the night before when the place had been full of the usual upper class ensemble. Bill had been there. A guy that could bring any room alive; a guy that she loved, maybe.

"Debbie!"

That has to be Gigi, Debbie thought, as the last

silence he'd land upon her heart. Only yesterday had Bill been seen in company with another woman. Only yesterday had Debbie screamed and cried in the jealousy she felt. Today, he was smiling, submissive, torn within.

"Do I love Bill, really? He doesn't seem to care for me at all. I've known Mary for ages but I don't love him. Bill's cute. Her curly dark hair, big brown eyes, he's so much. Mary is just a nice, sweet, kind guy." Debbie looked back to her world of reality as she saw Bill moving amongst the shadows of the restaurant.

"Hi Bill!" she cried with her happy smile.

Bill put up his hand in greeting and then put it around the blonde and led her out. Debbie

crumbs fell victim to the great swallowing cloth.

"Debbie," snapped Gigi, "what's with you, anyway?"

"Nothing," Debbie replied, eyes turned towards the shadows.

"Hi Bill, isn't it?" Gigi poked. "Debbie, you two are no match; he doesn't even love you. I'm sure."

"Shut up Gigi," Debbie's eyes flared back at her victim with intended venom sparking from the lustre pupils, "mind your own business! How could you possibly know what we feel?"

"Alright, alright," Gigi held her hands up in defence.

Debbie watched Gigi swish back into the kitchen.

She thought, "how could Gigi possibly think that way? Probably tried to 'hook' him once." The heavy

stood there gaping. The crumbs fell on his apron as she let the cloth fall. "Yeah, the blonde," she thought, "Bill always did like blonde." She fought to keep control. The shadows lengthened and the light seemed to dim into a black fog. The restaurant shut out every light and refused to let any in. She felt as though part of an enormous pit, "left alone to die," she groaned.

The door swung open and a breeze came blasting into the restaurant carrying the cold mist from the fountain outside. The sunshina seemed to linger about the door for a few minutes before pouring in and swallowing every god forsaken shadow up. Mary stepped in and laughed, "Debbie, you look like you've been in an attic. Get the cobwebs

SCALE POINT 8 (cont'd)

out of your hair, take off that dirty apron and hurry up! I'm driving you home. We've got a date tonight or have you forgotten already. Has your boss Bill let you off yet? Come on Debbie! And stop smiling so much. Man! You sure look happy. Hurry."

Debbie laughed and untied her apron. She fidgeted with her hair for a second and then grabbed her purse. ~~She~~ ^{Sam} fidgeted her wrist and pulled her from the restaurant.

"Hey honey."

"What?"

"Thanks for being around. You're the best friend I've ever had."

"What brought this on?" ~~He~~ ^{Sam} smiled and shook his head.

SUGGESTIONS FOR TEACHING:

- (1) In order to develop sense of sequence/coherence, scramble the order of sentences or events of familiar fairy tales and have students rearrange them to create a variety of plot structures - for example, with the climax at the beginning of the story or at the very end. Discuss the differing results.
- (2) Build class stories by having each student adding one more sentence to the preceding sentences.
- (3) Read short stories which have dramatic plots or strong characterization and discuss each author's innovations in plot structure and characterization.
- (4) Write short dialogues which describe a series of actions, i.e. Two girls discussing one of their dates or two boys discussing a football game. This exercise is good for tone, mood and sequence.
- (5) Read/give on mimeo the opening few paragraphs of a successful author's story which establish the main character and central problem. Ask students to write the rest of the story developing the situation as they think it would be resolved. This is good for a number of specific applications: is the characterization consistent with the opening impression? Does the plot deal plausibly with the conflict? Is the vocabulary consistent with word usage in the opening? Consistent sentence structure (complexity, length, etc.)? Are images (if any) carried through?
 - Teacher may read aloud a selection of stories from the class work and ask students to discuss the relative effectiveness of various stories.
 - Discuss in comparison with author's original story.
- (6) Deal with alternative topics such as a conflict with another person, family member, someone in authority, or internal conflict over a decision involving a course of action which is morally questionable but pleasurable.
- (7) Students may also be involved as markers/editors for the stories of others using one of the scales presented here.

EXPOSITORY WRITING
(SCALED FOR OVERALL EFFECTIVENESS)

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

Both the scales and scale discussions are extremely valuable for both teaching and evaluation purposes. They should be applicable to a wide variety of instructional situations.

Although both scales have nine scale points, there is no example in either case for scale point 9. This is due to the fact that none of the papers which were graded on three separate occasions seemed to fit the very high demands of the scale point (at least, in the judgements of all three markers).

Note: There are a number of skills within the Directed Writing Skills package that are related to the development of essays. Teachers may want to have their students work in some of the specific skill areas before proceeding to the longer essay.

This skill is referred to as SKILL 60 at the grade 8 level and as SKILL 70 at the grade 12 level in the Assessment of Written Expression reports.

DISCUSSION OF EXPOSITORY SCALE

General: Is a convincing argument or substantiated opinion clearly presented?

Specific points to consider would include:

A. Development:

1. Is there evidence of organization?
2. Does the composition include an effective introduction and conclusion?
3. Is there evidence of thoughtfulness and originality in development of the topic?
4. Are generalizations with appropriate supporting detail introduced to address the topic?
5. Is there some evidence of commitment to the topic?
6. Does the writer arrive at logical conclusions?
7. Is there evidence of critical thought?
8. Are transitional devices employed?
9. Is there evidence of coherence and unity?

B. Use of language:

1. Does word choice indicate clarity of thought?
2. Is an appropriate level of vocabulary attempted?
3. Is 'ready-made' language avoided?

C. Style:

1. Is there an attempt to use a variety of sentence structures?
2. Is there appropriate use of subordination and co-ordination?
3. Is the 'conversational' style avoided?
4. Is inappropriate use of the second person ('you') avoided?

D. Other elements to consider:

1. Mechanical competence.

NOTE: Not all of these points are required but several would occur in an outstanding composition at this level.

SCALE FOR EXPOSITORY WRITING

- Scale Point 1: Either no serious attempt to address the topic OR incomprehensible.
- Scale Point 2: Attempts to address the topic but content 'thin' - few ideas presented - AND mechanical problems are excessive. Serious problems with coherence and unity. Comprehension difficult.
- Scale Point 3: Either attempts to make a statement, but style ineffective and mechanical problems excessive.
OR
Virtually no content, but style and mechanics are reasonable.
- Scale Point 4: Serious attempt to address the topic, but no evidence of originality or maturity. Often serious problems in organization and development. Lack fluency. Frequently wordy.
- Scale Point 5: Content fairly thin although there is some minimal evidence of originality. Generalizations are somewhat pedestrian, but are presented with some support. Awareness of style and fluency apparent. Acceptable command of language for grade level. Some problems with unity and coherence. May rely on 'conversational' style inappropriately. Arguments tend to be somewhat flawed - unconvincing or illogical.
- Scale Point 6: Either shows maturity of thought or originality, but contains excessive problems relating to coherence, unity and mechanics.
OR
Little evidence of maturity or originality, but organization, vocabulary and mechanics satisfactory.
- Scale Point 7: Some maturity of thought but not a great deal of originality. Good use of detail and specificity with vocabulary above average. Written with clarity and evidence of paragraphing and organization. Writing style and use of mechanics acceptable.
- Scale Point 8: Originality and maturity of thought evident. Opinions are substantiated. Fluent. Style and usage satisfactory with infrequent errors. May contain minor lapses in organization and development.
- Scale Point 9: Shows a great deal of promise as a writer. Thesis or central idea is effectively presented, developed and concluded. Good paragraph structure and organization. Originality and critical thought apparent. Evidence of a 'sense of style' in sentence structuring. No serious mechanical flaws and minimal stylistic flaws.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	9	15	20	16	14	13	9	3	0

*Interpretation Panel cut-off point. **215**

SCALE POINT 1

Television
Opinion

In my opinion, the Chuck Brown Row-Row show is the most educational and interesting program on television and like the Row-Row show because they are that all on all usually featuring a great host they like it on

SCALE POINT 2

TV show

I think a TV show for teenagers would be a ~~the~~ cops series out of life. Study and travel. But with no more violence and subtle or can really see through a good setting would be in Row Row or other like sites in the United States of America. With some good guys and bad guys but the bad guys win some the better than the good guys always getting their way all of the times

SCALE POINT 3

Opinion

~~no answer to~~

If I were asked to name a TV company about a new show I think I would choose the kind of characters I would like to see in the show would be funny, spunky, young and like about 14-17 something around that because that's what kids like to watch so people I name the new show. This show would take place out in space on two other planets and it would take place in the year 2000. I think that it would appeal to teenagers because it would be interesting to see out in space.

SCALE POINT 4

Yes, teenagers take up one of the largest groups who watch television. Some people think teenagers, especially those between 12 to 14 years of age will watch anything, well I myself and my friend wouldn't just sit and watch anything. Most of them like shows like clips on scary movies or something. And some of them think if I watch something like "Little House on the Prairie", then they buy up on it. Most teenagers guys like, detective or police shows.

→

I gave him my opinion on what kind of teenagers he should use on the show. I told him, "about one really nice person, one really quiet person, one really strong person, two shy people, three really dumb people, and two really smart people. The show was going to be about all different kinds of teenagers, and how they act at home, at school, with other teenagers. So then the teenagers that are watching it will see how they act. I think most of the teenagers would like it but you can't tell. Because there are lots and lots of different kinds of teenagers. I think the show could take place at school

Assignment.

One day I was walking down the street going home when I seen this big van pull up beside me, I got scared at first. A tall man with a great big hat got out of the van and started walking toward me, he come up to me and said, "Hi, are you being Kevin? I, just I, eyes I am," "Why?" The man sat down and told me the exciting news. At first I didn't believe him. He ^{asked} wanted me to advise a T.V. company about a new show for teenagers to watch. I said I would. So the next day I went down to the company and told him what kind of teenagers would fit in the show.

in a class room. But I hope most teenagers would like it.

SCALE POINT 5

The movie show

I think a good idea for a TV show would be to have a number of guys living in a boat. This show should be a comedy. There should be a good mix of a number of different guys. They should get a lot of laughs, a number of girls out on. They should get into a lot of fun. But a bit and they should come out at night. For instance they could have an all night boat and a number of different guys. The show would appeal to teenagers because of the guys. But this is some very good instructions. A teenager would be watching this and some things will happen and the teenager on the show will be loved and not even given a chance to tell his side of the story. The teenager watching the show will not like it and probably not watch. Not clear again the concept.

don't like some shows because they don't tell the teenager side of the story. I think this show would appeal to teenagers because it does show both sides of the story and also having it from early on people their ages.

SCALE POINT 6

Opinion

Teenagers are in fact the ones who watch the most television. In my opinion teenagers do not watch everything that is on t.v. They watch shows that are about teenagers.

For this new show that you will be making I think that the characters in it should be between the ages of 14 to 17 and should act like real teenagers, not make believe people that never get into trouble.

These teenagers on the show should also have problems. For instance,

maybe a 15 year old girl becomes pregnant or a 16 year old boy has a bad drug problem. These kinds of things are what most teenagers like to watch. They like to see how other teenagers, like themselves solve their problems.

Another idea for the show would be for a young couple to fall in love. Teenage girls really like that kind of show. I know I do.

This kind of show should take place in the city because that is where most teenagers develop

their problems. The time should be summer when the kids are out of school. If you do put this kind of show on t.v. I think it will get a very high rating with the teenagers. Like I said before teenagers like to watch shows about other teenagers!

SCALE POINT 7

The type of show teenagers would like to see is something that is comical, sad, and suspenseful all in one. They would like to see something that isn't phony and something that may relate to their own lives. The kinds of main characters that I suggest would depend on the show. If it was a family show the main character would probably be the mother or father and they would have to have a great deal of control. If it was a comedy show

the main character would probably be the person that the comedy was evolved around. The main character must show that they really feel what they say as if they are really saying it. They must keep the watcher in suspense and without real acting an actor wouldn't be able to do that. The types of things that should happen to the main characters must be realistic, something that might happen

during their own lives. Many things on TV are phony such as the main character would never die if he got stabbed through the heart. Somehow doctors would save him/her and they would live happily ever after. Teenagers know this and they can tell what is going to happen before it happens. That is what I want to see. I think more and more TV directors are realizing this, especially when they come up

with the show Soap. This is a perfect example of an excellent TV show. It is comical (very) it is sad, and it is very suspenseful. The best thing is that it isn't phony and the main character did die. It also just doesn't evolve around one character the whole time, and it partially does relate to someone's life. I think that a good TV show should take place in a busy, crowded city.

