

Continuous Assessment Component

# English Language Arts Writing Exemplars

Curriculum Planning and Development Division

© Ministry of Education  
Published in 2015 by the English Unit  
Curriculum Planning and Development Division  
Ministry of Education  
Rudranath Capildeo Learning Resource Centre  
Mc Bean, Couva  
Republic of Trinidad and Tobago

## Table of Contents

<b>Introduction .....</b>	<b>v</b>
<b>Chapter 1: Tips for Effective Writing Instruction.....</b>	<b>1</b>
Teach the Writing Process.....	1
Operationalise the Writer’s Workshop .....	4
Use the Writing Portfolio .....	6
Avoid Draft Overkill! .....	8
Use Constructive Descriptive Feedback.....	10
<b>Chapter 2: Assessing Students’ Writing .....</b>	<b>13</b>
Understanding the CAC Report and Narrative-Descriptive Rubrics.....	13
Table 2: Explanation of the “Superior” Band of the CAC Report Rubric.....	13
Table 3: Explanation of the “Competent” Band of the CAC Report Rubric.....	15
Table 4: Explanation of the “Satisfactory” Band of the CAC Report Rubric.....	16
Table 5: Explanation of "Emerging" Band of the CAC Report Rubric.....	17
Table 6: Explanation of the "Makes an Attempt" Band of the CAC Report Rubric .	18
Table 7: Explanation of the "Superior" Band of the CAC Narrative-Descriptive Rubric.....	19
Table 8: Explanation of the "Competent" Band of the CAC Narrative-Descriptive Rubric.....	21
Table 9: Explanation of the "Satisfactory" Band of the CAC Narrative-Descriptive Rubric.....	23
Table 10: Explanation of the "Emerging" Band of the CAC Narrative-Descriptive Rubric.....	24
Table 11: Explanation of "Makes Attempt" Band of the Narrative-Descriptive Rubric .....	25
Guidelines for the Application of the Rubrics .....	26
<b>Chapter 3 Exemplars: Report Writing.....</b>	<b>27</b>
Report Sample 1a (Score of 10) .....	28

Report Sample 1b (Score of 10) .....	31
Report Sample 2 (Score of 9) .....	34
Report Sample 3 (Score of 8): .....	37
Report Sample 4 (Score of 7) .....	40
Report Sample 5 (Score of 6) .....	43
Report Sample 6 (Score of 5) .....	46
Report Sample 7 (Score of 4) .....	49
Report Sample 8 (Score of 3) .....	51
Report Sample 9 (Score of 2) .....	53
Report Sample 10: (Score of 1) .....	54
<b>Chapter 4 Exemplars: Narrative-Descriptive Writing .....</b>	<b>56</b>
Narrative-Descriptive Writing Sample 1 a (Score of 10) .....	57
Narrative-Descriptive Writing Sample 1 b (Score of 10) .....	61
Narrative-Descriptive Writing Sample 2 a (Score of 9) .....	65
Narrative-Descriptive Writing Sample 2 b (Score of 9) .....	68
Narrative-Descriptive Writing Sample 3 (Score of 8) .....	71
Narrative-Descriptive Writing Sample 4 (Score of 7) .....	75
Narrative-Descriptive Writing Sample 5 (Score of 6) .....	78
Narrative-Descriptive Writing Sample 6 (Score of 5) .....	81
Narrative-Descriptive Writing Sample 7 (Score of 4) .....	84
Narrative-Descriptive Writing Sample 8 (Score of 3) .....	87
Narrative-Descriptive Writing Sample 9 (Score of 2) .....	90
Narrative-Descriptive Writing Sample 10 (Score of 1) .....	92
<b>Appendix 1: Comparison between Narrative and Expository Writing .....</b>	<b>93</b>
<b>Appendix 2: CAC Rubric for Report Writing .....</b>	<b>94</b>
<b>Appendix 3: Checklist for Report Writing .....</b>	<b>95</b>
<b>Appendix 4: Rubric for Narrative-Descriptive Writing .....</b>	<b>96</b>
<b>Appendix 5: Checklist for a Narrative-Descriptive Piece .....</b>	<b>97</b>

# Introduction

This document was created to provide additional support to teachers preparing students for writing during the Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA).

It has been divided into three chapters:

Chapter 1: **Tips for Writing Instruction** gives guidelines on how to operationalise the writing process in the classroom. Useful information is also given on how the students' writing is to be managed in the writing portfolios that are sent from the Ministry of Education.

Chapter 2: **Assessing Students' Writing** explains the CAC rubrics for Narrative-Descriptive writing and Report writing in comprehensive detail. A step by step guide on the application of the rubric to a written piece is also provided.

Chapter 3: **Exemplars- Expository Writing** presents annotated samples of students' reports. These exemplars provide explicit justification of the scores given, based on the criteria in the rubric.

Chapter 4: **Exemplars - Narrative-Descriptive Writing** presents annotated samples of students' narrative-descriptive pieces. These exemplars provide explicit justification of the scores given, based on the criteria in the rubric.

The CAC rubrics for narrative-descriptive and report writing, along with student friendly checklists have also been provided as additional support for teachers and students.

It is hoped that this document will be useful to teachers as they continue to empower the budding writers of Standard 4 and 5 to produce their best written pieces.

# Chapter 1: Tips for Effective Writing Instruction

## 10 Steps to Becoming a Better Writer

Write.  
Write more.  
Write even more.  
Write even more than that.  
Write when you don't want to.  
Write when you do.  
Write when you have something to say.  
Write when you don't.  
Write every day.  
Keep writing.

Brian Clark

Learning to write creatively can be a challenge. Teaching young students to become as enthusiastic and committed as is suggested in the quotation above can be even more of a challenge. This section focuses on ideas that can assist teachers as they guide their young writers.

### Teach the Writing Process

The writing process has become an intrinsic part of our students' classroom experience. Children in Standards 4 and 5 know that a good story, a clearly written report or a well-defined set of instructions does not magically appear on a page, but is purposefully produced through a recursive set of steps known as the writing process, shown in Figure 1. As important as understanding the writing process is using it in a way that














Figure 1: The Writing Process

is not burdensome for both teacher and students. As educators we want our students to write well, but we also want them to enjoy writing and feel empowered as young,

budding writers. How the writing process is promoted in our classes can either inspire a powerful generation of authors and poets or kill student’s enthusiasm and creativity. The following are some tips and strategies to assist teachers wishing to inspire their students as they take them through the writing process.

**Table 1: Activities Related to the Stages of the Writing Process**

Stages in the Writing Process	Related Activities/Strategies
<p style="text-align: center;"><b>Pre-Writing</b></p> <p>At this stage, students:</p> <ul style="list-style-type: none"> <li> Examine the writing task</li> <li> Consider the purpose for writing</li> <li> Generate and organize ideas.</li> </ul>	<ul style="list-style-type: none"> <li> Underline key words in the writing task. Think about what the task is asking you to do.</li> <li> Consider a variety of pre-writing strategies:<sup>1</sup> <ul style="list-style-type: none"> <li>- Clustering/Semantic mapping</li> <li>- Story boarding</li> <li>- Discussing ideas with a peer/group</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Drafting</b></p> <p>At this stage, students:</p> <ul style="list-style-type: none"> <li> get their ideas down on paper to create a rough draft</li> </ul>	<ul style="list-style-type: none"> <li> Flesh out ideas referring to information gleaned in the pre-writing stage</li> <li> Concentrate more on developing ideas than on grammar and spelling</li> </ul>
<p style="text-align: center;"><b>Revising<sup>2</sup></b></p> <p>At this stage, students:</p> <ul style="list-style-type: none"> <li> Re-examine their work, clarify and refine ideas</li> </ul>	<ul style="list-style-type: none"> <li> Share work with a person (peer or teacher) or group<sup>3</sup></li> <li> Apply the <b>ARMS</b> technique</li> </ul> <p>A student may ask himself or herself:</p> <ul style="list-style-type: none"> <li>- What can I <b>ADD</b> to this piece? (e.g. more details, more adjectives/figures of speech)</li> </ul>

<sup>1</sup> In the initial stages of teaching the writing process, consider teaching the students different methods of prewriting. They can eventually settle on the method they prefer.

<sup>2</sup> Some students are capable of revising and editing simultaneously. Others need to revise first and then edit. Be sensitive to your students’ needs and abilities.

<sup>3</sup> Teach students what is expected in the piece so that they can eventually assess their work and the work of their peers before it even comes to you. It helps to explore the rubric with them (see Appendices 3 and 5 respectively for student friendly Report and Narrative-Descriptive checklists).






