SCALE POINT 7 (cont'd)

but really it depends on the show. The reason why a crowded, busy city would be good is because so many things go on and it would be easy to relate to other people's lives. It would also be good to have the main characters live in a place like San Francisco or California because those are interesting places and it may make the show more interesting. So I think a show that relates to the characters' life would

appeal to teenagers because if someone else was in ~~the~~^{their} position they may know what to do. And a show that is realistic in every way is also very educational.

SCALE POINT 8

The majority of teenagers (in my opinion) don't necessarily watch anything just because it happens to be on television. This depends on the type of person you are. Most people don't watch just anything and this is verified by the popularity of movies and TV ratings. For example: 'Star Wars' was very successful and popular in both the United States and Canada whereas there have been many movies made that nobody has heard about. Television shows are made popular by the majority of people watching

them. I think a person's personality has a lot to do with the shows and movies they watch. An example of this would be: if a person is crazy about animals and absolutely detests science fiction, they would tend to watch a show like 'Wild Kingdom' rather than a show like 'Star Trek'. I also believe people go for something different that no one has tried before on television. Also, to me, it seems for some reason most American television is more popular than Canadian television networks. This might be because they have

better equipment and more things to work with.

The kinds of shows I would like to see on television would be about a person, boy or girl, and everyday problems of growing up. This would probably be a good show because some people could connect a problem on the show with one of their own. This might sound a boring but the story could be added to, to make it more interesting. Another show that might be successful is a story about a famous person's life similar to the show of Houdini.

But the kinds of shows that is popular and people want to see more of are the kinds that deal with the supernatural. This show could have a deceased person trying to get a message through to someone on the other side. Having the story set in the right atmosphere would be important. Maybe an old house shrouded with trees and the major mystery in the story would be a strange statue permanently fixed to the floor that seems to move and disturb its shape at night.

DISCUSSION OF EXPOSITORY SCALE

General: Is there a thesis or central idea substantial enough to carry the essay, with points introduced developed so that there is a sense of completion or resolution? Is there clear evidence of a convincing argument or substantiated opinion?

Specific points to consider:

A. Development:

1. Is there an appropriate pattern of organization such as definition and example, general to specific, specific to general?
2. Is there evidence of depth in development of topic?
3. Are topic sentences employed in effective locations?
4. Is there effective use of transitional devices?
5. Is there evidence of effective use of examples in support of opinions or generalizations?
6. Is there clarity in differentiation between examples and non-examples?
7. Are contrasts effectively employed as definitional devices?

B. Use of Language:

1. Does word choice indicate clarity of thought and definition?
2. Is there evidence of a sophisticated vocabulary?

C. Style:

1. Is there evidence of sophistication in style?
2. Has redundancy been avoided both in terms of sheer repetition and in terms of repetition of similar sentence types?
3. Have co-ordination and subordination been effectively employed?
4. Is inappropriate use of the second person pronoun ('you') avoided?

D. Other elements to consider:

1. Mechanical competence.

NOTE: Not all of the above points should be required, but some of these would occur in a well-controlled exposition.

SCALE FOR EXPOSITORY WRITING

- Scale Point 1: Not a serious attempt. May be so brief as to be unassessable, or not attempted. May be almost all errors.
- Scale Point 2: Very little development. Lacks elemental clarity. Attempts to react to the topic, but mechanical errors are so severe and numerous that meaning is seriously obscured.
- Scale Point 3: Serious confusion regarding intended meaning. Comprehension is difficult. There may be a failure to address the topic, or a serious lack of unity. Generally contain excessive run-on sentences and sentence fragments.
- Scale Point 4: Some basic organization is apparent and there is at least minimal evidence of unity and coherence. However, handling of language is neither sophisticated nor competent, and mechanical errors are frequent.
- Scale Point 5: Although there is a lack of development, some examples are used with some effectiveness. Some attempt at unity, but generally unsuccessful, and the composition lacks fluency. Includes several awkward sentences and frequent mechanical errors, but meaning of the passage is not seriously obscured.
- Scale Point 6: Generally pedestrian in use of language and development of ideas. The tone is often 'chatty', casual and familiar with inappropriate use of 'you' frequent. Organization is loose with some breakdown in unity and coherence. Insufficient use of transitional devices. May contain a few serious mechanical problems such as faulty pronoun agreement.
- Scale Point 7: Composition is fluent and there is a sense of development. However, contains some mechanical errors and occasional awkwardness in sentence structure and lacks precision in diction.
- Scale Point 8: Displays unity and coherence, but several minor mechanical errors may be present. Good control of language and sense of paragraphing. Tend to be subject to a minor degree of imbalance due to over-emphasis, digressions etc.
- Scale Point 9: A sense of style is evident. Use of language is fluent and precise with no slang or colloquialisms present except for effect. Central idea is thoroughly developed. No mechanical errors with the exception of occasional minor or very subtle flaws.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	5	8	14	19	16	13	13	9	2

*The Interpretation Panel could not reach consensus as to whether or not scale point 6 represents a minimally acceptable level of achievement for this grade level.

SCALE POINT 1

"A Poem"

As I was walking down the street slipping
 on some ice, a greasy big ugly man I
 rode up (our dear parents) and took a
 rope to me. He had his leather cowboy
 suit he dragged me to and for I don't think
 he understood! I didn't want to go!

"The end"

SCALE POINT 2

I think sport is when two people
 in any manner use sport is when two
 or more people compete against each other.
 All the sport I know that there is all ways
 to people in competition with each other.
 I think that you could put your different sport
 in different classes, like some sports they could
 have a score with numbers in the class. You
 could go have when hockey games in one different
 class.
 You could have hockey, lacrosse and football
 in a sport like basketball and play.

The best thing a long magazine could
 be hockey, lacrosse and football they should take
 a score in each. I would like if I had
 it. They could be all sports and I
 guess I'd choose them because I play
 them a bit and liked playing them in
 my life. That's what it takes more than
 one person to be in a sport.

SCALE POINT 3

Common Essay

I am not too involved in sports
 because I'm not a jock. But feel
 that chess is so much a sport
 as hockey, although most people
 classify chess as a game more
 than a sport looking at it in
 view of this fact I feel hockey
 should also be classified as
 a game.

A sport is anything whereby
 you are competing, or if not
 competing, trying to exceed a level
 up to your fullest physical
 capacity. ~~For achieving your goals~~ is not
 what it's all about, but knowing
 that you have done your best, and
~~knowing~~ your physical
 capacity, that's what being a
 winner is all about.

Sports today even as hockey, foot
 ball and baseball are not
 what I would call a true sport.
 Today it has gotten too involved
 with managers, coaches, and
 high salaries to be any fun.

I think we could classify these
 games (hockey, baseball, football) as
 the perfect sport if they weren't
 wrapped in the business end
 of it and more interested in
 getting out and playing the
 way the game is meant to
 be played sports have turned
 into big business, and it's
 too bad.



SCALE POINT 4

My definition of "sport" is
~~some kind of activity~~
 some kind of activity which
 you participate physically and
 and mentally not just mentally.
 Things such as chess and back-
 gammon, I do not classify as
 "sports". I would class them as
 leisure pastimes. Activities
 such as jogging, tennis, and
 lacrosse, in ^{my} mind are sporting
 activities or events. Events
 such as car racing or motor-
 cycle racing are also classed
 as sporting events.

I don't really have a
 perfect ^{sport} event but to me
 team sports are about the
 closest I think you'll
 get to a perfect sport. The
 reason I say this is that in
 team sports ~~most~~ people don't
 rely on just one person to win
 but depend on a team effort
 to win. What I am trying
 to say is in team sports
 every body helps everybody, they
 don't hog everything for

themselves. People acting each
 other up to score. Not like
 in sports such as ~~the~~ tennis,
 one person gets all the fame
 and glory but in team sports
 it's the whole team that makes
 it a winning team. I think
 "team effort" is more important
 than one person getting all
 the glory.*

SCALE POINT 5

An activity can be called a sport if the body is the main factor. A sport could include physical stress on the body and not just mental. Examples of real sports are hockey, football, soccer, joggng and many more. Chess or drag racing is not a real sport according to me because there is no physical body building.

A sport must, if you do it regularly, get you in good physical condition. Getting on your diff would a car doesn't get you in shape, no matter what anybody says. The goal for chess also. Chess is a game for the mind. The harder you do the better you will do. Chess could be a sport if the chess pieces were a hundred

pounds each. This would make the body to move these heavy pieces around, it would be a physical challenge. An activity is a real sport if the body plays the biggest and most important role. Car racing is a great challenge because it requires you to be a (good) great driver but its still not a sport. There can be heavy sports and light sports as long as the body gets exercise.

SCALE POINT 6

I think the term "sports" is much too often being misinterpreted by the public as working up a sweat. "Sports" is an extremely abstract term. One people of one generation may apply a rigid definition to it but such a definition often becomes so unfulfilling in the next generation. The concept of sports has long since confined to with the physical aspect. As we all know, the mental aspect, thinking, we also involves a great deal in just about any type of sports. As spectators to a sporting event, we we can only see the physical energies that are put out by the participants. and therefore, the

mental involvement in sports is overlooked. This is ignorance of the spectators often leads to some saying charging that certain activities are not true sports.

Sports in the world today can be both relaxing and tense. For instance, many people play chess for the idle and relaxing nature of the game. However, if it is being a championship chess match can dispense the fast theory completely. The amount of concentration involves in chess expanding one's to imagine.

The ancient Greeks were keen on sports. Looking back into the sporting events of

the ancient Olympiad. It is not difficult to note the dominance of the physical aspect in the games. Aside from the few great philosopher that Greece had produced, people in ancient times made minimal use of their brain. In the modern society, the situation is the complete opposite. Machines we are invented to take the place of manual labour. In, instead of us using our muscles, man uses his head. The process of thinking and inventing new ideas now play a major role in society today. With the society heading towards this direction, the human life, along

with sports, also moving with the society. The human brain, being a vital part of the body's functions like some of the other components. The more the brain is used, the more improvement there will be.

Although much more emphasis is given to the brain, the body will also have to improve in order to achieve an ultimate sports equilibrium. In conclusion, sports today concern both the physique and the mind but with a greater emphasis on the mental aspect. Physical activities are seen chiefly as enjoyment to the players and entertainment to the spectators.

SCALE POINT 7

Sport is anything that pushes an individual to his or her limits. These limits may be either mental or physical. Every aspect of life may be viewed as a sport if one is to use the above (description) definition. One can be pushed to their limits on the football field or in the board room. In both instances, an individual is allowed to be taken to the perimeter of his ability and so then pushed a little further. Every living thing on this earth is involved in some athletic endeavor every day. Einstein was a great athlete because he was able to push himself to do what

no other individual had been able to do. It is important to recognize the ~~(fact that)~~ not only ^{these} athletes involved in sport on the ~~field~~ ^{field} (both) but those whom are athletes of the field. We are all athletes and we all have a common drive — not to win but to push ourselves to the limit of our abilities.

To most people the ^{most} sport they are involved in seems to be a hobby. Many of these people use other sports as a way to relax from the sport they are ^{accustomed} to playing. People rarely relax participating in ~~the~~ their sport they have to play. They usually

find some activity that is voluntary and enjoyable to them. Those that do play the same sport they play all day for a living are very interested. There are very few of these people that have found an enjoyable sport to live by. The rest who are not so lucky usually find some physical activity to vent their mental pressures that have accumulated from the game they play for life; the most popular of these physical sports are tennis and golf. Both of these games necessitate some form of hitting which is very important in venting mental pressures.

The sport that comes closest to becoming the perfect sport is the sport in which ^{an individual} ~~one~~ finds out ~~can~~ that he can push himself to his limits with no lasting ill effects. It is very important to be pushed but this must broaden an individual's view of life and living not shorten it. The perfect sport is only a vehicle to carry us to the realization of who ~~we~~ we are, and what our center of purpose is. Without sport we will never reach these destinies.

SCALE POINT 8

Sport is a difficult thing to define. Because of an over abundance of so-called "sports", the word has taken on a further meaning than ever before.

Basically, a sport is something which involves both competition and demands of either physical or mental endurance. Thus, jogging cannot be classified as a sport, however, a passive game such as chess can. This seems an anomaly until one realizes the different demands of the two pastimes.

The greatest problem in classifying an activity as a sport is the different aspects of each activity. Some activities such as figure skating and gymnastics are included in the Olympic Games program but are not quantitative, that is they do not have an apparent means of deciding a winner. They are, instead, subject to qualitative judging which often abused by countries wishing to claim victory for political reasons. However, these activities ~~are~~ are not subject to human judgment. Sports such as football, ice hockey and soccer have been missed in the past by unjudicious

referencing. The prime or certainly most vivid example of this came in the basketball final between the USA and the Soviet Union during the 1972 Olympic Games when inconsistent officiating seemed to decide the outcome of the game. Fortunately, incidents such as this one are few and far between.

It seems the only pure sports are those decided ~~off~~ mostly by a tape measure, stop watch or simple counting device. These sports, for the most part, are decided solely by the competitors and not by the judgment of a non-participant. However, in recent years, these sports have been marred at the international level by revelations that athletes have used stimulants or illegal equipment to gain an advantage. Again in order to correct or at least to abate this problem, winning athletes have been forced to submit to drug tests.

This brings me to the question of passive activities, those activities which are non-body contact and have little or no head-to-head competition. Chess is the best example of such an

activity. While it contains a great deal of competition, this competition is exclusively mental.

Finally, there are activities such as automobile racing which involve the manipulation of a vehicle. Of these activities only bicycle racing can be considered a sport. Automobile, motorcycle and horse racing are not sports, even though they involve a certain amount of skill.

In order to be considered a sport an activity must meet the following criteria: it must be performed competitively, it must not involve an external force which is self-powered. These criteria may seem very broad but they do sum up what in reality what we cannot or cannot consider to be a sport.

SUGGESTIONS FOR TEACHING:

- (1) Give other topics which are suitable for development by giving definitions:
 - a) very concrete objects or events: war, a rocket, a well-balanced meal, a good school.
 - b) abstract terms for more mature or sophisticated writers: friendship, love, imagination, wit.
- (2) Newspaper assignment: have students select an item of some current interest either to the specific community, (the school, the town) or to the country's social, moral or political concerns. They may then write a "letter to the editor" or an editorial which represents their opinion and reaction to the item.
- (3) Prepare a defence of a particular law or statement explaining why a law should be changed or abolished. This assignment may depend on age/grade level/sophistication. The "law" may be anything from family rules governing the child's behaviour, to a school rule, to a law applying to society in general.
- (4) Have students write personal opinions on babysitting, drinking, smoking, drugs, late dates, police, anything that will elicit a judgement either pro or con. They must follow up with defending reasons.
- (5) Use newspaper editorials as examples of "opinions" and contrasting view points. Have students present "opinion" papers on typical subjects to the class:
 - a) start by explaining situations/problems.
 - b) solutions to problems.
 - c) defense/reasons.
 - c) results.

NARRATIVE AND EXPOSITORY 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 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 demonstrated 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 scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 61 at the grade 8 level and as SKILL 71 at the grade 12 level 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. Reference to thesis or topic typically vague or omitted. Lack of sequence. Relationship of elements obscure - conclusion 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 in 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 systematically 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

SCALE POINT 2

{Opinion}

Television Opinion

In this Television show there should be famous actors eg. Burt Reynolds, Phyllis Diller, and Menander 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 at a decent time.

The show would have action and adventures. For once ~~the~~ Clint Eastwood would be killed.

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 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 wore 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 the girls with good figures and pretty faces. That's what counts most these days. I don't go out over a star 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 T.V. 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 her mother in 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. This 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 some thing 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 this 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 there 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, "No, 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 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.



Organization: Is an ordering strategy carried out? Is there effective distribution of material over introduction, development and conclusions? Is there a commitment to the topic, with development occurring within the boundaries of that topic and with a sense of balance or proportion. (For example, in the narrative, is there undue conflict at the cost of the poor development of change, or in the exposition, is the subject matter defined as having three facets, but only one of these discussed at length?).

Cohesion: Implies effective use of paragraphing of repetition of words or ideas to adjust reader to the topic, of transition aids and unifiers, of repeating phrases of effect, and of use of adverbial conjunctions between sentences and paragraphs.

Scale Point 1: No apparent structure. Topic of thesis difficult to discern. Relationship of material to topic and/or conclusion obscure. Often lacks conclusion. Few successful attempts at use of transition devices. Lack of sequence. Either no paragraphing or inappropriate paragraphing. Difficult for the reader to follow. Little apparent commitment to topic. "Empties his head".

Scale Point 2: Ideas organized to some extent, but frequent lapses occur. Topic may not be clear. Relevance of material may be obscure. Conclusion may fail to relate to introduction and development. Lapses in unity and transition make the passage difficult for the reader to follow. Problems in paragraphing.

Scale Point 3: Some organization apparent, although there may be inconsistencies. Lapses in unity and transition, but does not require great deliberation to follow. Presence of introduction, development and conclusion, but may be awkwardly handled. Conclusions may fail to synthesize communication.

Scale Point 4: Organizational strategy apparent and generally consistent. May be some lapses in unity or failure in smooth transition between sentences and paragraphs, or may be somewhat lacking in balance or proportion. May not have material effectively distributed among introduction, development and conclusion.

Scale Point 5: Organizational strategy apparent and consistent, successful attempt to use structure for effect. No lapses in unity or coherence. "Flows smoothly" leading the reader easily from introduction of the topic, through development to conclusion.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	8	28	36	22	4

*Interpretation Panel cut-off point.

SCALE POINT 1

Situation #1

My friend Mr. Chang was in a Kung Fu school as an instructor, he was a very upset man. Every day during the time of instruction Mr. Chang turned from ~~side~~ ^{voice} to mood. Mr. Chang senior instructor had Mr. Chang doing all the tough Kung Fu lessons where Mr. Chang always got hurt, then every student would be very careful not to make Mr. Chang really mad. Until one day Mr. Chang came to the Kung Fu school and he was smiling. Mr. Chang had never smiled before like this, and when someone threw him to the ground during the lesson period he kept smiling. Mr. Chang was asked by his senior instructor why he was smiling all the time. Mr. Chang replied "I am finally a father."

SCALE POINT 2

I feel that a sport should be defined as a mental or ~~the~~ physical demanding on the human body. It ~~is~~ ^{is} the most interesting sports and activities sports, such as Hockey, Soccer and Boxing, they ^{are} quick and the audience are well entertained. ~~These~~ activities like chess and bridge games are labeled as sports but these are not a competitive. I think that people and they are very nervous to watch.

My definition of a perfect sport is one that requires you to be fit, aggressive, and fast. A sport that combines brain with power. It should be a team sport ~~that~~ which enables you to compete with individuals ~~general~~ opponents. I feel that success is the whole team sport. It is a ~~strict~~ ^{strict} competitive sport which the ~~player~~ ^{player} and the ~~player~~ ^{player} can relate to each other.

SCALE POINT 3

Sports

Sports is defined as being anything that has to do with competition, physical or mentally. Sports can be done by one person or a group of people. Sports can then be broken up into categories of status, like amateur or pro.

The committee for choosing sports in the Olympic games and other games must be very careful in what sports they choose. These committees must not choose any sports that are too biased for one nation, also that these sports do not get extremely violent. The sporting events that get to violent could harm the relationship between countries.

The perfect sports for these games are events that take more physical skill than mental skill. Events like hockey, swimming, soccer, basketball and some others take more physical endurance and training than sports like chess and lot games. Team sports are also the better sports for these games because there is not just a single person trying for the award. The sports that are not very violent are good choices because violent sports can start bad feelings between nations.

Sporting events of the future games should

carry greater restrictions on age participation. An age restriction would stop countries who have no pro status from having their older more talented people from participating. Sports of the future are going to mean a lot to countries so careful selection of events is going to be needed.

SCALE POINT 4

Sport

Sport is an activity which requires effort and is played for the fun of the game. Many games are played for large sums of money. According to me that is not a sport it is a job.

In Canada we have many games classified under sports but one of these is hockey. Audiences enjoy watching it but it's a job because the players make many millions with this game. They don't play for the sport, they play for their job. Yet in this game there is effort but it's not played for fun. Look at all the fights that they have in the games. The players try their best to score goals because this way when they do, they make more money. Even if they have to knock a guy down in their effort to get the puck into the goal. They don't care. There is no sportsmanship in this game!

Hockey is only one example of the many games which are played in this manner and for the same goal money. Think of basketball, tennis, swimming, football, and skating and more. All of these are played on television. Of course, some of them are not as rough as hockey but if you think about

as you will agree that all of these games, when they are shown, have something to do with money. They are all playing for their job. The more they win the games the richer they become.

A real sports game is one that is played for enjoyment. Many people when they have a day off in the winter will go skating. They do this because in this way by skating they feel they will enjoy their day off. The snow is good because and fun. Of course on the following day they will be stiff but they think that it is worth it.

There is no game which comes close to becoming the perfect sport because no one every game we have is used by the television producers as a money making game. A game becomes a sport when the individual uses it for enjoyment.

The only way in which more of the games Americans play can become a sport is if they take out the money part aspect of the game. If the games shown on television could be only those that were voluntary players playing for an audience. That is a sport because none of one is upset after the game, about who

SCALE POINT 4 (Cont'd.)

SCALE POINT 5

was a loss the game. Maybe then not
 very many people would watch the game the
 afternoon

When she awoke the sun was
 shining and the birds were singing in
 the trees. She crawled out of bed, stepped
 onto the floor, padded over to the bathroom
 and splashed water on her face. Returning
 to the bedroom she noticed that the clock
 read seven fifteen. She sighed. It
 was too beautiful a day that ~~she~~
~~she~~ Grandpa would have
 liked it.

She sat at the end of her bed and
 stared out the window. Grandpa's
 old dog was sleeping in the pen by
 the barn. He seemed very old now;
 he wouldn't play or jump anymore and
 his strong legs had become a wobble.
 Old age does that to things, she guessed.
 Grandpa's rocking chair, wobbled
 in the breeze beside the apple tree. The
 wings were ~~now~~ bleached practically
 white by years in the sun and the dimes
 were worn from the ~~same~~ constant
 touch of Grandpa's hands. If she
 squeaked really hard she could still
 see her feet rocking back and forth,
 back and forth, the sun playing

SCALE POINT 5 (Cont'd.)

off her white hair
 to the south of the apple tree was
 Grandpa's flower garden. Every flower was
 out in full bloom, all the faces drinking
 up the sunlight. She smiled as she
 remembered Grandpa complaining
 about her age ~~was~~ from leaving to
 weed and plant his garden. Grandpa
 could grow anything, plants, animals
 and people.

Grandpa had six children, all
 boys. Everyone of them had given her much
 joy and love. She wouldn't trade them
 for anything. She helped Grandpa
 grow tea. She didn't literally ~~steal~~ and
 add him along but whatever she did
 she sure did it well.

Then, why, if Grandpa had been
 such a beautiful person, was she feeling
 so sad. Grandpa had left so much
 behind her, so much more than she had
~~now~~ come with. Just because she was
 gone didn't mean the memory was
 gone. She had Grandpa's thank for
 her being there and she was enjoying
 life.

Wiping her eyes on her sleeve,

she straightened herself up and
 went downstairs. She had to ~~go~~
 garden. She had to have the Grandpa's
 garden weeded ~~the~~ soon if the
 funeral was at ten.

SUGGESTIONS FOR TEACHING:

- (1) Transition devices: prepare a checklist or chart to give students.
 - a) list signal words for orders of time, place, importance
 - b) list words to show shift in point of view (however, although, on the other hand)
 - c) list words to show additional points on one topic (in addition, also, as well as)
 - d) use one central image or metaphor to develop abstract ideas
 - e) create a main character whose viewpoint is used throughout
 - f) use pronoun references with clear antecedents to tie together
 - g) repeat and re-state topic sentence idea
- (2) Pre-teaching of paragraph development must be done in order to ensure that students have a common background before their compositions are scaled.
 - a) the class may discuss teacher-made outlines. Teachers and class then compose outlines together, and this leads to individual outlines on given topic.
- (3) An alternative to outlining prior to writing is outlining after a draft copy has been written. In order to do this effectively, students should double or triple space their first drafts, and write at least 20% more than they will eventually submit in their final copy. Students then search for the organization inherent in their draft copy, provide topic sentences and extend whatever support is necessary. It is often convenient to use a coding system to identify their "new" organization to facilitate rewriting. Students should then be shown how to establish a concise, unified style using subordination and transitions, and eliminating wordiness and faulty repetition.
- (4) The "Five by Five" essay outline.
 - a) Paragraph number one - Introductory paragraph
 - (i) Thesis or essay topic, statement
 - (ii) Supporting idea number one
 - (iii) Supporting idea number two
 - (iv) Supporting idea number three
 - (v) Clincher sentence; based on thesis statement
 - b) Paragraph number two - develops supporting idea number one in paragraph one
 - (i) Topic Sentence
 - (ii) Supporting idea number one
 - (iii) Supporting idea number two

- (iv) Supporting idea number three
- (v) Clincher sentence based on topic sentence
- c) Paragraph number three - develops supporting idea number three in paragraph one
 - development as in paragraph two
- d) Paragraph number four - develops supporting idea number three in paragraph one
 - development as in paragraph two
- e) Paragraph number five - develops the clincher sentence (conclusion, summary) of paragraph number one - developed as in paragraph two.