Stages in the Writing Process	Related Activities/Strategies
	<ul style="list-style-type: none"> <li>- What should I <b>REMOVE</b> from this piece? (e.g. repetitions, unimportant details)</li> <li>- What should I <b>MODIFY or MOVE</b> to another part of the piece (e.g. a sentence, a detail)</li> <li>- Do I need to <b>SUBSTITUTE</b> something? (e.g. clichés, overused words)</li> </ul>
<p style="text-align: center;"><b>Editing</b></p> <p>At this stage, students:</p> <ul style="list-style-type: none"> <li> address grammatical and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Use a proofreading checklist<sup>4</sup></li> </ul>
<p style="text-align: center;"><b>Publishing</b></p> <p>At this stage, students:</p> <ul style="list-style-type: none"> <li> share their work with others;</li> <li> develop confidence in their writing ability.</li> </ul>	<ul style="list-style-type: none"> <li> Participate in Author’s Chair</li> <li> Perform</li> <li> Read to an audience</li> <li> Create a class display board</li> <li> Compile a class anthology</li> <li> Submit for publication</li> </ul>

Figure 2: Sample Proofreading Flashcard

**SOME COMMON PROOFREADING MARKS**

 capital letter	 Insert a full stop
 Delete	 Insert quotation marks
 Insert	 Spelling
 Insert an apostrophe	 Start a new paragraph
 Insert a colon	 Subject-Verb Agreement
 Insert a comma	 Tense

<sup>4</sup> Have students create proofreading flash cards/bookmarks (see Figure 2). Teach them what the marks mean and ask them to refer to the card when editing their work and/or the work of their peers. Use the marks when you are suggesting edits on their drafts.



## Operationalise the Writer's Workshop

**W**riter's workshop is a time set apart for writing instruction. It simulates the atmosphere of "real writers" and helps students see themselves as "real authors". Ideally during these workshops, students actively engage in the writing process with guidance from the teacher as needed. Since teacher modelling is a strong feature of writer's workshop, it is important for students to see the teacher actually using the technique that is being taught rather than simply giving a lecture on what should be done.


Most writers' workshops have the same basic format (see Figure 3). Although the time frames may vary depending on students' ability, a good rule of thumb is to devote as much time to independent writing as is spent on the focus lesson and sharing time combined.




1. **Focus lesson** (5-10 minutes): Teacher gives a short lesson to the entire class that focuses on a specific writing technique/strategy or grammatical structure to be used within the context of a piece of writing.
2. **Independent writing time** (20-30 minutes) Students spend time practising their writing, actively using the technique and others previously taught where relevant. During this time, the teacher can spend time writing along with the students or making himself or herself available to conference with students as they revise and edit their work.
3. **Sharing time** (5-10 minutes): Students share their writing with their peers and get responses to their work.

**Figure 3: Basic Structure of the Writer's Workshop**




The writer's workshop can become a time that students enjoy. The following are some suggestions on how to set up a workshop atmosphere in the classroom.

### Prepare yourself





-  Ensure that you are clear on the requirements of the mode of writing that you will be exploring during the time period (study the rubrics and other supplementary material)

-  Think about the layout of your classroom, the available space and how you can arrange it into a workshop atmosphere that is non-threatening and allows for easy access to all students
-  Work out the routines that you need to teach the class in the beginning stages of the workshop
-  Decide what material you can make available to the students and what they are required to bring to the writer's workshop for themselves

### **Prepare the room**

-  Divide the classroom into “zones” (a central place for focus lessons, a place where students can confer with the teacher, a place for the portfolios and other writing material)
-  In crowded classrooms, devise a routine for students to shift their position to work with a partner for peer review.
  
-  Create/Acquire:
  - Relevant anchor charts (e.g. the writing process, some main editing marks)
  - Word walls (a place in the classroom designated for words that relate specifically to the task being completed)
  - A box/basket with writing materials the students may need (e.g. stack of graphic organisers for planning, extra pencils, erasers for those who may need, coloured pencils for peer editing)




### **Prepare the students**

-  Set up routines for transitioning from independent writing to sharing, to teacher-student conferencing.
-  Familiarise students with the “writing zones”. E.g. let students know where they can collect graphic organisers for planning, or coloured pencils for peer editing.
-  Model descriptive feedback to students and empower them to review and edit their peers' work, as well as their own work.
-  Establish the editing symbols that will be used in the portfolio so that students will recognize them without having to ask what they mean.




## Use the Writing Portfolio

Every student of standards 4 and 5 will receive a writing portfolio from the Ministry of Education: a notebook which is to serve as a record of their progress as writers and as an instructional guide. The following are some guidelines for its use.


### Assigning of Writing Tasks


-  In Standard 4, the focus is on expository writing. Therefore, students can do a variety of expository tasks, including instructions, directions, notes and reports. In Standard 5, the focus is on writing narrative pieces with strong sensory appeal. Students can therefore write notes, poems, calypsos, descriptions, scenarios, songs, raps and reflections. This is important to show varieties of work in each discrete genre and prevent student boredom. However, please note that reports and narrative pieces **ONLY** will be used for assessments.
-  Format topics/tasks as seen in the English Language Arts (ELA) Manual. The task must be written clearly at the beginning **BEFORE** brainstorming and at the **END**, at the start of the published piece.
-  The **DATE** must be written at the top when a task is started. Record the dates as writing proceeds. This will indicate the duration of work in progress until a task is completed.


### Evidence of the Writing Process

-  Students can write in pencil to allow for revising and editing.
-  There **must** be evidence of planning before students' write their drafts. This can be in the form of graphic organisers, a list of ideas or the jotting down of notes.
-  If students' drafts necessitate multiple revisions, including the shifting of content and paragraphs, then the draft should be rewritten. The number of drafts


depends on the number of errors in the piece and the child's willingness to re-draft. See page 8 for more details on this.

 Some fluent writers may not need to write multiple drafts. Therefore, the revising and editing stage can be done on one draft and scored. However, the teacher **must** indicate this as a comment so that monitors are aware that revising and editing were completed in that one draft which was scored and used as the published piece. See page 9 for an example of this.


 A published piece must have a score, together with a comment indicating that it has been selected as the published piece.

 **Descriptive Feedback** (see page 10 for more details) is crucial during the revising and editing stages, and evidence of this must be present in the portfolios from the teacher. Students can also include their own thoughts on their writing in their portfolios.

### **Identifying the samples**

 When sample scores are uploaded, ensure that the **CORRECT** sample pieces are indicated with the stickers sent by Ministry of Education in the portfolios. The sticker is to be placed **on the published pieces only**.

 Ensure that the task/topic is represented on the published piece.

 The cover page must show the title of the topic/task and the page numbers of the pieces to be moderated.

## Avoid Draft Overkill!

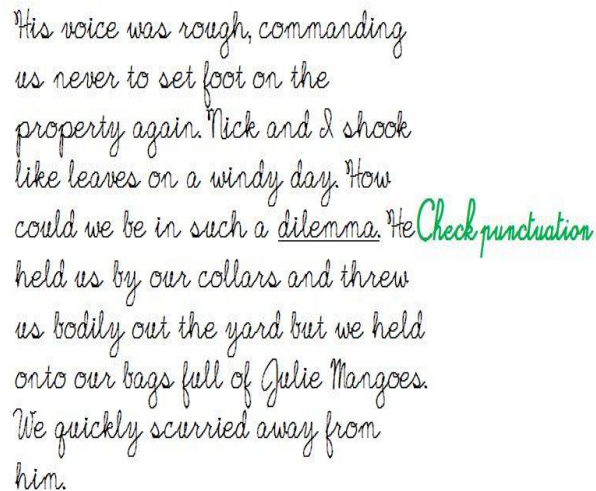
One of the aims of the CAC ELA Writing programme is to encourage a love of writing among students. Burdening them with excessive re-writing of drafts could kill any potential for fostering students' enjoyment of writing.

Remember that the writing process will appear differently in students' notebooks. Gifted students may have very little revision and editing to do to a piece and may only need to substitute a word/phrase or adjust a punctuation mark rather than re-write an entire piece. Some students may be intrinsically motivated to re-write a piece several times until it is perfected. Others may find multiple drafts tedious and demotivating.

Struggling students may not have the will or the ability to re-write a piece more than once – especially if the first draft is riddled with multiple corrections and negative feedback from the teacher.

To this end, it is important to consider the following:

- If a student creates a draft that requires **revision and editing**, s/he may be encouraged to rewrite that piece with the revisions and edits. Therefore, a student may have two pieces on a given writing task: one draft and one published piece on a task.
- If the student is inclined towards doing a third or even a fourth improved draft, s/he may. **However, this is not mandatory.** Allow students to move on to another writing task. Their writing skills will be further developed when they move on to write another piece.
- If the piece does not require major revisions or editing (see Figure 5), the student **can make revisions/edits on the first draft and submit that draft as his/her final published piece.**



His voice was rough, commanding us never to set foot on the property again. Nick and I shook like leaves on a windy day. How could we be in such a dilemma. He held us by our collars and threw us bodily out the yard but we held onto our bags full of Julie Mangoes. We quickly scurried away from him.

Figure 4: Example of a piece with minimal editing needed.

Therefore, it is possible for a fluent writer to have **ONE** piece on which revision

and editing have taken place. In cases such as these, the teacher **should make a statement indicating the aforementioned, date and sign the piece.**

- At the end of each draft, there should be a teacher's comment, signature and date. See Figure 6.