NARRATIVE AND EXPOSITORY 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 make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 62 at the grade 8 level and as SKILL 72 at the grade 12 level in the Assessment of Written Expression reports.

SENTENCE STRUCTURE AND USAGE

Basis of the scale: Frequency and severity of errors. Length of composition must be considered. It is important to realize that when using this sub-scale, style is not to be considered in the scaling. A clear, simple, straight-forward sentence may receive top marks.

Errors of major concern: Run-on sentences, punctuation, sentence fragments, inappropriate or awkward subordination; subject-verb agreement.

Other (Minor) errors: (some tolerance for these) modification problems, pronoun reference faults; redundance, 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 co-ordination (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

T.V.

The type of T.V. show most normal teenagers like are movies like Star Wars and Hot Rod type movies like that. I don't think any teenagers would watch any thing like CBS's Company or some stupid thing like that.

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 soap, it should be on longer. A new show for teenagers should be called My Kind of Stuff. And have Shawn Cassidy, Robert Redford, Lee Majors, Paul Lynn starring in it. It should be a funny comedy like loveboat but only to take place in Hawaii. This show is good for teenagers because I like it and most people would like to watch. I have 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

Yes, I think teenagers between 12 to 14 years of age will watch anything I like to watch comedies and all those cops and robbers shows and almost anything on TV. Two of the worst shows I ever saw in my whole life are Little House on the Prairie and The Waltons. Every time it comes on I switch the channels. I don't know why anybody would want to watch a show like that. My all time favorite comedy is Xaverne and Shirley. I always look forward to Tuesdays when Xaverne and Shirley Shirley and Three's Company are on. Teenagers like shows with a lot of action but not a lot of killing. I think teenagers like a ~~lot of~~ to see

teenagers on a show and they somehow get into trouble and solves them ~~something~~ like detectives and with a lot of action. Any show about the good guys against the bad guys.

This person is ~~scared~~ because he's lost somewhere in forest with no food and there's snow on the ground. He had nothing to do so he decided to take a walk deep into the forest. but somehow got lost and can't couldn't find a way out. He's so scared that he couldn't think. He decides to take a long rest to try to think out his thoughts. He calms down. He ~~was~~ finds a way and walks out of the forest.

SCALE POINT 5

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.

Kids my age don't like shows that are unrealistic and sappy all the time. We like shows that tell things the way they really are. I don't think the teenagers in the show should make and do 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.

I know 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.

Basis of the scale: This scale is concerned both with mechanics of sentence structure and with effective sentence construction. Errors in mechanics include: fragments, run-on sentences, awkward subordination, errors in the use of modifiers, faulty parallelism, agreement errors, redundancy, shifts in point of view and pronoun reference problems. Effective sentence structure and length, no undue reliance on co-ordination, and appropriate sentence combining - control of the structure of sentences.

Scale Point 1: Comprehension of the passage is difficult because of a proliferation of errors of different types. Lacks any sense of 'sentence control': Constructions are frequently awkward rendering the meaning unclear.

Scale Point 2: Little apparent control of the structure of the sentences. Stilted, halting quality to prose. Sentences generally are not effectively constructed and several types of faults and/or repeated cases of errors are evident.

Scale Point 3: Several different types of errors in structure OR repeated cases of the same major error. Includes compositions where errors are few, but sentences are not effectively structure (i.e. lack variety; rely heavily on co-ordination, rather than subordination etc.). Although sentences lack variety and are not effectively structure, there is some sense of fluency.

Scale Point 4: One or two major errors in sentence structure; for example, a run-on sentence, faulty parallelism, or faulty subordination. Sentence construction generally effective, evidence of variety in length and structure, no over-reliance on co-ordination and appropriate sentence combining.

Scale Point 5: No major errors. May contain one or two minor problems such as split infinitive, 'they' as singular, or a subtle error in agreement or modification. Generally effective sentence construction.

PROVINCIAL RESULTS (Grade 12)

Scale Point	1	2	3	4	5
Percent of Students	6	15	40	28	10

*

*Interpretation Panel cut-off point.

SCALE POINT 1

~~My cousin and I went~~
 My cousin and I went to a party
 something suggest she is so
 excited. He is planning her
 wedding. She is going to have
 three bridesmaids. She is buying
 a lot of the stuff for these
 new brides. The bride and her
 groom bought a house for them.
 All the stuff talk about is her
 wedding. She and Tom want to
 have a small wedding. Tom just
 to have relatives at at their
 wedding. She saw a girl so go
 to Hawaii for their honeymoon.
 Now have study stayed at it.
 He said she would get married
 at the age of 18. She would
 want to find out first, but
 not it different than getting married
 now.

SCALE POINT 2

Situation One:
 The day was just great. The sun
 was shining and everyone was
 in a terrific mood. Everyone
 ate their breakfast and went
 off to school and work. For
 Walter it was especially a good
 day because he had his best
 subjects in school, math, reading
 and that kind of stuff. He had
 very much more fun. There were
 movies and a bunch of guys
 were going to eat lunch in
 a small cafe right across the
 from the school. They stepped
 off the curb to cross the
 street when a car came
 around and hit his best friend.
 He had such bad luck. Walter
 picked him up but there was
 nothing he could do. They called
 the ambulance and took him
 away. Walter was really in shock
 not knowing what to do. This
 accident would affect him for
 many days to come.

SENTENCE STRUCTURE AND USAGE

SCALE POINT 3

sports is something that is good for your body and your health. It keeps the body in shape, it gives you exercise when and if you eat the right kinds of food. Some sports are games such as baseball, football, track and field.

These are all kinds of sports but one ~~man~~ wouldn't think sleeping or walking is a sport because ~~you~~^{you} should be moving around, not staying still or taking it easy. But a sport doesn't have to be very active like a chess game, or just plain walking. It gives ~~you~~^{you} exercise.

Almost all sports, when which are active is a perfect sport if you get into the game.

one would have the experience of playing such a game and maybe enjoy it and be good at it. People who play "board wars" should also have team spirit, and team leadership. Whether they lose or win, it shouldn't matter.

SCALE POINT 4

Tiddly-winkers of ~~the~~ the World - Create

Is tiddly-wink a sport? The same Canadian Dictionary defines sports as "physical activity requiring physical energy." You can, therefore, make a very good case that tiddly-wink is a sport and should be allowed into the Olympics.

Tiddly-wink requires energy. A certain amount, not much, of physical energy is ~~used~~ pushing down on round discs in most definitely physical ~~activity~~ creation. Why then is not tiddly-wink termed a sport? Maybe there isn't enough challenge.

That statement is entirely false. The challenge, somewhat frustrating at times, to flip round discs into a bucket is most difficult. I have found it being an sport tiddly-wink is very, very challenging.

That so called sports require skills, stamina and team spirit. My personal experience has shown to me that team tiddly-wink is ~~more~~ more skillful than ~~any~~ other 3 over people.

winning rematch after rematch, the endurance and stamina is tremendous. The skill of ~~the~~ coordinating two players is even ~~more~~ demanding ~~than~~ as tennis. Not hitting another player with a counter is extremely challenging.

I submit that tiddly-wink is as valid a sport as soccer and hockey. The challenge ~~is~~ the thrill of victory, and the sportsmanship is all there. I do believe it should be in another class of sports, the skill demanding sport class, but most definitely tiddly-wink is one of the most dynamic sports of all time.

SCALE POINT 5

Every person has his own definition of "sport". My definition of a "sport" is an activity which requires physical energy and endurance and skill. To help me explain my definition of a "sport" I shall use the two swimming as a sport and backgammon as a non-sport.

First, swimming is a sport because it requires physical energy and endurance and skill. It is a vigorous activity - arms and legs which work together, trying to decrease resistance and increase propulsion. There are certain skills and techniques which must be applied to perform a stroke correctly. These skills must be practised over and over. In practising these skills, one builds up his physical and ^{connects} brain to muscles.

Playing backgammon is not a sport.

According to my definition because it does not require little, if any physical energy and endurance. Or dice, however, require skill and technique, which is also derived through many hours of practice. I consider backgammon a past-time because one usually plays it during their leisure time, unless they play it professionally. The skills from playing backgammon are quite different from swimming. Backgammon sharpens human awareness and uses strategic thinking of the mind, an intellectual game.

Because my definition of "sport" requires physical energy and endurance and skill, I would classify activities such as tennis, swimming and hockey as sports. Even though games such as

Because my definition of "sport" requires physical energy and endurance, and skill I would classify activities such as swimming tennis and hockey as sports. Even though games such as backgammon, checkers, and chess involve skill, they do not require physical energy and endurance and therefore are considered non-sports.

SUGGESTIONS FOR TEACHING:

- (1) Teachers may select appropriate sections from prescribed language textbooks for teaching materials and practice exercises.
- (2) Prepare exercises specifically on sentence combining: provide groups of 2 - 3 short, simple sentences on a related topic and demonstrate methods of combining them into longer and more complex sentences using subordination and parallelism.
- (3) Ask for sentences suitable for a young child's reader (very simple, short sentences); for an average adult-oriented magazine, (longer, more complex); for a technical, encyclopedia publication (numerous modifiers, compound subjects and verbs, a dense style with considerable information packed into one sentence).
- (4) Prepare a chart/checklist of common errors for student use. Use "buddy" system for proofreading of each other's work to catch errors and revise before good copy is handed into teacher.
- (5) Prepare passages with numerous sentence errors which impede readers understanding. Require students to rewrite and correct errors. Have class discussion on the corrected versions.

NARRATIVE AND EXPOSITORY 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. Proofreading each other's work can be very beneficial even when extended to senior level assignments.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred as to SKILL 63 at the grade 8 level and as SKILL 73 at the grade 12 level in the Assessment of Written Expression reports.

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
	*	*		

*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

Tom Brown had just got his new bike from the picnic market he was fully excited because it had every thing on it he said he just wanted to go show it off. Tom was walking on a dog run after the bike. Tom started to pedal faster so after two blocks the dog gave up. Tom was still riding when a another dog ran out the dog was not after Tom. he was after another dog. the dog ran out on the street and a car hit him. Tom says the dog got hit. Tom said he so much so Tom he said he will never buy a dog 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. at for rides in cars. Some times they take her shopping with them for groceries or some to a clothes 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. There are many variations of minds throughout a large range of ages in my opinion. The show would have to involve teenagers including experiences which might happen to a teenager today lots of action with some boy to girl relationships ~~to~~ make it more realistic. The endings should have variety, some being happy, sad, hard and to show good teenagers both the always happy endings. It seems to be phony instead of being realistic.

One of the things of the story is a different thing all together. I have found that my friends tend to go for the "os" 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 ~~so~~ a ~~way~~ prove to be educational for we could learn their way of life style. They weren't as well off as we are now as they had to work and earn their money. 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 a variety of families. It should have a 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 one 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 language place adds two different settings, a home and the language class. Also ~~the~~ at school and some incidents that occur there.

Now my opinion the key word for producing a show for teenagers is "variety". Without that it will lack suspension and interest.

SCALE POINT 4

Teenagers and Television

Not all teenagers see television as a waste. Many teenagers will sit down and watch anything. I feel that life is too short to sit and stare at a screen. I keep very busy with activities and to do not have time to watch much television. There is a special occasion on TV which I will watch.

I think that too many kids do not necessarily have watched too much television. They have not got enough to do so that they get older and advance into Junior Secondary they will have more to do like 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, Ready, Steady, Go!) which were very phony and

Basis of the scale: Frequency of errors. In extreme cases length of composition should be considered.

Scale Point 1: Apparent inaccurate spelling - interferes with ease of reading. Several errors invariably including confusables and/or 'common' or 'easy' words.

Scale Point 2: A number of errors usually including confusables and 'common' or 'easy' words.

Scale Point 3: Few errors (generally one or two depending upon length of the composition), most often attributable to haste or phonetic spelling of more 'difficult' words.

Scale Point 4: No errors.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	5	16	43	35

*

*Interpretation Panel cut-off point.

SCALE POINT 1

together and make them to become
 more aware of how you can enjoy
 yourself and to keep fit. It's
 hockey is not really a sport it is
 merely like a bar room fight, because
 in most of the games there are
 more fights than hockey it self.
 Baseball is good sport because
 it takes team work to win a game
 or violence. Soccer
 Soccer is one of the best sports it
 takes knowledge and speed and team work
 This sports also does not have violence

and it produces quite a large number
 of people.
 Track and Field is more of a competition
 rather than a sport it does not
 take team work to win. It is more
 of a strength and endurance test. This does
 not help you cooperate with others.

SCALE POINT 2

A sport is not an easy topic to
 define as it means different things
 to different people.
 To some people sport is defined
 as hunting or fishing, whereas other people
 think of it as something to which
 one has to put oneself to the limit
 to achieve a specific goal such as
 to get a gold medal in the olympics.
 A sport can be broken down
 into basically three categories:
 track & field, team contact sports
 and leisure sports.
 The meaning of track & field is
 defined right there, but by track contact
 sports I mean football, hockey, lacrosse,
 basketball, rugby and any similar sports
 include football, curling, hockey,
 hunting and fishing, jacking.
 As it stands, only truly a part
 of contact sports appears in the olympics
 but they make up for this
 by including games with events and
 other various aspects of swimming.
 A sport is basically defined as
 something with which one

can test his or her physical ability
 to the fullest under the strain and
 stress of competition as in the
 olympics under amateur status. It
 is also professional sports just as
 it seems now, professionals do not
 seem to be putting out as much
 effort as they did when they were
 amateurs, of course there are excep-
 tions to this. Professionals are now
 getting paid exorbitant sums of money
 to participate in these sports and they
 have nothing to lose either way so
 they do not have to play to their fullest
 extent.
 Some people think sport includes
 anything competitive to do with the
 body, in that case why isn't tiddly
 winks a sport or games cutting or
 even making laws. They all take
 physical endurance to a certain extent.
 There is no way as far as I am concerned
 no real "perfect" sport because there
 is so many different understandings
 of the word. What may be one
 sport may be another mans torture



SCALE POINT 3

of features for an activity to be classified as a sport there should not only be an element of competition involved but, it should tax the participants ability & skill in such an activity. Broad sport doesn't necessarily mean that you have to take a pounding in such a way as football, but then again not so for as in chess & checkers. There should be some degree of physical activity involved in sport, even though synchronized swimming or acrobatic gymnastics don't sound like that. But then they take a great deal

SCALE POINT 4

She wiped off the crumbs from the table with her cloth. The restaurant was as dim as always with only flickering candlelight set on the small, intimate tables by artificial means. She pondered, as always, on the sparkle of the glasses at the bar and the bartender, who wiped them to crystalline smoothness throughout the day. It was warm and quiet in the restaurant. Sort of a numbing dullness that contrasted to her memories of the night before, when the place had been full of the usual upper class amiable. Bill had been there. A guy that could bring any room alive; a guy that she loved, maybe.

"Debbie!"

That has to be Luigi, Debbie thought, as the last

crumbs fell victim to the great swallowing both. "Debbie," snapped Luigi. "what's with you, anyway?" "Nothing," Debbie replied, eyes turned towards the shadows. "Hi Bill, isn't it?" Luigi poked. "Debbie, you two are no match; he doesn't even love you, I'm sure." "Shut up Luigi," Debbie's eyes flared back at her victim with intended venom speaking from the lustre pupils, "mind your own business! How could you possibly know what we feel?" "Alright, alright," Luigi held his hands up in defense. Debbie watched Luigi swish back into the kitchen. She thought, 'how could Luigi possibly think that way? Probably tried to "hook" him once.' The heavy

SCALE POINT 4 (cont'd)

silence beat hard upon her heart. Only yesterday had Bill been seen in company with another woman. Only yesterday had Debbie screamed and cried in the jealousy she felt. Today she was silent, submissive, torn within.

"Do I love Bill, really? He doesn't seem to care for me at all. I've known Harry for ages but I don't love him. Bill's so cute. His curly dark hair, big brown eyes, he's too much. Harry is just a nice, sweet, kind guy." Debbie blinked back to her world of reality as she saw Bill moving amongst the shadows of the restaurant.

"Hi Bill!" she cried with her happy smile.

Bill put up his hand in greeting and then put it around the blonde and led her out. Debbie

stood there gaping. The curtain fell on her apron as she let the cloth fall. "Yeah, the blonde," she thought, "Bill always did like blonde." She fought to keep control. The shadows lengthened and the light seemed to dim into a black fog. The restaurant ~~got~~ ^{put} every light and refused to let any on. She felt as though part of an enormous pit, "left alone to die," she growled.

The door swung open and a breeze came blasting into the restaurant carrying the cold mist from the fountain outside. The sunshine seemed to linger about the door for a few minutes before pouring in and swallowing every god forsaken shadow up. Harry stepped in and laughed, "Debbie, you look like you've been in an attic. Get the curtains

out of your hair, take off that dirty apron and hurry up! I'm driving you home. We've got a date tonight or have you forgotten already. Has your boss Bill let you off yet? Come on Debbie! And stop smiling so much. Man! You sure look happy. Hurry."

Debbie laughed and untied her apron. She fidgeted with her hair for a second and then grabbed her purse. ~~She~~ ^{Harry} grabbed her wrist and pulled her from the restaurant.

"Hey Harry."

"What?"

"Thanks for being around. You're the best friend I've ever had."

"What brought this on?" Harry smiled and shook his head.

NARRATIVE AND EXPOSITORY 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 make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 64 at the grade 8 level and as SKILL 74 at the grade 12 level in the Assessment of Written Expression reports.

Basis of the scale: Legibility, consistency and proportion. Note: 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 more 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 Points	1	2	3	4
Percent of Students	2	24	45	28

*

*Interpretation Panel cut-off point.

SCALE POINT 2 (Cont'd.)

and I get a little of it."
 "Down by the paper store,
 in the city."
 They went, and Pete
 was taught the trade of studying.
 With the Pete plugging him
 in the gut as he went down with
 a third.
 He was a fat burrower
 he was an able to sit and watch
 my problems. Pete told them about
 the problem, and decided to take a
 look. The paper store was over and
 if we carried out everything we'd

to please, until an old boy, Paul
 to pull a small book to the
 police station.

SCALE POINT 3

She sits there at the table, asking herself
 if I'm doing the right thing by asking for
 more food. She sits there, puzzled, and then
 her old curiosity, she watches as the food is
 being passed out. Finally it comes to her
 and she is more scared than ever because
 her mother is sitting in front of her
 with a look that says "Only eat
 what you can or you will be in big
 trouble." She pauses and looks down at
 her plate. The food is coming nearer
 and nearer. First the roast beef comes
 she takes one piece. She looks over at
 her mother. Her mother smiles. Then she
 says to herself, "I made one thing

to now comes the next one. The potatoes
 are slowly coming around. She takes
 two spoonfuls of potatoes. Then came the
 beets, carrots, bread, and celery. But
 she made and her mom was proud
 of her. And come to think of it
 she was proud of herself too.



SCALE POINT 4

it's like you to make him be in the guy in the eye
 right hand corner the story is not a pretty one and
 my job is to tell you about him. Tom is now
 in prison for a crime he did not commit.

MURDER 1 The story starts in his home town of
 New York, when he was in an old shack up
 house with his mother, two sisters and a brother.
 One night while Tom was out walking the streets
 with his friends they came across a little boy
 sleeping in a garbage can. Because of the cold of
 neighborhood Tom could hear nobody could for
 anyone but themselves Tom suggested they take him
 down to the police and find out what he was
 Tom's friends wanted nothing to do with the kids
 but Tom took him to the police. The police didn't
 care what happened to the kid or he could take
 him home and you care for him. On the way home
 Tom encountered his friends who were mad because
 Tom had wanted him home so they had a big fight
 and Tom got knocked out when he woke one day
 lay dead in his arms.

Shortly after the police searched the scene and saw
 Tom holding the dead boy in his arms with the knife
 in his hands.

situation on the
 next page.

situation

Tom knows he is innocent, and of course he is
 innocent also but the evidence was against him
 for Tom case he didn't say whether or not his friends
 killed the boy because he was never knocked out
 his lawyer had little chance of chance of springing
 him so he was sentenced to prison for life.
 Tom's problem was simply that he must be
 innocent and he had to be proved by someone.
 The government and the justice league decided to
 review the case ten years later in the new
 evidence was found that could help him get out
 of prison. Now Tom's biggest problem is he's going
 to get out of prison or is he going to stay

since the rest of his life.

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Basis of the scale: Legibility.

Scale Point 1: Illegible or nearly so; interferes with the flow of reading.

Scale Point 2: Legible, but deliberation required of the reader.

Scale Point 3: Legible. No obstruction to reading, but may be lacking in consistency or have some feature(s) exaggerated.

Scale Point 4: "A pleasure to read". Consistent; proportion in letters; smoothness; no feature (size, slant, tails etc.) exaggerated.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	2	31	47	20

*Interpretation Panel cut-off point.

SCALE POINT 1

The Magical Mystery

It was dark in the cave and he
 went in and as he rose to his feet he saw
 something very peculiar on the floor
 of the room lay his globe, but it
 seemed different.

He went forward towards the globe
 but made no attempt to touch it, for
 it was full of indignation and the
 so he went to get his father the
 thing suddenly leaped upward and disappeared
 through the ceiling.

When suddenly he looked out his
 bedroom window; but could see nothing.
 "What ever it was he muttered to himself
 "It's gone now."

Just then his father called in "What
 did you see John?"

"I don't know just what I saw when
 a noise coming in the night and I
 trying to keep what I saw secret."

John went down to breakfast as
 usual and ate very heartily. He then went
 up after breakfast and got out his letter
 but to make a survey he carefully examined
 the hole in the ceiling, and after doing
 tests sure enough found fingerprints on
 it.

He got out his flashlight and when
 it shined in the hole and there lay
 the globe glowing in the dark. He then
 noticed the tiny trail that went from it
 leaped around a globe at the end. He
 knew then that it was a lead and
 he got very angry.

He went to his little brother
 even who by then was young into
 conversation, looking no hard to
 show you he thought it might be
 the globe and then it disappeared
 his little brother's heart nearly stopped
 and John began to laugh very hard
 and all were happy from then on!

The End

SCALE POINT 2

My uncle made only 10000 used to be a gold
 prospector because he was a very old
 man who was getting very depressed because he
 hadn't seen a trace of gold for years and
 then one week he had been mining the case on
 a hill around a day and he was getting tired
 and very plain one week. He was just about
 ready to call it a day when he noticed his
 hand had fallen in the creek and was dripping
 enough to be packed up his gear and on getting it
 after while he realized it was rather rare.
 He stopped to catch his breath for while when he
 noticed that he was a big boy and he used
 as he had been mining. Feeling very sure

found one he decided to try it some more
 and he saw on his third day fully five gold
 he noticed something sparkling in the bottom
 of his pan. He looked for a few times before
 it hit him: it was gold actually good gold
 it lay before you had never seen a very old
 man become so happy in your life until that
 day. He was living on his own in a mountain

SCALE POINT 3

She walked alone in the evening sun across the sandy beach. Her golden hair shined in the moon light ~~giving~~ ~~to~~ ~~leaving~~ a glow around her. Bonnie was always a silent and mysterious girl. She shared her feelings and talked about her problem with a close friend, Shannon. Because Shannon had gone away for the holidays Bonnie spent the night walking and thinking about what she would do the next day. Without Shannon, Bonnie realized that most of her days would be spent with her boyfriend. She usually went out with him in the evenings but since his job was ending soon, Bonnie could also see him during the day. Loneliness always seemed to be the hardest most difficult feeling to deal with. After an hour of continuous walking, she got down on a rock near the shore. From there she could see far across the ocean and up into the mountains. It was a silent night, almost too silent. She began humming a song that she had

heard on the radio, during the day. It was a slow, mellow song with a pretty tune. After singing the verse a second time, she heard a small whimper. It was a little fluffy dog with a funny grin. Its white fur was speckled with mud and, in that didn't stop Bonnie from picking him up. The little dog settled in her lap and began to clean his paws. Bonnie felt a warm glow inside of her heart as she smoothed down the scruffy fur on the dog's back. Could it be that he too was lonely? Before the dog finished ~~the~~ licking his paws, he jumped down into the sand and pounced on the first stick he saw. For the rest of evening they enjoyed one another's company. Bonnie would throw the stick for him in a rock, the water or in the air, and the pup would always bring it back to her. Sitting at the beach alone made her feel happy and relaxed, but playing with a pup gave her more than any moment of silent had given her.

SCALE POINT 4

Many people have numerous close friends. For me, I have only one. Debbie Simpson is my closest friend in all the world. When together all the time and if, on occasion, we are not seen together we get bothered with questions regarding the whereabouts of the 2nd page. Usually, I know Debbie better than she knows herself. She's well read, looking really and her personality makes up for what she lacks in appearance. Debbie is always cheerful. I

can't remember a day when she wasn't laughing or at least smiling. Being her closest friend I can understand this sort of gaily deep down. I know that Debbie is lonely. She needs someone or something that does not include me. She has never let her guard down not even around me, but I know she's not happy. I just knew it. I should maybe call to her but right now I haven't

SCALE POINT 4 (cont'd)

The boss she had come to
 to do work in the house
 and I have to drop her
 off at her job before going
 to my own.

When I picked her up
 after work today I couldn't
 believe it! She was all bubbly
 over some guy who just started
 work with her. She's still
 calm down by tonight - we're
 going to a show.