*Soon we were on our way home, afraid to face our parents and explain to them why our uniforms were such a mess. That would be a whole different story.*

*21.10.14*

*This was an excellent story! The only error is the punctuation mark we discussed. Please make the correction and return to me.*

*A. Jones*

*23.10.14*

*Thanks for making that adjustment. This will be submitted as your published piece.*

*A. Jones*

**Figure 5: Sample teacher comment**

## Use Constructive Descriptive Feedback





**D**escriptive feedback provides explicit guidance on what is positive about a student's written piece and how it can be improved. It does not mean circling/crossing/correcting **all** of the errors in a piece

It can come in the form of:

- Comments/questions/suggestions in the margins of the paper and/or at the end of the piece that will explicitly guide the student as s/he improves a draft<sup>5</sup>. E.g. instead of saying "You need to appeal to the senses more", a teacher may write "describe how the house looked" or "What did the stairs sound like when John was walking on it?"
- Symbols that indicate positive feedback on an element found in the piece (e.g. ticks, smiley faces)
- Comments that are constructive and suit the age/maturity level of the writers.

Figure 7 gives some further useful tips on descriptive feedback.

### Some tips for Good Descriptive Feedback

-  Always try to find what is positive about the piece and indicate your approval first before you go to the issues that need fixing (see Figure 8). This will serve as positive reinforcement to the student.
-  Avoid circling and correcting **every** error -- especially if the piece contains multiple types of errors. The piece in Figure 8 for example contains errors in spelling, tense and punctuation. Attempting to address all errors in a piece may overwhelm the student and discourage him/her from making an effort to write again.
-  In cases of pieces with multiple types of errors, focus on one type of error in the feedback. For example in Figure 8, the teacher is asking the student to focus on the main spelling errors rather than the errors in tense and punctuation. There will be opportunities to have the student focus on other types of errors in another writing task.
-  Avoid cryptic commands to improve the piece (See Figure 8). Make explicit suggestions or ask guiding questions (See Figure 9).

**Figure 6: Descriptive Feedback Tips**

<sup>5</sup> Most of the comments in the writing portfolio may be made by the teacher, but suggestions for revisions and edits may also be made by the students' peers if they have been taught how to do so.



<sup>safely</sup> Last year I <sup>got</sup> \$300 for my birthday and <sup>sefely</sup> put it under my <sup>mattress</sup> <sup>matteres</sup>. This money was to buy a <sup>paie</sup> <sup>pair</sup> of shoes. I went to get the money and <sup>of</sup> my surprise, it was not there. I began to <sup>money</sup> doubt myself, "Oh no! where did I put that <sup>monay</sup>?" I can't believe it is lost!"

<sup>house</sup> I <sup>begin</sup> <sup>began</sup> to cry like a baby and I searched the <sup>houss</sup> <sup>line</sup> a fine <sup>teeth</sup> <sup>tooth</sup> comb. I <sup>begin</sup> <sup>began</sup> to say, "I will punish the <sup>purson</sup> <sup>person</sup> who took my money." I was hot like peper, ready to pounce on anyone who got me angry.

Ria, my <sup>wicked</sup> sister came and said to me, "It is good for you, I am glad your money is lost." I ran her out of my room

Dad came and said, "What are you looking for?" and I said, "someone stole my money." He <sup>help</sup> <sup>helped</sup> me <sup>comeb</sup> <sup>comb</sup> through the whole house and no money was <sup>find</sup> <sup>found</sup>. I <sup>feed</sup> <sup>feel</sup> if I could sink in the earth.

Mummy came with a black bag and said, "Alisha, I found it <sup>undere</sup> <sup>under</sup> your mattress." I said, "How you got this mom?" She wet down the bed and I had to turn over the <sup>motteress</sup> <sup>mattress</sup>. I smiled back and thank my mother. I had my money now.

Too many errors! Fix the spelling. Add more description and make your story more exciting. Do over.

Figure 7: Sample of Negative Feedback



# The Lost Money

Add some details about how you searched and how you felt as you were searching.

Last year I got \$300 for my birthday and safely put it under my 1. mattrer. This money was to buy a 2. paie of shoes. I went to get the money and of my surprise, it was not there. I began to doubt myself, "Oh no! where did I put that 3. money? I can't believe it is lost!"

good use of direct speech

good simile

I begin to cry like a baby and I searched the 4. housu 5. line a fine teeth comb. I begin to say, "I will 6. punish the 7. purson who took my money." I was hot like 8. peper, ready to pounce on anyone who got me angry.

good simile!

good

Describe Ria a bit more: what kind of tone did she use when she said this?

Ria, my 8. whicked sister came and said to me, "It is good for you, I am glad your money is lost."

good

I ran her out of my room 9. Dad came and said "what are you looking for?"

Describe how you felt when she said this. what did Ria do when you chased her?

Give more details about where you searched. I want to get an image of the house.

and I said "someone stole my money." He help me 10. comeb through the whole house and no money was find. I 11. feed if I could sink in the earth.

good!

Mummy came with a black bag and said, "Alisha, I found it undere your mattress." I said, "How you got this mom?" She wet down the bed and I had to turn over the motteress. I smiled back and thank my mother. I had my money now.

How did you feel?

Perhaps you can open the bag and slowly count the money.

25/10/14  
8 Jones

- I like how you used direct speech and figures of speech to develop your characters. Good job.
- Work on giving more physical descriptions of Mummy, Dad and Ria.
- Also, some more details are needed on the setting and main character's feelings (see comments in the margin)

Spelling challenge: In your next draft, make sure the following words are spelt correctly  
1. mattress 2. pair 3. money 4. house 5. house 6. person 7. pepper  
8. wicked 9. comb 10. feel

Figure 8: Example of Constructive Descriptive Feedback

# Chapter 2: Assessing Students' Writing

## Understanding the CAC Report and Narrative-Descriptive Rubrics

The CAC Report rubric and the CAC Narrative-Descriptive rubric (see Appendices 2 and 4 respectively) have been provided to guide teachers and students in the assessing of reports and narrative-descriptive pieces. In order to bring even further clarity to the rubrics, explanations of the criteria have been provided in Tables 2-11.

Table 2: Explanation of the “Superior” Band of the CAC Report Rubric

CRITERIA	Superior 10-9	Explanation
<b>Writing Process</b>	Uses the writing process	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>Content</b>	Details are <b>specific to topic</b> and provide <b>all</b> the necessary information	<p>Based on the task/topic given, the report provides specific information on:</p> <ul style="list-style-type: none"> <li>- What happened (e.g. a fire, a robbery, a fight, an accident)</li> <li>- How it happened (what prompted the incident to occur)</li> <li>- Who was involved (the persons and their first and last names)</li> <li>- Where it happened (the exact location of the incident)</li> <li>- When it happened (the day and time if possible)</li> </ul> <p>Information relates specifically to the given task.</p>
<b>Language Use</b>	Uses formal language that conveys precise meaning relevant to report	<p>The report <b>avoids the use of</b>:</p> <ul style="list-style-type: none"> <li>- A conversational style</li> <li>- Contractions (e.g. can't, won't)</li> <li>- Emotionally charged words or words that suggest an opinion (e.g. excellent, huge)</li> <li>- Figurative language</li> <li>- Descriptive language that gives sensory details</li> </ul> <p>Adjectives may be used in reports, but only in a factual context (e.g. A robber was approximately six feet tall and was wearing a red tee-shirt and a pair of black track pants)</p>

CRITERIA	Superior 10-9	Explanation
<b>Grammar and Mechanics</b>	Effective use of punctuation, spelling, capitalisation and grammar.	<p><b>Effective</b> use of punctuation, spelling, capitalisation and grammar means that the piece is virtually error free, thus enhancing the reader's understanding of the report.</p> <p>Grammar and mechanics should be observed within the context of the other elements of the report. Superior writers <b>should not be marked down</b> for minor editing errors (e.g. one spelling error, one missing punctuation mark). It is possible for a student to score a 10 with a grammatical error (or the repeating of one type of error) grammatical errors, if the piece meets all of the descriptors in the Superior band of the rubric.</p>
<b>Organisation</b>	<p>Logical sequencing of all paragraphs and details.</p> <p>Introductory paragraph is <b>precise</b> and <b>all relevant information</b> is included.</p> <p>Final paragraph draws a clear and effective conclusion to the report.</p> <p>Efficient use of transitional words and phrases throughout the report.</p>	<p>A <b>logically sequenced</b> report contains paragraphs that:</p> <ul style="list-style-type: none"> <li>- are clearly identified</li> <li>- contain one main idea and supporting details</li> </ul> <p>The introductory paragraph summarises:</p> <ul style="list-style-type: none"> <li>- What happened</li> <li>- Who was involved</li> <li>- Where the incident occurred</li> <li>- When it occurred</li> </ul> <p>A <b>logically sequenced</b> report also contains:</p> <ul style="list-style-type: none"> <li>- A body that <b>logically</b> sequences all <b>relevant</b> ideas, with the use of appropriate transitional words and phrases.</li> <li>- A concluding paragraph that clearly states the outcome of the incident.</li> </ul>

**Table 3: Explanation of the “Competent” Band of the CAC Report Rubric**

CRITERIA	Competent 8-7	Explanation
<b>Writing Process</b>	Uses the writing process.	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>Content</b>	Details are related to topic and provide most of the necessary information.	Based on the task/topic given, the report may omit one or two important details and/or may include irrelevant details.
<b>Language Use</b>	Uses formal language appropriately in conveying meaning relevant to report.	<p>The report has a formal tone, but may lapse into the use of any one/a few of the following:</p> <ul style="list-style-type: none"> <li>- Contractions (e.g. can't, won't)</li> <li>- Emotionally charged words or words that suggest an opinion (e.g. excellent, huge)</li> <li>- Figurative language</li> <li>- Descriptive language that gives sensory details rather than factual information</li> </ul>
<b>Grammar And Mechanics</b>	Few errors in punctuation, spelling, capitalisation and grammar do not impede meaning.	The piece may have grammatical and mechanical errors, but the reader can still clearly discern details in the report.
<b>Organisation</b>	<p>Logical sequencing of most paragraphs and details.</p> <p>All relevant information included in introductory paragraph.</p> <p>Final paragraph is logically connected to report.</p> <p>Proficient use of transitional words and phrases.</p>	<p>The report is generally organised with a clear introduction, body and conclusion, linked by appropriate transitional words and phrases. However, there may be evidence of one or two of the following:</p> <ul style="list-style-type: none"> <li>• Incorrect indents to indicate paragraphing.</li> <li>• A detail missing in the introductory paragraph</li> <li>• A detail missing in the body</li> </ul>

**Table 4: Explanation of the “Satisfactory” Band of the CAC Report Rubric**

<b>CRITERIA</b>	<b>Satisfactory 6-5</b>	<b>Explanation</b>
<b>Writing Process</b>	Uses the writing process.	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>Content</b>	Some relevant details presented.	The report presents some details of relevance yet suffers from inadequate or insufficient information that would allow the entire situation to be understood
<b>Language Use</b>	Adequate use of formal language relevant to report.	<p>he report in general demonstrates a formal tone but is marred by more than one of the following:</p> <ul style="list-style-type: none"> <li>- Contractions (e.g. can't, won't)</li> <li>- Emotionally charged words or words that suggest an opinion (e.g. excellent, huge)</li> <li>- Figurative language</li> <li>- Descriptive language that gives sensory details rather than factual information</li> </ul>
<b>Grammar And Mechanics</b>	Some errors in punctuation, spelling, capitalisation and grammar do not impede meaning.	The piece has grammatical and mechanical errors, but the reader can still discern essential details in the report.
<b>Organisation</b>	<p>Some logical sequencing of paragraphs and details.</p> <p>Sufficient relevant information included in introductory paragraph.</p> <p>Final paragraph follows report discussion.</p> <p>Adequate use of transitional words and phrases.</p>	<p>There is an attempt at logical organisation, but some lapses may be present, including:</p> <ul style="list-style-type: none"> <li>- Incorrect paragraphing.</li> <li>- A few details missing in the introductory paragraph</li> <li>- Incorrect use of some transitional words and phrases.</li> <li>- Paragraphs that contain more than one idea</li> </ul>

**Table 5: Explanation of "Emerging" Band of the CAC Report Rubric**

<b>CRITERIA</b>	<b>Emerging 4-3</b>	<b>Explanation</b>
<b>Writing Process</b>	Uses the writing process.	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>Content</b>	Few, insufficient or minor details presented.	The report lacks sufficient main ideas and supporting details to provide an accurate description of what happened, to whom, when, where and how.
<b>Language Use</b>	Insufficient use of formal language relevant to report.	<p>The report demonstrates a lack of (insufficient) understanding of formal tone through the use of several of the following:</p> <ul style="list-style-type: none"> <li>- Contractions (e.g. can't, won't)</li> <li>- Emotionally charged words or words that suggest an opinion (e.g. excellent, huge)</li> <li>- Figurative language</li> <li>- Descriptive language that gives sensory details rather than factual information</li> </ul>
<b>Grammar And Mechanics</b>	Errors in punctuation, spelling, capitalisation, and grammar impede meaning.	Grammatical and mechanical errors hamper the reader's ability to discern the details in the report.
<b>Organisation</b>	<p>Little evidence of sequencing of information.</p> <p>Insufficient information in introductory paragraph.</p> <p>Final paragraph is minimally related to the report topic.</p> <p>Some use of transitional words and phrases.</p>	<p>The writing is disorganised externally and internally.</p> <ul style="list-style-type: none"> <li>- There is little to no indentation of paragraphs/faulty indentation of paragraphs</li> <li>- Insufficient details are given in the introduction, body and conclusion</li> <li>- Ideas are jumbled</li> <li>- Minimal use of appropriate transitional words and phrases</li> </ul>

**Table 6: Explanation of the "Makes an Attempt" Band of the CAC Report Rubric**

<b>Criteria</b>	<b>Makes an Attempt 2-1</b>	<b>Explanation</b>
<b>Writing Process</b>	Uses the writing process.	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>Content</b>	Unable to find specific details relevant to topic.	There is insufficient information in the report to make an assessment.
<b>Language Use</b>	Inability to use language accurately.	It is virtually impossible to read the report.
<b>Grammar And Mechanics</b>	Little or no use of punctuation, spelling, capitalisation and grammar.	Grammatical and mechanical errors prevent the reader from understanding the report.
<b>Organisation</b>	<p>Information is not organised.</p> <p>Introductory paragraph is unclear.</p> <p>Absence of concluding paragraph.</p> <p>No use of transitional words and phrases.</p>	There is little or no evidence of main ideas or supporting details present. Report lacks clarity, organisation and coherence, presented details are not logical, (jumbled)

**Table 7: Explanation of the "Superior" Band of the CAC Narrative-Descriptive Rubric**

Criteria	Superior 10-9	Explanation
<b>WRITING PROCESS</b>	Uses the writing process	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability.</p>
<b>CONTENT</b>	Setting <b>effectively</b> established	<p>An <b>effective setting</b> is one that allows the reader to clearly visualise where and when the story is taking place through the effective use of figurative and descriptive language (see Language Use below).</p> <p>Where possible, additional sounds, smells and sensations enhance the reader's experience of the piece<sup>6</sup>.</p>
	Plot <b>effectively</b> developed in keeping with the theme and task	<p>An <b>effective</b> plot is one in which exposition, conflict, rising action, climax and resolution are clearly developed in the story. Such a plot also sustains the reader's interest.</p> <p>The reader gets a clear sense of beginning, middle and end, if the story is being told chronologically.</p> <p>Any writing techniques used should clearly demonstrate a beginning, middle and end even if not told chronologically.</p> <p>The flashback technique (if a student chooses to use it) skilfully takes the reader back and forth from the present to the past.</p>
	Characters <b>effectively</b> developed through description, action <b>and</b> dialogue	<p>An <b>effectively</b> developed character is one that evokes emotion/reaction from the reader. The writer is able to achieve this through physical description of the character, exploring of the character's actions <b>and</b> the use of dialogue.</p> <p>The physical characteristics do not have to be placed in one block, but can be revealed as the story progresses.</p> <p>The character's actions/mannerisms should contribute to the reader's understanding of his/her personality and should also assist with the progression of the plot.</p> <p>Dialogue should be used to enhance the reader's understanding of the character.</p>

<sup>6</sup> Students should not be forced to incorporate all of the five senses in the piece.



Criteria	Superior 10-9	Explanation
<b>LANGUAGE USE</b>	<p>Uses <b>vivid descriptive language</b> and <b>sensory details</b></p> <p>Uses figurative language effectively – images, symbols, colours</p> <p>Demonstrates <b>command</b> of sentence variety and structure in conveying meaning</p>	<p><b>Vivid descriptive language</b> and <b>sensory details</b> in the story evoke clear mental pictures and emotions in the reader. The piece skilfully combines descriptive language (e.g. with the use of adjectives, adverbs, interesting vocabulary) and figurative language <sup>7</sup>(e.g. with the use of similes, metaphors, personification) to enhance the reader's experience of the people, places and events in a story.</p> <p>A piece that <b>demonstrates a command of sentence variety</b> and structure skilfully makes use of a combination of appropriate sentence types <sup>8</sup> to tell the story and incorporates descriptions. For example, though the writer uses complex and compound sentences, a series of simple sentences can be used deliberately to build tension at a particular point.</p>
<b>GRAMMAR AND MECHANICS</b>	<p><b>Effective</b> use of punctuation, spelling, capitalisation and grammar</p>	<p><b>Effective</b> use of punctuation, spelling, capitalisation and grammar means that the piece is virtually error free, thus enhancing the reader's understanding and enjoyment of the story.</p> <p>Grammar and mechanics should be observed within the context of the other elements of the story. Advanced writers <b>should not be marked down</b> for minor editing errors (e.g. one spelling error, one missing punctuation mark). It is possible for a student to score a 10 with one or two minor grammatical errors, if the piece meets all of the descriptors in the Superior band of the rubric.</p>
<b>ORGANISATION</b>	<p><b>Effective</b> organisation of ideas and use of transitional words/phrases and paragraphs</p>	<p>In an <b>effectively</b> organised piece, the student demonstrates skilful use of both external and internal organisation:</p> <ul style="list-style-type: none"> <li>- Clearly indicates paragraphing and indents for dialogue.</li> <li>- Sequences ideas effectively (whether using a chronological beginning, middle and end; or flashback technique)</li> </ul>

<sup>7</sup> Students are not to be forced to use a specific number of figures of speech. These should occur naturally in the piece.