That was her on the phone
 she can't go to a show in me.

She's got a "date" on week, it's
 once in a lifetime chance for
 heaven.

I ^{hadn't} seen Debbie
 for 2 weeks when I bumped
 into her at halfway today. She
 looks different and acts different
 I guess she looks different
 because she's met all the guys
 and she's in a big smile
 any more. She's had her hair
 done & she's wearing contact
 lenses instead of the thick
 glasses she wore before. Some

guy named Steve has asked her
 to marry him. When she
 told me this she didn't
 smile but her eyes danced
 and sparkled so that she didn't
 need those fake gems on her
 face.

Now that I think back
 I know why she is never so
 happy even though she laughs
 her eyes were sad, they reflected
 her soul.



SUGGESTIONS FOR TEACHING:

- (1) Prepare overhead or photocopied sheet of different styles of handwriting or calligraphy.
- (2) Students may be interested in a brief discussion of handwriting analysis (graphology) as it reveals character.
- (3) Transparencies of examples of handwritings are useful in class discussion of what is or is not good penmanship. The students should be given the scale itself in order to remind them that it is a skill to be learned and developed. Working with letters and filling in of forms, are good places where practical application of the skill should count.

NARRATIVE AND EXPOSITORY WRITING
(SUBSCALE FOR VOCABULARY)

The terminology in these scales is somewhat vague and general. Teachers might well consider revising them in the direction of specificity and concreteness.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2-~~N/E~~N/E8 of this package.

This skill is referred to as SKILL 65 at the grade 8 level and as SKILL 75 at the grade 12 level in the Assessment of Written Expression reports.

Basis of the scale: Appropriateness, variety and specificity. NOT COMPLEXITY.

Scale Point 1: Limited vocabulary - basic words used in a conventional manner. Often contain errors in word use. "Childish".

Scale Point 2: Some attempt at word variety and specificity, but tend to be generally conversational and rely on "broad concept" words.

Scale Point 3: Uses specialized words (for example, "shuffled" rather than "walked"). Evidence of word choice for variety - not repetitive. However, somewhat lacking in sophistication or maturity.

Scale Point 4: Superior vocabulary used with precision. Sophisticated. Appropriate to subject matter.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	.34	36	20	8

*

*Interpretation Panel cut-off point.

SCALE POINT 1

I think kids should be able to watch shows with violence and see their going to no about this kind of stuff anyway. I am going to have a show about violence and then near the end of each show I or pine Trudeau says don't take this show serious and they not to be main characters would be kids who are very good actors. The kids should get into trouble for doing things against the law to learn young kids a lesson. The show should take place in the slums.

SCALE POINT 2

Dear Sir or Madam

In answer to your question what would teenagers like to watch if they had their choice. Well I thought about this alot and most of my friends and I like comedies and mild dramas and crime shows.

My friends all seem to like situation comedys like all in the family, Mash, One day & at a time, Quack, Happy days, Laverne and Shirley and all the British comedys on channel 2 & 4 like Doctor in the house, ~~One~~ On the Buses, Funtley towers and everyones favourite Monty

Pythons Flying Circus.

Most teenagers really like the late night comedys like ~~John~~ Johnny Carson but can only stay up to watch them on Fridays and hildays.

Saturday night live is also a favourite show which all my friends watch if they can keep their eyes open long enough.

Most of my friends like mild Dramas with a little humor mixed in like Chips or James at fifteen (before it was taken off the air) Almost all my

friends like "The Rockford files" and "Rishie Brokelman private eye" and the new Marvel comic series of shows "The Amazing Spider man" and the other one "The incredible Hulk" My personal favorite show is "Bad, Bad, Black Sheep aka known as Black Sheep Squadron" with the rockford files in a very close second. Quincy is also liked by most of my friends.

Crime shows also rank in favorites. Sturky and Hatch seems to be liked by the girls because of the actors but the boys like it because of the

action in it. Alice Story is liked by some but not all of my friends I don't really like it much. Crime movies are also liked alot because the action is involved and not so much the violence in it.

So those are about the main shows teenagers like at least around here anyway so I hope this will help you to make a good schedule next year. Thanks

SCALE POINT 4

A Show for Teenage Audiences.

I think that the shows that teenagers watch are full of action, drama and comedy. The show that I would suggest is something to do with these situations but with everyday, true happenings such as drugs, teenage problems with society and lack of communication with parents. Comedy should also be blended into the show, but not too much or it would make it hard to take away some of the seriousness and danger of the show. I think the characters should be ordinary teenagers. Some are misanthropes, others are popular and attractive, know of the personalities of school while the others are nice and modest. They will live in middle-class, upper-middle class homes. There will be situations such as drugs, fights and problems with school and social problems of parents, the opposite sex and being critical of themselves. I am sure that this type of show will have some interest in the teenager's eyes.

Basis of the scale: Concerned with appropriate word choice and level of vocabulary as well as consistency in level of expression (i.e. no illogical shifts from formal to informal, technical to nontechnical etc.). An underlying dimension of specificity regarding concept in the use of words. Weaknesses and errors include: immature combination of words, diction problems such as the use of clichés, overgeneralizations, colloquialisms and jargon; unnecessary shifts in person; and 'basis' vocabulary used in a conversational manner.

Scale Point 1: No apparent attempt at deliberate word selection. Relies on generally used words and is repetitive. Generally conversational in tone. Frequent use of 'wrong word' (i.e. incorrect in meaning). Communication is not clear. Might be characterized as 'childish'.

Scale Point 2: No apparent attempt at deliberate word selection. Lacks specificity and often consistency. Generally conversational in tone and relying on 'ready-made' language and broad concept words. Some evidence of variety. Occasional instances of use of the 'wrong' word.

Scale Point 3: Some weaknesses evident, as in a lack of specificity, a tendency to conversational tone, or reliance on ready-made language such as clichés and jargon.

Scale Point 4: Evidence of deliberate word selection for effect and variety. No errors, but does not display the 'command' evident in scale point 5.

Scale Point 5: Sophisticated use of 'educated adult' vocabulary. Indicates respect of the conventions of writing and 'control' (as in the use of elevated language, precision and consistency - 'apt turn of phrase'). No errors. No misuse of polysyllabic words. Communication is clear.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	8	29	39	18	6

*

*Interpretation Panel cut-off point.

SCALE POINT 1

there I was on my way to the NHL. I had gotten picked in the first round draft by the Buffalo Sabres and they were laying out a pretty big dump of money for me. I had to prove myself to the coach and I doing had, unless that over there was the lock do me. I came in his states. Oh, well! I can't be it. Billert Penelope my boyfriend who I imagine was 3. I was in the playing along, I do this idea.

The coach want us out on the ice for our first work out. I felt I had to keep up with those guys if I wanted to hold my spot with them. There were other workers I fight for the same job as me. I worked and worked although I was a bit tight and nervous when Billert came up during our game. I was sorry, not great and not to be satisfied. This did it, we play for a while until about the time when I used the words, even at the coliseum in Vancouver, when the were uncertain to play the Canucks. The subject soon got to that and we have done to a home game with all the players quit. It was sort of like the famous restaurant

Narrative
 in ~~the~~ with hockey, pickup and whenever all over the walls I notice in four hours for the look of us and a gorgeous young waitress brought it over. Boy, did I like what I saw. I was about to make a pass at her when she went up and gave Billert a big hug and kiss. What am I doing this guys marriage. You see, we were in the mood to dipshy I would like you to meet my wife Mildred. What was that she was a bear slayer on the wages. Then they explained that they owned the bar and I said for act. Then she promises not to down dated me. Way I thought to myself this here really was the big time. There was the we a little get together here at the bar tonight for the team to get together as they had all been diving from each other in the off season. You know the guys were the ~~off~~ wives and the new and introduced themselves to all the new wives and girlfriends and the group sat and talk over last season and other team business, the hockey stuff. I didn't and my escort ~~to~~ to saying that would

Y

I soon found one on internet named Mildred who set me up with her sister and I thought she could be a real thing. My like her her sister and boy was I right when we were introduced. I met her just drinking, well gaudy over her beautiful body. She was really friendly and I thought.

SCALE POINT 2

On miserable day my mother went shopping, she didn't mind shopping but, today it was different. She wasn't feeling well and things weren't going right, her back hurt and she was had a flat tire.

She finally made it to the supermarket and was in the best mood when she entered the store and got a buggy. She was putting around the store in a daze. She accidentally took off over a pair of jeans. "CRASH!" I saw her fall. One of the clerks came over and

started yelling at my mom.

Her day was not going right. She got what she needed and went up to the till. The lady at the check out rang everything up to be \$250.24. Her mother knew this was not right and she started to protest and bother. The manager came over and they added the items and the second total came out to \$125.24. Now my mother was really freaking. She had her groceries put in a bag and I left the store.

When she arrived at home, she found that dinner was made and the house had been cleaned up. She put the groceries away and made herself a cup of coffee.

Dinner was served and mother's mood was beginning to rise. She was laughing and talking about her awful day and

After dinner her oldest son came over with his girlfriend. He announced very proudly and that they were engaged. Now, the really and mother

day. She was so happy for her son because she knew how happy he was.

Mother changed from down in the dumps to up in seventh heaven.

SCALE POINT 3

Sports play an important role in today's society. From a simple badminton match to a rough tackling football game, the Olympic games involving worldwide competition, have recently introduced new events such as synchronized swimming and aerobic gymnastics. These new activities have stirred up questions as to whether or not they are actually sports. The real matter in these cases is how do we define sports? In answer to this question three qualities are given in order for an event to be defined a sport; firstly, the important competition, secondly, - physical activity, and last of all - physical activity.

To begin with, an event must involve great competition. An example of this is in racing, where people, some longer ways, run vigorously towards the finish line. This sport points out the importance of a final goal, yet someone may argue that this being very competitive must be a sport.

In addition to competition in sports follows the mental stress involved. In every sport the competitor must use his brain and decide what to do which is shown in a sport such as football. The player must figure out carefully the tactics involved to win.

Lastly come the physical aspect in sports. In measuring the field quality's that purpose isn't considered a sport for it doesn't involve physical activity, whereas being "out" almost every part of the human body.

In summary an event in order to be considered a sport must have competition, mental stress, and physical activity.

SCALE POINT 4

Opinion Essay

229 words

In order for the Olympic and Commonwealth Games to accept or reject new sports events it is necessary for a definition of the word "sport" to be developed. What is a sport? In years, equestrian events, ~~rowing~~ sailing, and para-canoeing swimming have been included in the sports. But yet, there is much hesitation to include synchronized swimming and rhythmic gymnastics and other new events. Why? Are it because they are classified as an actor instead of sports? If it is carefully considered, though, all actor events could be classified as sports. In all sporting events it is true that to master a certain movement or movements to perfection is an art. The winter events such as ski-style skiing, down-hill skiing and sport-skiing are all arts in a sense. With this analogy drawn between actor and sports, we must come to a conclusion of sports. In all of the ~~most~~ ~~in~~ All of the events in the Olympic and Commonwealth Games have one aspect

in common -- competition. Is it not true that in order for these events to be judged they must be competitive. Why then, do we not simply call it "sport" or event that may be competitively participated in? Naturally, there will have to be some restrictions placed on this because an athletic event must pertain to some kind of physical exertion. For example, I imagine that painting or sculpting could be judged but still physical exertion is not involved.

A perfect sport? I feel that there are many good sports and to choose one particular sport out of the hundreds of choices would be silly.

In conclusion, I think that the Olympic and Commonwealth Games should include any event that involves physical exertion that can be judged.



SCALE POINT 5

Julia, the one and only love in my life. She was perfect. Always willing to help out in any situation, and always making my life feel complete. She was the picture of beauty, soft flowing hair, colorful eyes, always warm face. She truly was as inviting as her looks, with smooth, soft curves and sweet, amiable smile. Her hair was always warm, and her hands were small and smelling the expensive perfume. A sight for sore eyes. Her voluptuous body moved with an extraordinary grace and fluidity. She wore clothing that nobody else was doing, making her "for real" feminine from the European countries man famous Italian designers. She would effortlessly throw glances with the slight upturn of an eyebrow, or the imperceptibly sensitive smile. Regardless she was, no one could ever become a personal fool of her own changing world. The constant desire for new adventures would discourage, confuse the uncertainty down.

Such a love was I, one of the many who'd come to be. I would watch her constantly before I ever knew her she was. Then she noticed me. We felt deeply in love, I for my success and her for her. We would laugh, play, talk and love. Her conversation with always intrigued me. The intimacy with the perfect one.

Then there was Frank, and his, but she knew she who she had never seen. But she knew that he appeared to be the will do the best of all the things for me.

could forget such a beautiful woman.