<sup>8</sup> Again, students do not need to count the types of sentences. They are simply expected to use the appropriate types of sentences for their purpose.

**Table 8: Explanation of the "Competent" Band of the CAC Narrative-Descriptive Rubric**

Criteria	Competent 8-7	Explanation
<b>WRITING PROCESS</b>	Uses the writing process	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination<sup>9</sup>.</p>
<b>CONTENT</b>	Setting <b>well</b> developed	A <b>well-developed setting</b> is one that allows the reader to visualise where and when the story is taking place. However, there may be missed opportunities to use figures of speech or descriptive language to evoke crystal-clear mental pictures of the time and place.
	Plot <b>well</b> -developed in keeping with theme and task	A <b>well-developed</b> plot is one in which exposition, conflict, rising action, climax and resolution are developed in the story, but may not sustain the reader's interest throughout. There may also be limitations to one of the elements (e.g. a glossed over climax or abrupt resolution).
	Characters <b>well</b> -developed through description, action <b>and/or</b> dialogue	A <b>well-developed</b> character is one that evokes emotion/reaction from the reader through the physical description of the characters, exploring of characters' actions <b>and/or</b> the use of dialogue. The piece however, may be missing one of the elements (physical description, action or dialogue).
<b>LANGUAGE USE</b>	<p>Uses <b>appropriate descriptive language</b> and <b>sensory</b> details</p> <p>Uses <b>figurative language appropriately</b> – images, symbols, colours</p> <p>Uses varied sentence length and structure to enhance meaning</p>	<p><b>Appropriate descriptive language</b> and <b>sensory details</b> in the story means that the story illustrates good use of descriptions and figures of speech, but they may not evoke clear mental pictures or may not have the desired impact on the reader.</p> <p>The piece has evidence of varied sentence length and structure. It makes use of different types of sentences in narrating the story and presenting descriptions.</p>

<sup>9</sup> Gifted students may have very little revision and editing to do to a piece and may only need to substitute a word/phrase or adjust a punctuation mark. Struggling students may not have the will or the ability to re-write a piece more than once.

Criteria	Competent 8-7	Explanation
<b>GRAMMAR AND MECHANICS</b>	<b>Few</b> errors in punctuation, spelling, capitalisation, and grammar <b>do not impede meaning</b>	The piece may have some grammatical and mechanical errors, but the reader can still clearly discern the plot, characters and setting.
<b>ORGANISATION</b>	<b>Well-organised</b> ideas using transitional words and paragraphs	In a <b>well-organised</b> piece, the student shows competence in both external and internal organisation: <ul style="list-style-type: none"> <li>• Indicates paragraphing and indents for dialogue.</li> <li>• Sequences ideas logically</li> <li>• Paragraphs each contain one idea and supporting detail</li> </ul> The reader's understanding of the piece is not impeded

**Table 9: Explanation of the "Satisfactory" Band of the CAC Narrative-Descriptive Rubric**

Criteria	Satisfactory 6-5	Explanation
<b>WRITING PROCESS</b>	Uses the writing process	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>CONTENT</b>	<b>Fair</b> development of setting	A <b>fairly-developed setting</b> is one where the reader can discern time and place, but the images are simplistic and lack impact.
	<b>Fair</b> development of plot in keeping with theme	A <b>fairly-developed</b> plot is one where exposition, conflict, rising action, climax, falling action and resolution are not fully developed in the story. The writer may rush through some or all of the elements. Sometimes, the plot reads more like a report than a story.
	Character <b>fairly</b> developed through description, action and or dialogue	A <b>fairly-developed</b> plot is one in which the writer presents some aspects (exposition, conflict, rising action, climax and resolution) but these are not fully developed in the story. The plot may lack creativity and not excite the reader.
<b>LANGUAGE USE</b>	<p>Uses descriptive language and some sensory details</p> <p>Uses figurative language</p> <p>Fair use of sentence length and structure</p>	<p>The story may show evidence of literal and figurative description but these do not appeal to the reader's senses in a pronounced way.</p> <p>Structure appears mechanical with predominantly simple sentences.</p>
<b>GRAMMAR AND MECHANICS</b>	Some errors in punctuation, spelling, capitalisation, and grammar impede meaning	Although story elements may be discernible, the piece has grammatical and mechanical errors that hinder the reader's ability to follow the flow of the narrative.
<b>ORGANISATION</b>	Organises ideas but limited transitional words and paragraph	Lapses in internal and external organisation that hinder the reader's ability to follow the story.

**Table 10: Explanation of the "Emerging" Band of the CAC Narrative-Descriptive Rubric**

Criteria	Emerging 4-3	Explanation
<b>WRITING PROCESS</b>	Uses the writing process	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>CONTENT</b>	<b>Weak attempt</b> at setting	A <b>weak attempt setting</b> is one where there are very few details that indicate where and when the story is taking place. There may be the mention of the time of day and the location of the story but the reader cannot clearly visualise the scene.
	<b>Limited</b> development of plot and theme	A plot with <b>limited development</b> is one where exposition, conflict, rising action and resolution are lacking. The piece may read like a rushed report of events. The theme might be disregarded or paid little attention to.
	<b>Limited</b> development of characters	Characters are named/mentioned but not described and their actions not presented. If present, dialogue is masked in reported speech or does not contribute meaningfully to the reader's understanding of the character.
<b>LANGUAGE USE</b>	<p>Uses limited word choice</p> <p>Uses figurative language in a limited way</p> <p>Uses limited sentences with some sentences run-on</p>	<p>There is little attempt at use of descriptive language and figures of speech in presenting the story.</p> <p>The piece has grammatical and mechanical errors that hinder the reader's ability to identify the plot, characters and setting.</p>
<b>GRAMMAR AND MECHANICS</b>	Errors in punctuation, spelling, capitalisation, and grammar impede meaning	Grammatical and mechanical errors hamper the reader's ability to discern a plot, characters and setting.
<b>ORGANISATION</b>	Limited organisation and use of transitional words and paragraphs	<p>The writing is disorganised externally and internally.</p> <ul style="list-style-type: none"> <li>• There is little to no indentation of paragraphs/faulty indentation of paragraphs</li> <li>• Ideas are jumbled</li> </ul>

**Table 11: Explanation of "Makes Attempt" Band of the Narrative-Descriptive Rubric**

<b>Criteria</b>	<b>Makes Attempt 2-1</b>	<b>Explanation</b>
<b>WRITING PROCESS</b>	Uses the writing process	<p>There is evidence of prewriting (e.g. through the jotting down of ideas or a graphic organiser).</p> <p>There is evidence that the student has revised and edited his or her work <b>either</b> through multiple drafts <b>or</b> one draft depending on his/her ability or inclination.</p>
<b>CONTENT</b>	No real setting evident	A place or a time may be mentioned, but not much else.
	Little or no development of plot and theme	A plot cannot be discerned.
	Neglects development of character	Characters names may be mentioned, but not much else.
<b>LANGUAGE USE</b>	<p>Limited and repetitive word choice</p> <p>Little or no use of figurative language</p> <p>Little or no variety in sentences</p>	<p>There is very little use of descriptive language and figures of speech to describe people and places.</p> <p>Grammatical and mechanical errors make it virtually impossible for the reader to discern a plot, characters and/or setting.</p> <p>The piece makes use almost exclusively of simple sentences or fragments.</p>
<b>GRAMMAR AND MECHANICS</b>	Little or no use of punctuation, spelling, capitalisation, and grammar	<p>Punctuation marks and capitalisation are either absent or almost always incorrectly used.</p> <p>Multiple errors in spelling and grammar make it virtually impossible to understand the piece.</p>
<b>ORGANISATION</b>	Little or no organisation of ideas	Too few ideas to organise, or a jumbled mass of ideas. No paragraphing present.

## Guidelines for the Application of the Rubrics

The following are steps to take when applying the CAC ELA Writing rubrics to a student's narrative-descriptive piece or report.

1. Familiarise yourself with all of the descriptors in all of the bands of the rubric and their explanations (see Tables 3-11).
2. Read the student's essay.
3. Decide on which horizontal band the essay best fits (see Table 12)

**Table 12: Bands in the CAC Rubrics**

<b>Superior</b> 10-9	<b>Competent</b> 8-7	<b>Satisfactory</b> 6-5	<b>Emerging</b> 4-3	<b>Makes Attempt</b> 2-1
-------------------------	-------------------------	----------------------------	------------------------	-----------------------------

4. Decide on whether to award the lower or the higher mark within the band.
5. In the **Superior** band, the essay must meet ALL the descriptors to be awarded a **10**. If the piece does not meet all of the descriptors, it is to be awarded a 9<sup>10</sup>.
6. In the remaining bands (Competent, Satisfactory, Emerging or Makes an Attempt), the essay is awarded the higher mark if it meets seven or eight of the descriptors.
7. The essay is awarded the lower mark if it meets less than seven of the descriptors

---

<sup>10</sup> Advanced writers **should not be marked down** for minor editing errors (e.g. one spelling error, one missing punctuation mark). It is possible for a student to score a 10 with one minor grammatical error, if the piece meets all of the descriptors in the Superior band of the rubric.

**Chapter 3**  
**Exemplars: Report Writing**



## Report Sample 1a (Score of 10)

Task: As the Class Prefect, write a report to your school principal on the “Keep Your School Clean” Competition in which your class participated.

- Date, time, venue and teams
- Rules of the competition
- What took place during the competition
- The results of the competition

On Tuesday 18<sup>th</sup> February 2014, the principal of St. George Primary School announced a competition for the Standard Four classes entitled “Keep Your School Clean”. Each of the two Standard Four classes had two days to clean an assigned portion of the school grounds. Our teacher Mr Garcia selected me, Sarah Persad, the Class Prefect of Standard 4 Q to guide the class in planning for and participating in the activity.

Both classes were given the same rules and all the guidelines which they had to follow. The first rule was that each class had to clean its half of the school in the allotted time of two days. No assistance from any other class would be permitted, was the second rule. The final rule of the competition was that every child from both classes, unless ill, had to participate. Failure to adhere to these rules would lead to disqualification.

In preparation for the competition, each child was asked to bring one item of cleaning supplies from home. I was responsible for assigning which students brought the tools and equipment necessary for the task. I brought a mini first aid kit just in case there were any cuts and bruises. Brooms, mops, rakes, buckets and garbage bags were some of the items that my classmates brought.

On the first day of cleaning, our class focused more on the front part of the school. We used pointed sticks to pick up garbage and place it into garbage bags. We also raked up leaves that had fallen from the tree near to the gate. Some children swept the platform near the office to eliminate the dust. I picked up garbage, but also made sure that all the students did their jobs and ensured that no one got injured.

On day two of the cleaning competition, the class cleaned the courtyard. This was the last place that needed our attention before we were finished. I again assigned my classmates their jobs and responsibilities and then we started cleaning. We cleared garbage that was scattered everywhere first. Next, we swept the two platforms that lined the walls. After we mopped the platform near the Principal's Office, our task was completed.

The competition was judged by Mrs Ali and Mr Ramon, teachers of the Standard Three classes. They found that our section was neater and cleaner than the other assigned area. After our class was announced the winner, we received free ice-cream from the cafeteria as our reward.

\*\*\*\*\*

### Comments on Report Sample 1 a:

<b>Sample 1 a Score: 10 (Superior)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Content</b>	<p>Based on the task/topic given, the report provides specific information on all of the relevant details.</p> <p>Information relates specifically to the given task.</p>	<p><b>Date, time, venue and teams:</b></p> <p>Competition was announced on Tuesday 18<sup>th</sup> February 2014 St. George Primary School two Standard 4 classes.</p> <p><b>Rules of the competition</b></p> <ol style="list-style-type: none"> <li>1. Each class had to clean its half of the school in the allotted time of two days.</li> <li>2. No assistance from any other class would be permitted.</li> <li>3. Every child from both classes, unless ill, had to participate.</li> <li>4. Failure to adhere to these rules would lead to disqualification.</li> </ol> <p><b>What took place during the competition</b></p> <p>Contained in paragraphs 3-5</p> <p><b>The results of the competition</b></p> <ol style="list-style-type: none"> <li>5. Standard 4 Q won</li> </ol>
<b>Language Use</b>	<p>The report uses formal language that conveys precise meaning relevant to report</p>	<p>On Tuesday 18<sup>th</sup> February 2014, the principal of St. George Primary School announced a competition for the Standard Four classes entitled "Keep Your School Clean".</p>

**Sample 1 a**  
**Score: 10 (Superior)**

Criteria	Justification	Evidence from piece
		Failure to adhere to these rules would lead to disqualification.
Grammar and Mechanics	The piece is virtually free of grammatical and mechanical errors.	
Organisation	<p>There is logical sequencing of all paragraphs and details.</p> <p>The introductory paragraph is precise and all relevant information is included.</p> <p>Final paragraph draws a clear and effective conclusion to the report.</p> <p>Transitional words and phrases are used effectively throughout the report.</p>	<p>On Tuesday 18<sup>th</sup> February 2014, the principal of St. George Primary School announced a competition for the Standard Four classes entitled “Keep Your School Clean”. Each of the two Standard Four classes had two days to clean an assigned portion of the school grounds. Our teacher Mr Garcia selected me, Sarah Persad, the Class Perfect of Standard 4 Q to guide the class in planning for and participating in the activity.</p> <p>The competition was judged by Mrs Ali and Mr Ramon, teachers of the Standard Three classes. They found that our section was neater and cleaner than the other assigned area. After our class was announced the winner, we received free ice-cream from the cafeteria as our reward.</p> <p>The first rule was that... The final rule of the competition was that On the first day of cleaning... On day two of the cleaning competition...</p> <p>We cleared garbage that was scattered everywhere <b>first</b>. <b>Next</b>, we swept the two platforms that lined the walls. <b>After</b> we mopped the platform near the Principal’s Office, our task was completed.</p>

## Report Sample 1b (Score of 10)

Task: Write a report on a football match your school played.

Include:

- Date, time, venue and teams
- Important details during the match
- Names of players who scored goals, received yellow cards and red cards
- The results
- How the game ended

On Monday 14 April, 2014, the scheduled football match between the Fernando Primary School team and the High Street Primary School team took place. The Fernando team arrived at the James Primary School, the venue for the match, at nine o'clock in the morning. Their coach, Mr. Barry Boodram, went to the referee and introduced himself. After the introduction, the team changed into their football uniform and started their warm up activities.

Before the start of the match, the referee called the two teams together for the introduction of the players. The captains were then called to do the coin toss. Harry Roopchan, the Fernando team captain, won the toss and chose to take the ball. The High Street captain selected the goal post on the left side of the field. The match commenced at exactly ten o'clock.

Early in the game, two incidents of aggressive play caused reactions from the spectators. In the tenth minute of the first half, one of the Fernando players, Tim James, was kicked by John Smith, a High Street player. The referee issued a yellow card to Smith. When play continued, another foul was committed by Smith against Ian Maraj. The referee then presented another yellow card and then a red card to John Smith who had to leave the field. In the fifteenth minute, Harry Roopchan scored a goal from a free-kick. At the end of the first half, the Fernando team remained in the lead with one goal to zero.

During the half-time break, Coach Boodram congratulated the players for their demonstration of skill and for scoring the goal. He advised the team to continue using

the same strategy that they used in the first half. The referee’s whistle then signalled the beginning of the second half.

The match resumed at approximately ten forty-five. In the thirty-fifth minute of the game, Joseph Thomas, a High Street player scored an equalising goal. Ten minutes later, Andrew Khan, a Fernando player, scored the second goal for his team. The game ended with the Fernando team winning two goals to one.

After the game, both teams shook hands, engaged in warm-down activities, showered, changed and then returned to their schools. On arrival, the Fernando team was called to the assembly and congratulated on their victory. The principal also treated the team to a special lunch.

\*\*\*\*\*

**Comments on Report Sample 1 b:**

<b>Sample 1 b Score: 10 (Superior)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
Content	<p>Based on the task/topic given, the report provides specific information on all of the relevant details.</p> <p>Information relates specifically to the given task.</p>	<p><b>Date, time, venue and teams</b></p> <p>On Monday 14 April, 2014, the scheduled football match between the Fernando Primary School team and the High Street Primary School team took place.</p> <p><b>Important details during the match</b> Contained mainly in paragraph 3</p> <p>Names of players who scored goals, received yellow cards and red cards</p> <p><b>The results</b></p> <p>The game ended with the Fernando team winning two goals to one.</p> <p><b>How the game ended</b></p> <p>After the game, both teams shook hands, engaged in warm-down activities, showered, changed and then returned to their schools. On arrival, the Fernando team was called to the assembly and congratulated on their victory. The principal also treated the</p>

**Sample 1 b**  
**Score: 10 (Superior)**

Criteria	Justification	Evidence from piece
		team to a special lunch.
Language Use	The report uses formal language that conveys precise meaning relevant to report	<p>Before the start of the match, the referee called the two teams together to shake hands and introduce themselves.</p> <p>Early in the game, two incidents of aggressive play caused reactions from the spectators. In the tenth minute of the first half, one of the Fernando players, Tim James, was kicked by John Smith, a High Street player</p>
Grammar and Mechanics	The piece is virtually free of grammatical and mechanical errors.	
Organisation	<p>The introductory paragraph is precise and all relevant information is included.</p> <p>Final paragraph draws a clear and effective conclusion to the report.</p> <p>There is logical sequencing of all paragraphs and details.</p> <p>Transitional words and phrases are used effectively throughout the report.</p>	<p>On Monday 14 April, 2014, the scheduled football match between the Fernando Primary School team and the High Street Primary School team took place. The Fernando team arrived at the James Primary School, the venue for the match, at nine o' clock in the morning. Their coach, Mr. Barry Boodram, went to the referee and introduced himself. After the introduction, the team changed into their football uniform and started their warm up activities.</p> <p>After the game, both teams shook hands, engaged in warm-down activities, showered, changed and then returned to their schools. On arrival, the Fernando team was called to the assembly and congratulated on their victory. The principal also treated the team to a special lunch.</p> <ul style="list-style-type: none"> <li>- When the Fernando's team arrived</li> <li>- After speaking to the referee</li> <li>- Early in the game</li> <li>- Before the start of the match</li> <li>- During the half-time break,</li> </ul>

## Report Sample 2 (Score of 9)

Task: As the Class Prefect, write a report to your school principal on the “Keep Your School Clean” Competition in which your class participated.