Julia was busy at her desk, waiting after hours when to collect the money necessary for maintenance. She was constantly on the run, no time for conversation or pleasurable things, always rushing. But deep ahead of the business world, would be ahead of the already dead game.

Julia had been taken by the business world. She used to be soft and gentle, but now was a creature of determination and confusion. Her own way down that she realized what the capabilities society of men has been to her. Lonely and so beautiful, being romantic, playful women could not be held away from herself for the rest of her life.



SUGGESTIONS FOR TEACHING:

- (1) Many directed writing exercises can be used in conjunction with this scale.
- (2) Study differences between informal/colloquial, standard and formal levels of diction.
- (3) Study systematically the prefixes, suffices, and roots used to create words. (Checklist & Chart)
- (4) Work on context clues - see Tactics A and B series.
- (5) Study a unit on the history of language and etymology to see how different language roots contribute to English diction.
- (6) Involve specific vocabulary related to subject areas such as science, socials, geography; areas such as hobbies & particular sports; careers; technical & mechanical terms; theatre, drama & arts.
- (7) Identify derivations of terms used in English which originated in other languages - laissez-faire; tête-à-tête; vis à vis; et cetera.
- (8) Identify mythological references (ef. Isaac Asimov's book Words from the Myths).
- (9) Learn to use a thesaurus.
- (10) Narrative use in conjunction with writing. Ask for a dialogue passage between two characters of widely separated interest and backgrounds, each speaking in appropriate style, i.e., a university professor and a fisherman.
- (11) Make up a dictionary, i.e., explain Newspeak terms from 1984; explain current slang terms as defined in standard English.

NARRATIVE AND EXPOSITORY WRITING
(SUBSCALE FOR PUNCTUATION)

Sixty-two percent of Grade 12 papers were assessed at either scale point 1 or scale point 2 (below "cut-off" point established by the Provincial Interpretation Panel) on this three point scale. Increased attention to the teaching of and marking for punctuation may serve to improve this situation at all grade levels. Emphasis should be placed on punctuation, as an indispensable part of comprehensibility of all written work.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 76 at the grade 12 level in the Assessment of Written Expression reports.

Basis of the scale: Relative frequency of errors.

Scale Point 1: Relatively frequent major errors in punctuation such that the reader is forced to deliberate in order to comprehend parts of the passage.

Scale Point 2: Some major errors in punctuation and capitalization but these do not interfere with comprehension and are infrequent. Includes papers with frequent minor errors involving the misuse or omission of commas, semi-colons and apostrophes.

Scale Point 3: Includes papers with frequent minor errors involving the misuse or omission of commas, semi-colons and apostrophes. No major errors; some tolerance allowed for minor errors particularly in the use of commas.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3
Percent of Students	17	45	38

*

*Interpretation Panel cut-off point.

SCALE POINT 1

It was early in the morning, just before sunrise. The rain was cool and the ground was damp from the evening dew. Everyone was asleep except for Sam, for him, this was a special day. This was the day his father was going to buy him his first bike, motor bike. He had always dream of riding. He saw the most beautiful big shiny motor bike. But to think that it was coming there, after all these years, ~~was~~ ^{made} ~~it~~ ^{at last} ~~just~~ ^{for} him to sleep so he just laid in bed until it was time for breakfast.

He had worked after school in his dad's store for 5 years, before he had enough money to buy his bike. It had been a long five years, but now it seemed like it

was all worth it. His dad had been wrong, it ~~was~~ ^{did} fall better to work for until you wanted. He had living proof, it was all in his bank account.

"Dad are you ready for breakfast?" his mother called from down stairs. "I will be right down, just have to dress and wash." Sam reply in excitement.

He could hardly eat he was so excited. The thought of him owning a motor bike, made it hard for him to do anything else.

"You eat your breakfast soon or we will be late for never get to that motor bike shop" his father said in a half

amused voice. Sam looked startled and started to eat quickly. He didn't want to waste a single minute of time. He just had to get his bike and ride it. He took his last mouthful, stood up and went over to where his coat and shoes were.

"Dad lets get going, the waiting is killing me." Sam said out. His dad voice from his seat, put on his coat and shoes, off he went up to the truck. Sam jumped in beside him and said "Lets go." The truck rumbled as they drove off the yard. Mom stood by the door and waved goodbye.

When they got to motor shop, Sam jumped out of the truck and ran into the store. He walked up to the bike that he wanted, he held the bike that it was his dad. He walked around it a couple of times, and then looked up, smiled at Sam and said "lets buy even if you want you can have it." Sam almost fell backwards. This is so much my dream come true. ~~But all of the things that was a pain.~~ But when he went to pay for it, he realized that he didn't have it. ~~him~~ His money was gone. He looked up at his dad "dad I think I need my

SCALE POINT 1 (cont'd)

money?" His dad look at him "Will you
 I guess we can't buy the bike until
 we find out what you did with your
 money.
 Sam ran out of the store and jumped
 into the truck. He thought that it
 had been so good to be there.

SCALE POINT 2

Situation two: Sports

I think sports involves a very
 large range of things and events.
 Whether it be motion to do, in some
 sort of competition, it is a sport.
 For example gymnastics competitions
 are definitely a sport because people
 are competing against each other,
 and it involves action.
 Really, so far as I am concerned
 as long as people are satisfied
 with calling something a sport, it's
 just fine. It's up to the people to
 what they want to call something.

SCALE POINT 3

Esther is tired after a long day at school, her body is weak with an attack of influenza, yet she is in mental ~~ecstasy~~ ecstasy. Tonight she encounters a challenge, her first "real" date. She wanders aimlessly around the house, inventing the future outcome of this date, in her mind. There is, however, a part of her that is worried. "There are so many questions that present themselves over and over again. Will he enjoy her company? Will the movie she picked out delight his taste? Will they find one another interesting

company? There are many more and all unanswered. She counsels herself "Do not act false to yourself." Suddenly, she jolts herself from this train of thought and braces herself with chores she did and writes out a long list of all the things that have to be done before she can even go on her date.

Hours later, as Esther is applying the final touches to her makeup, she hears the door open. It will be her father coming home from work. She remembers his anger last night when he heard she was going out with

argument is that she is still a child, merely sixteen years old, Craig is a working man. No one is angry, but they decide to end the conversation. Dinner passed and as soon as she is finished doing the dishes, Esther returns upstairs to finish dressing. She is still very happy and beginning to get nervous, after all she only had half an hour left. Being ready early, she goes downstairs once more and occupies herself reading a book. Her father enters the room and she looks up questioningly. He says that

Craig. He was upset because she had not asked anyone's permission. After a whole day he should be much calmer now and more susceptible to her want to talk. She stops what she is doing and goes downstairs. Greeting him, she points out that dinner is ready and may be eaten as soon as he wishes. They talk about the night before and he tells her that he is no longer annoyed, but still a little nervous to allow her to see Craig on a steady basis. He feels that their age difference is an critical. He's

SCALE POINT 3 (cont'd)

he wants to tell her that he has
 decided that she will only have one
 date with Craig. She pleads with
 him to change his reasoning, but to
 no avail. At first she becomes angry,
 but later she feels sad. The doorbell
 rings and she realizes that she
 must resign herself to enjoy her only
 date to the utmost. It is strange
 how her happiness can change into
 such a passive emotion in such a
 short space of time.

SUGGESTIONS FOR TEACHING:

- (1) Provide a checklist or chart with examples and rules; have students proofread, edit and correct either their own work or the work of others.
- (2) Review punctuation marks as specific signals for meaning, i.e. dialogue, items in a series, interrogation or exclamation.
- (3) Apply the scale in conjunction with other skills from directed writing, i.e., letter and envelope, formal social letter. Refer to proofreading skills.
- (4) Give students passages of prose with punctuation marks removed; ask for necessary marks to be placed where required. As an oral follow-up, the class checks the completed exercise and discusses rules for each case, as a review.
- (5) Create sentences where meaning is dependent on punctuation and ask for marks to be put in; discuss finished result. i.e. Men, say, women, are silly. Or, Men say women are silly.

TEACHING AND EVALUATING
STUDENT WRITING

Proofreading Skills
(Secondary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

PROOFREADING SKILLS
(SECONDARY GRADE LEVELS)

TABLE OF CONTENTS

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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 8 (Exercise 2) level the newspaper editor requires assistance from his Junior Reporter. At the Grade 12 (Exercise 3) level the student is taking the place of Aunt Libby, who assists the editor of the Gauge Gazette. 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
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 8 EXERCISES

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 & CLERICAL

Small friendly office who needs a clerk who loves attention to detail call 688-7831

Officers/Loan Officers Etc Central Credit Union, Box 2038, Van V6B 3R9

Personnel Consultant, 5-0261-1155 W. Geor

Banked teller required weekly for North Delta 96-7781

mas II ser Top steno d \$900 R Lander & 736-1408

time Receptionist req 8 24*4 Monday through Friday between 9 am to 5 pm

OFFICE STAFF REQ D by Personnel 684-7254. (trial/terial Placement in Personnel) 681-3326

PART TIME

IDEAL

OR STUDENTS

Telephone appointment South Burnaby Eves & Exp Salary 324-2137

PHONE WORK

Give people with good or Sales Order Desk rate Hours 10 am to 2:4 pm to 8 pm Phone 876 1919

THE BUDGET RATE

For income keep up with upto through pleasant ne work Assistance pro- start local Agency Dis- phone 681-9385 for w-

ible person to work 20 nights no wkdays in curits business Flexible Reception & clerical du- voided Reply in own time to Box 3336, this

Part time Girl Friday required by Abbotsford re- ship Must be mature & have experience Box 2305

ious couple Earn \$600 me without giving up job in responsibilities. Phone 16

mean money use spare watch your earnings ar necessary For appl 1321

ous couple to earn \$500 time in their unproduc- ne Mr Hanson 987

time tellers required for Saturday Experienced n Marie Van Warden 5

Commission Work your rom home Fuller Brush y, 685-3532

EMPLOYMENT OPPORTUNITIES

PROFESSIONAL-MANAGEMENT

BUSINESS DEVELOPMENT OFFICER

ESTATE PLANNING

SALES

If you are a licensed Real Estate Salesperson and are interested in

REAL ESTATE TRAINING

You should investigate

SALES

SIDING SALES Opportunity

SALES

PROFESSIONAL

10% C

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 lone established mens clothing stores, we have these positions available in both our Vancouver and Victoria stores & are prepared to offer top salaries & benefits. Ap-

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 comm package in the \$20 000 plus range within 1 year Call Don Sefnuk in confidence

CAREER PERSONNEL

325 Seymour 681-8888

PRINTING SALES

\$12,000

ing loans well as company product num siding silent deal

minimum /recovery kept strict

ICE

RY

per Wk.

ance on program lining positions must completed in appear-

essary as on be provided ikants Foc

2 30 p.m.

tunity

om Train- known product for bu- pension program Applicants must require \$1 500 per mo Have desire to earn above average Some direct sales experience preferred but not essential

Personal Interviews Only Apply 1690 Kingsway between 9 a.m & 12 noon

HEAVY EQUIP.

Manufacturer of truck bodies and equipment seeks a rep with lettering exp with contacts in the

If you haven't gone for 19 what we offer no listings in national press in central lo- gram including trip For con cell Stan of la CARLSBER COTE 888 B

Earn Whi \$240

EXPE NECI

International general manage- tions availab- sponse pri- must be 18 yrs High School G week for 5 pla- No experience the job trainn for the success appointment c 688-6417 9 30 a.m.

Everything

- Backing of a penny
- The chance for yourself
- Unlimited \$ ty
- A proud pr- products
- Unlimited a- tunity
- Requires a ground or apt
- Payday ever
- Hospitalizat- pension secur- Must be avai- and have auto- 684-5857 9.3 day and Tuesd

AUTI

An excellent c- available at M- for a selesper- used cars If- to increase yo- — here is yo- have an extra- gram If you a- but desire to

As part of your work on the Fraser River Times, you sometimes have to make corrections in material that other people have written.

Here is your copy with the editor's instructions. Read the editor's notes on each page. Look for the kind of mistakes she describes. Correct any errors you find.



INTRODUCTION TO GRADE 12 EXERCISES

In the summer of 1977 you spent the last week of June managing a store and gas station in the small town of Gauge, B.C.

You were helping out your Aunt Libby, who was on vacation. One thing she forgot to tell you was that she assists the editor of the local weekly paper, the Gauge Gazette. As a result, you find yourself given the job of correcting errors in the rough drafts of the paper.

Some of the rough drafts of the edition for July 1st are printed on the following pages. Each page includes a comment from the editor, Clarence Wenzel. Please carry out the editing tasks called for, and correct any errors you find.

PROOFREADING SKILLS: GRAMMATICAL USAGE

This skill is referred to as SKILL 80 in the Assessment of
Written Expression reports.

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~~^{ed} wants 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 anymore. 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~~ ^{ed} wants to play on a team.

- a. Terry and ~~me~~ ^I are on the volleyball team.
- b. A list of instructions ~~were~~ ^{was} given to us.
- c. One instruction says each member of the volleyball team must carry ~~their~~ ^{his/her} own strip. (or: "members")
- d. Just between you and ~~I~~ ^{me} the new coach is very strict. (or: "us")
- e. We ~~don't~~ never have an easy practice.
- f. ~~Although~~ 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~~ ^{well}.
- 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 ^b because it burned down. _{OMIT PERIOD}
- j. After ~~burning~~ ^{the gym ed} 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

300

PROOFREADING SKILLS: GRAMMATICAL USAGE

PROVINCIAL ASSESSMENT RESULTS

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.

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 ^WWalt ^DDisney.

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 PrinGce gave his name to PrinGce 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 PeaRce 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.

POSSIBLE SCORE = 33.

PROOFREADING SKILLS: CAPITAL LETTERS.

PROVINCIAL ASSESSMENT RESULTS

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

305

*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



GAUGE GAZETTE MEMO

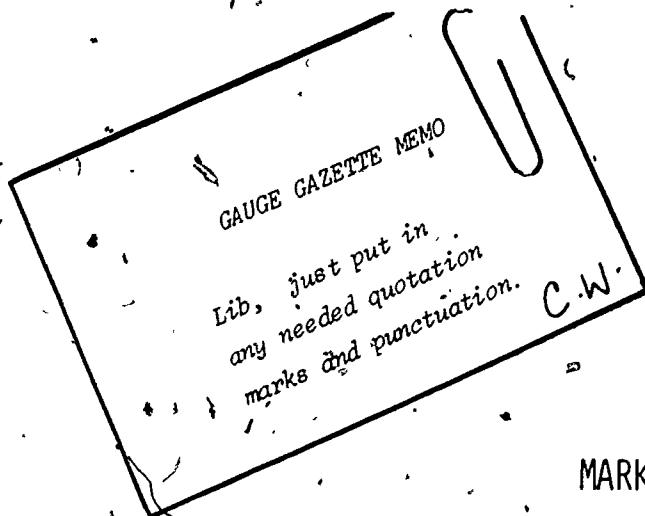
Lib, just put in
any needed quotation
marks and punctuation.

C.W.

Bingo! A New Firetruck!

The real winner at the Canada Day Bingo will be the Gauge Fire Department. Proceeds from this year's Giant Bingo will help to bring a new firetruck to town. We really need this new pumper commented Fire Chief Homeniuk in an exclusive interview, When the pressure is low it's hard for my men to control a fire.

He pointed to the bingo prizes on display. Tell your readers he said that fire protection is the best prize of all.



MARKING KEY

Bingo! A New Firetruck!

The real winner at the Canada Day Bingo will be the Gauge Fire Department. Proceeds from this year's Giant Bingo will help to bring a new firetruck to town. "We really need this new pumper," commented Fire Chief Homeniuk in an exclusive interview. "When the pressure is low it's hard for my men to control a fire."

He pointed to the bingo prizes on display. "Tell your readers," he said, "that fire protection is the best prize of all."

POSSIBLE SCORE = 11

PROOFREADING SKILLS: QUOTATION MARKS

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

EXERCISE 3 (Grade 12)

<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
<hr style="border-top: 1px dashed black;"/>	
15	7
16	9
17	11
18	12
19	19

<u>Number Correct</u>	<u>% of Students</u>
0	5
1	3
2	3
3	4
4	3
5	2
6	5
7	7
8	7
9	16
<hr style="border-top: 1px dashed black;"/>	
10	12
11	33

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: ABBREVIATIONS

This skill is referred to as SKILL 83 is the Assessment of
Written Expression reports.

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.

- | | |
|------------------|--------------|
| Grade 8 | <u>Gr. 8</u> |
| 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 tele. or ph.</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: CAPITAL LETTERS AND PUNCTUATIONPROVINCIAL ASSESSMENT RESULTS

EXERCISE 3 (Grade 12)

<u>Number Correct</u>	<u>% of Students</u>
0	0
1	0
2	0
3	0
4	0
5	1
6	1
7	1
8	1
9	2
10	4
11	6
12	6
13	7
14	8
15	7
16	9
17	9
18	6
19	0
20	6
21	5
22	5
23	3
24	3
25	2
26	<1
27	<1
28	<1

315

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APOSTROPHES

This skill is referred to as SKILL 84 in the Assessment of
Written Expression reports.

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:

Ive never written to you before but weve got a problem. Theres a dog hanging around our house. Its lost its collar and we cant find out whose dog it is. My dads really angry. Hed like to call the Pound because the dogs been digging up my moms garden and chewing up my two sisters toys. It wouldnt matter so much if the dog was ours.

Ellie, the dogs eyes look so sad. He could be some childrens pet. Theyre probably looking all over for him. The dog doesnt look hungry. Its coat is healthy. Its 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.

Dear Ellie:

Ive never written to you before but weve got a problem. Theres a dog hanging around our house. Its lost its collar and we cant find out whose dog it is. My dads really angry. Hed like to call the Pound because the dogs been digging up my moms garden and chewing up my two sisters toys. It wouldnt matter so much if the dog was ours. Ellie, the dogs eyes look so sad. He could be some childrens pet. Theyre probably looking all over for him. The dog doesnt look hungry. Its coat is healthy. Its 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 APOSTROPHE IS ADDED.

POSSIBLE SCORE: 19

PROOFREADING SKILLS: APOSTROPHESPROVINCIAL ASSESSMENT RESULTS

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.

320

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: 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: 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~~ a pinch-hitter. *by*

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~~ ^{ed} 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~~ ^I could feel the excitement.

NOTE: ONLY THE MOST FREQUENTLY OCCURRING RESPONSES ARE INDICATED HERE.

POSSIBLE SCORE = 6

I'm afraid this has a lot of errors, at least one in every sentence. Among the mistakes, you may find verb errors, pronoun errors, partial sentences, run-on sentences, and misplaced modifiers. I want you to change each sentence just enough to make it correct. Use your best judgment. I've already corrected the first two sentences.

C.W.

"The Canada Day celebration will be the biggest ~~it~~ ^{Gauge} has ever held!" said chairman Bill Reeves. He pointed out that three new competitions - logrolling, ^{pie-eating,} ~~a contest to see who~~ ~~can eat the most pie,~~ and old-time fiddling - have been added.

Chairman Reeves went on to say that people who want to enter any competition should better get entry forms from ^{off} of Dr. Roberts.

If there aren't no entries, there won't be no contest.

Well, the Canada Day program which begins at 10 a.m. on July 1 ended at midnight. Buses will have reserved parking from other towns. Most local people they will be walking or bikes. To get to the fair grounds go to the end of Main Street, ~~cross~~ ^{go} over the bridge and the main gates.

Each of the service clubs are entering a float in the parade, but just between you and I, the hospital float looks a sure winner. Fresh caught from the ocean, the local Lions Club will barbecue salmon.

from 5 until 7 in the evening for \$3.00 you can have salmon with salad, coffee and pie. You can't scarcely do better than that! The finals of the softball tournament are scheduled for 7 p.m., 8 p.m. and 9 p.m. at the same time the Alouettes, will entertain in the Arena. Until the dancing starts.

At midnight the fireworks display will be over and all those who were lucky enough to attend what will be remembered as the best Canada Day celebration yet.

If it rained the program will take place either in the agricultural hall or cancelled.

I'm afraid this has a lot of errors, at least one in every sentence. Among the mistakes, you may find verb errors, pronoun errors, partial sentences, run-on sentences and misplaced modifiers. I want you to change each sentence just enough to make it correct. Use your best judgment. I've already corrected the first two sentences.

C.W.

MARKING KEY

"The Canada Day celebration will be the biggest ~~it~~ ^{Gauge} has ever held!" said chairman Bill Reeves. He pointed out that three new competitions - logrolling, ~~a contest to see who~~ ^{pie-eating,} ~~can eat the most pie,~~ and old-time fiddling - have been added. Chairman Reeves went on to say that people who want to enter any competition should ~~better~~ get entry forms from ~~off~~ of Dr. Roberts. If there aren't ~~as~~ ^{any} entries, there won't be ~~no~~ ^a contest.

~~Well,~~ ^T the Canada Day program, which begins at 10 a.m. on July 1, ~~ended~~ ^S at midnight. Buses will have reserved parking ~~from~~ ^{riding} other towns. Most local people ~~they~~ will be walking or ^{riding} bikes. To get to the fair grounds, ~~go to the end of Main Street, cross over the~~ ^{ADD A VERB HERE} bridge and the main gates.

Each of the service clubs ~~are~~ ^{is} entering a float in the parade, but just between you and ~~I~~ ^{me}, the hospital float looks ^{like} a sure winner.

Fresh caught from the ocean, the local Lions Club will ~~be~~ ^{be} barbecuing ~~salmon~~ ^{salmon}.

'FRESH' MOST
IDENTIFY SALMON

from 5 until 7 in the evening. ^{For} ~~for~~ \$3.00 you can have salmon with salad, coffee and pie. You can't ~~correctly~~ do better than that! The finals of the softball tournament are scheduled for 7 p.m., 8 p.m. and 9 p.m. ^{At} ~~at~~ the same time the Alouettes ~~x~~ will entertain in the Arenax ^{until} ~~until~~ the dancing starts.

At midnight the fireworks display will be over and all those who were lucky enough to attend what will be remembered as the best Canada Day celebration yet. ← Create a complete sentence.

If it rains ^s ~~s~~ the program will take place either in the agricultural hall or ^{be} ~~cancelled~~.

NOTE: ONLY THE MOST FREQUENTLY OCCURRING CORRECTIONS HAVE BEEN INDICATED.

POSSIBLE SCORE = .25

PROOFREADING SKILLS: SENTENCE STRUCTURE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

<u>Number Correct</u>	<u>% of Students</u>
0	7
1	6
2	8
3	14
<hr style="border-top: 1px dashed black;"/>	
4	19
5	25
6	21

EXERCISE 3 (Grade 12)

<u>Number Correct</u>	<u>% of Students</u>
0	1
1	0
2	0
3	0
4	1
5	1
6	1
7	1
8	2
9	4
10	4
11	5
12	6
13	9
14	8
15	11
16	13
17	10
18	9
<hr style="border-top: 1px dashed black;"/>	
19	7
20	4
21	2
22	<1
23	<1
24	<1
25	0

*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 / 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 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 / there they're going to work good / well together.

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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

GAUGE GAZETTE MEMO
 Do this test yourself so
 that the answers will be
 ready to print next week.
 C.W.

TEST YOUR WORD POWER!

Once again our editor, Clarence Wenzel, challenges our readers to test their word power. In our story below are pairs of words which are often confused. Circle the correct word. Answers will be printed in next week's Gazette.

The Grand Parade will assemble at the Fire Hall at 9 o'clock.

Contestants will be ^{their}there for ^{quite}quiet a time so that judges can ^{choose}chose the best float.

At 10 o'clock the Parade will ^{precede}proceed to the Arena where the ^{principle}principal judge will award the prize. If the floats are like last year's, it will be an honour even to ^{lose}lose.

The group ^{who's}whose float is the most original will ^{except}accept the prize on the Arena stage. ^{Their}They're expected to make a short ^{speech}speech.

Every Canadian ^{could of}could have learned an important lesson about national unity from last year's winner. Her ^{advice}advise was for each family in Gauge to ^{adopt}adapt a family in another province. We can expect wise ^{council}counsel from this year's winner ^{to}too.

GAUGE GAZETTE MEMO
 Do this test yourself so
 that the answers will be
 ready to print next week.
 C.W.

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MARKING KEY

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Contestants will be their for quite a time so that judges can choose the best float.
~~there~~ ~~quiet~~ ~~chuse~~

At 10 o'clock the Parade will precede to the Arena where the

principle judge will award the prize. If the floats are like last year's, it will be an honour even to loosey.
~~principal~~ ~~lose~~

The group who's float is the most original will except the prize on the Arena stage. Their expected to make a short speech.
~~whose~~ ~~accept~~ ~~They're~~ ~~speach~~

Every Canadian could of learned an important lesson about national unity from last year's winner. Her advice was for each family in Gauge

to adopt a family in another province. We can expect wise council from this year's winner to.
~~could have~~ ~~advise~~ ~~adapt~~ ~~counseil~~ ~~too~~

POSSIBLE SCORE = 15

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE.PROVINCIAL 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

Exercise 3 (Grade 12)

<u>Number Correct</u>	<u>% of Students</u>
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	1
8	0
9	3
10	6
11	8
-----*	
12	17
13	24
14	29
15	12

*Interpretation Panel cut-off point.