- Date, time, venue and teams
- Rules of the competition
- What took place during the competition
- The results of the competition

The ‘Keep Your School Clean’ Competition took place at The Happy Hills Primary School compound<sup>11</sup>. This began on May 14, 2014 at 9:00 a.m. and ended on June 9, 2014 at 10:30 a.m. All twenty-eight classes in the school were divided into three sections. These were The Infants (Second Year and First Year), The Juniors (Std. 1 and Std. 2) and The Seniors (Std. 3, Std. 4 and Std.5).

Each class made and decorated their very own posters. However, no glitter or sequins were allowed to be used on the students’ posters. Parental guidance was not advised and a child must be at least five years of age to be in the school competition. There was to be no destroying or picking of the ornamental flowers and plants.

Every class approximated to 15 boys and 16 girls which gave a total of 31 pupils in each class. The class of Std. 4 A.L. contained 18 boys and 16 girls which added up the 37 students in that particular class.

All of the classes were provided with the necessary equipment such as shovels, gloves, dust masks and garbage bags. In order to perform the task of cleaning the school, the students had to wear the proper attire such as sneakers, dusk masks, gloves and aprons.

Std. 4 A.L. carried garbage bags outside every lunch break to clean up the compound and the church yard. Posters illustrated with taking garbage bins and bottles were put up on all classroom doors and cafeteria doors. They also planted several trees and flowers and marked the class name on the signs to beautify the school’s grass patches. The class also encouraged other pupils to pick up any loose garbage round them and put the wrappers and bottles in the bins. They also made sure to bring personal garbage in.

---

<sup>11</sup> Name of school changed.

On June 9, 2014 at 10:30 a.m. all the students were called to the church hall for the winning class to be announced. As everyone settled down in their seats, Ms. Anna Lambert walked onto the stage and addressed the school. She pulled out an envelope enclosed with the name of the winning class. She slowly opened the note and read the class. Std. 4 A.L. won the prize. The class teacher, Mr. Shane Gosine accepted the prize while the class cheered with joy.

The class was awarded with trophy engraved with the name of the class and competition. The following day, they received pizza and drinks.

The 'Keep Your School Clean' project was done all around the country by students of the age limits. Most schools won interesting prizes. The competition did not only teach the students about winning or losing, but also about cooperation and teamwork.

\*\*\*\*\*

### Comments on Report Sample 2:

<b>Sample 2 Score: 9 (Superior)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
Content	<p>Based on the task/topic given, the report provides specific information on all of the relevant details.</p> <p>Information relates specifically to the given task.</p>	<p><b>Date, time, venue and teams:</b></p> <p>The 'Keep Your School Clean' Competition took place at the Happy Hills Primary School compound. This began on May 14, 2014 at 9:00a.m. and ended on June 9, 2014 at 10:30 a.m. All twenty-eight classes in the school were divided into three sections. These were The Infants (Second Year and First Year), The Juniors (Std. 1 and Std. 2) and The Seniors (Std. 3, Std. 4 and Std.5).</p> <p><b>Rules of the competition</b></p> <ol style="list-style-type: none"> <li>1. No glitter or sequins were allowed to be used on the students' posters.</li> <li>2. Parental guidance was not advised</li> <li>3. A child must be at least five years of age to be in the school competition.</li> <li>4. There was to be no destroying or picking of the ornamental flowers and plants.</li> </ol>



**Sample 2**  
**Score: 9 (Superior)**

Criteria	Justification	Evidence from piece
		<p><b>What took place during the competition</b> These details are found in paragraphs 4 and 5.</p> <p><b>The results of the competition</b> Standard 4 A. L. won the competition</p>
Language Use	The report uses formal language that conveys precise meaning relevant to report	Parental guidance was not advised and a child must be at least five years of age to be in the school competition. There was to be no destroying or picking of the ornamental flowers and plants.
Grammar and Mechanics	There is an error in capitalisation and an error of agreement.	<p>These were The Infants (Second Year and First Year), The Juniors (Std. 1 and Std. 2) and The Seniors (Std. 3, Std. 4 and Std.5).</p> <p>Each class made and decorated their very own posters.</p>
Organisation	<p>The introductory paragraph is precise and all relevant information is included.</p> <p>Final paragraph draws a clear and effective conclusion to the report.</p> <p>In paragraph 2, it is was not made clear whether or not the creation and decoration of posters were part of the competition.</p> <p>The third paragraph, which discusses the number of students participating should have been placed closer to paragraph one, which discusses the participants of the competition.</p> <p>Transitional words and phrases are used effectively throughout the report.</p>	<p>The 'Keep Your School Clean' Competition took place at The Happy Hill Primary School compound. This began on May 14, 2014 at 9:00a.m. and ended on June 9, 2014 at 10:30 a.m. All twenty-eight classes in the school were divided into three sections. These were The Infants (Second Year and First Year), The Juniors (Std. 1 and Std. 2) and The Seniors (Std. 3, Std. 4 and Std.5).</p> <p>The 'Keep Your School Clean' project was done all around the country by students of the age limits. Most schools won interesting prizes. The competition did not only teach the students about winning or losing, but also about cooperation and teamwork.</p>

### **Report Sample 3 (Score of 8):**

Task: You were a member of the team that represented your school the District Sports Day. Write a report to your principal of that day's activities.

Include:

- Date, venue, time of Sports Day.
- Events your team participated in.
- What happened during the Sports Day
- How the Sports Day ended.

On Friday 13<sup>th</sup> November, 2013, schools participated in the Schools' District Sports Day, which was held at Mannie Ramjohn Stadium. The Sports Day commenced at approximately 9:00 am.

Our team was named team Orchid and they were dressed in the colour purple. The other teams that participated were Rose, Hibiscus, Buttercup and Tulip. First, the March Past took place, followed by the Tug of War, then, the three legged race took place, after, the schools participated in the Obstacle race, next, the runners took part in the Running event, soon after, the Egg and Spoon race occurred, after, the sack race took place and the last event was the Relay race.

During the relay race, team Rose's member, Billy Star, tripped team Buttercup's member Viren Rampersad. Viren fell on the concrete and sprained his ankle. The commentator stopped the race and sent the Red Cross to administer first aid. Team Rose was disqualified for causing Viren to sprain his ankle. The substitute went in place of Viren and the race was done over. Eventually, team Buttercup won the race. After the races, all the teams sat down and ate lunch at 4:00 pm.

Finally, the results were announced. Team Buttercup prevailed, getting first place. Team Orchid came second, team Tulip came third place, team Hibiscus placed fourth and team Rose came fifth. The teams collected their trophies and medals and the Sports Day concluded at 7:00 pm with fireworks.

### Comments on Report Sample 3:

<b>Sample 3</b> <b>Score: 8 (Competent)</b>		
Criteria	Justification	Evidence from piece
<b>Content</b>	<p>The majority of the details of the incident were provided. However, the introduction should have stated if the schools participating were primary or secondary level or both.</p>	<p><b>Date, venue, time of Sports Day</b></p> <p>On Friday 13<sup>th</sup>. November, 2013, schools participated in the Schools' District Sports Day, which was held at Mannie Ramjohn Stadium. The Sports Day commenced at approximately 9:00 am.</p> <p><b>Events your team participated in</b></p> <p>It was not clear which events Team Orchid participated in. A general statement on the events of the Sports Day was made in paragraph 2.</p> <p><b>What happened during the Sports Day</b></p> <p>These details are contained mainly in paragraphs 2 and 3.</p> <p><b>How the Sports Day ended</b></p> <p>Finally, the results were announced. Team Buttercup prevailed, getting first place. Team Orchid came second, team Tulip came third place, team Hibiscus placed fourth and team Rose came fifth. The teams collected their trophies and medals and the Sports Day concluded at 7:00 pm with fireworks.</p>
<b>Language Use</b>	<p>A formal tone is used appropriately throughout the report.</p>	
<b>Grammar and Mechanics</b>	<p>Paragraph 2 was one sentence. This is ill advised. Offer support on how to connect related ideas within a paragraph using a variety of sentences. There are many comma splices evident in this paragraph.</p>	<p>Rose, Hibiscus, Buttercup and Tulip. First, the March Past took place followed by Tug of War, then, the three legged race took place, after, the schools participated in the Obstacle race, next, the runners took part in the Running event, soon after, the Egg and Spoon race occurred, after, the sack race took place and the last event was the Relay race.</p>

**Sample 3**  
**Score: 8 (Competent)**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Organisation</b>	<p>The introductory paragraph could have specified the type of school sports.</p> <p>Paragraphs and details are logically sequenced.</p> <p>The final paragraph clearly draws a conclusion to the report.</p> <p>Generally, transitional words were proficiently used.</p>	<p>On Friday 13th, November, 2013, schools participated in the Schools' District Sports Day, which was held at Mannie Ramjohn Stadium. The Sports Day commenced at approximately 9:00 am.</p> <p>Finally, the results were announced. Team Buttercup prevailed, getting first place. Team Orchid came second, team Tulip came third place, team Hibiscus placed fourth and team Rose came fifth. The teams collected their trophies and medals and the Sports Day concluded at 7:00 pm with fireworks.</p>

## Report Sample 4 (Score of 7)

Task: The Standard Four students went on an educational trip to a sugar factory. Write a report based on the visit.

Include:

- date, time place
- who went on the trip
- what happened during the visit
- what was learnt
- how the visit ended.

On Friday 25<sup>th</sup> October, 2013, the thirty four students of standard four from St. Josephine Primary School<sup>12</sup> went on a field trip to the Usine St. Madeleine sugar factory. They left the school compound at 8:30 am on the school's bus.

They arrived at the factory at approximately 9:30 am. They were greeted by the tour guide, Mr. Jones showed the students around the factory. He then told them the steps in producing sugar. First, the sugar cane is then cut and washed. Secondly, the cane is put through rollers to be crushed. Next, it is taken to the clarifier to be purified. It is then boiled out until sugar crystals are formed. Afterwards, the sugar crystals are separated in centrifugal tanks and are ready to be marketed. Finally, the sugar is marketed, both locally and abroad.

Mr. Jones showed the class the production of sugar. He told them about the uses of sugar like how it is used in many foods and drinks. It is used to sweeten drinks and foods. After the tour, Mr. Jones gave them pieces of sugar cane to carry home. The class thanked Mr. Jones for the tour. Then they left on the school bus at approximately 10:30 am and arrived safely at the school compound an hour later.

\*\*\*\*\*

---

<sup>12</sup> Name of school changed.

### Comments on Report Sample 4:

<b>Sample 4 Score: 7 (Competent)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Content</b>	The details are specific to the topic and provide most of the necessary information. The name of the teacher who accompanied the class is not mentioned.	<p><b>Date, time place</b>  <b>Who went on the trip</b>            On Friday 25<sup>th</sup> October, 2013, the thirty four students of standard four from St. Josephine Primary School went on a field trip to the Usine St. Madeleine sugar factory. They left the school compound at 8:30 am on the school's bus.</p> <p><b>What happened during the visit</b>  <b>What was learnt</b></p> <p>These details are contained mainly in paragraphs 2 and 3.</p> <p><b>How the visit ended</b>            Then they left on the school bus at approximately 10:30 am and arrived safely at the school compound an hour later.</p>
<b>Language Use</b>	<p>A formal tone is used appropriately throughout the report.</p> <p>There is a need for variety in sentence starters in paragraph 1: the word "they" is repeated unnecessarily.</p>	<p>They left the school compound at 8:30 am on the school's bus.</p> <p>They arrived at the factory at approximately 9:30 am. They were...</p>
<b>Grammar and Mechanics</b>	There are multiple issues with sentence structure which sometimes impeded meaning.	<p>On Friday 25<sup>th</sup>, October, 2013, the thirty four students of standard four, Mr. Joseph, from St. Josephine Primary School went on a field trip to the Usine St. Madeleine sugar factory.</p> <p>First, the sugar cane is then cut and washed</p> <p>They were greeted by the tour guide, Mr. Jones showed the students around the factory.</p>
<b>Organisation</b>	The introductory paragraph contains most of the relevant information. It is unclear who accompanied the children on the trip (although the class name, standard 4, Joseph, implies that he accompanied them).	On Friday 25 <sup>th</sup> October, 2013, the thirty four students of standard four, from St. Josephine Primary School went on a field trip to the Usine St. Madeleine sugar factory. They left the school compound at 8:30 am on the school's bus.

**Sample 4**  
**Score: 7 (Competent)**

Criteria	Justification	Evidence from piece
	<p>The concluding paragraph contains details of the tour that should have been in the body of the report.</p> <p>Most of the transitional words were efficiently used in the second paragraph.</p>	<p>Mr. Jones showed the class the production of sugar. He told them about the uses of sugar like how it used in many foods and drinks. It is used to sweeten drinks and foods. After the tour, Mr. Jones gave them pieces of sugar cane to carry home. The class thanked Mr. Jones for the tour. Then they left on the school bus at approximately 10:30 am and arrived safely at the school compound an hour later.</p> <p>He then told them the steps in producing sugar. First, the sugar cane is then cut and washed. Secondly, the cane is put through rollers to be crushed. Next, it is taken to the clarifier to be purified. It is then boiled out until sugar crystals are formed. Afterwards, the sugar crystals are separated in centrifugal tanks and are ready to be marketed. Finally, the sugar is marketed, both locally and abroad.</p>

## Report Sample 5 (Score of 6)

Task: Write a report on an incident that occurred during the morning recess by the cafeteria.

Include:

- Date, time, place where incident occurred
- Students involved
- Details about the incident
- Injury sustained
- How the incident was dealt with.

On the 18<sup>th</sup> of February, 2014, an incident between Raymond Rono and Aiden Mohammed, took place at 10:15 am by the cafeteria.

This started when Raymond, a Std 3 student, ran into Aiden Mohammed, a Second Year student. As soon as Raymond saw his friend eating an aloe pie he knew it was being sold. He quickly ran to the cafeteria to get one. While he almost reached to the cafeteria, Aiden walked out of his class just in front of Raymond. Raymond did not see Aiden and ran into him. Aiden soon fell to the floor with an injury to his leg. Mr. Hameed, Raymond’s teacher was walking around the school to make sure everywhere was clean,. Soon, he spotted Aiden on the floor. Raymond told Mr. Hameed everything that happened and Raymond was carried to the principal’s office.

In conclusion Raymond was banned from going outside and he apologized to Aiden,. Aiden was taken to the hospital and after a few weeks, he returned to school. The principal told every pupil not to run in school again unless you have to in Physical Education class.

\*\*\*\*\*

### Comments on Report Sample 5:

<b>Sample 5 Score: 6 (Satisfactory)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from report</b>
<b>Content</b>	Some of the relevant details were presented.	<p><b>Date, time, place where incident occurred</b>  <b>Students involved</b></p> <p>On the 18<sup>th</sup> of February, 2014, an incident between Raymond Rono and Aiden Mohammed, took place at 10:15 am by the cafeteria.</p>



**Sample 5**  
**Score: 6 (Satisfactory)**

Criteria	Justification	Evidence from report
	<p>The introductory paragraph does not specify the nature of the incident.</p> <p>The name of the principal was omitted.</p> <p>The exact nature of the injury to Aiden's leg could have been specified.</p> <p>Based on the task/topic given the report includes irrelevant details.</p>	<p><b>Details about the incident</b> These are found mainly in paragraph 2.</p> <p><b>How the incident was dealt with.</b></p> <p>While he almost reached to the cafeteria, Aiden walked out of his class just in front of Raymond. Raymond did not see Aiden and ran into him. Aiden soon fell to the floor with an injury to his leg.</p> <p>As soon as Raymond saw his friend eating an aloe pie he knew it was being sold. He quickly ran to the cafeteria to get one.</p> <p>Raymond's teacher was walking around the school to make sure everywhere was clean,</p>
<b>Language Use</b>	<p>There are elements of an informal tone through words and phrases which convey elements of narrative and the use of abbreviation.</p>	<p>This started when Raymond...</p> <p>As soon as Raymond saw his friend eating an aloe pie he knew it was being sold. He quickly ran to the cafeteria to get one</p> <p>a Std 3 student</p>
<b>Grammar and Mechanics</b>	<p>There are a few errors in punctuation, spelling, capitalisation and grammar, but these do not impede meaning.</p>	<p>This started when Raymond, a Std 3 student, ran into Aiden Mohammed, a Second Year student.</p> <p>aloe pie</p>
<b>Organisation</b>	<p>Paragraphs (body and conclusion) lack logical sequencing of relevant details due to lack of transitional words and phrases.</p> <p>There is limited use of connectives/transitional words and phrases between paragraphs (introduction, body, and conclusion).</p>	<p>Raymond did not see Aiden and ran into him. Aiden soon fell to the floor with an injury to his leg. Mr. Hameed, Raymond's teacher was walking around the school to make sure everywhere was clean. Soon, he spotted Aiden on the floor. Raymond told Mr. Hameed everything that happened and Raymond was carried to the principal's office.</p> <p>In conclusion Raymond was banned from going outside and he apologized to Aiden. Aiden was taken to the hospital and after a few weeks, he returned to school. The principal told every pupil not to run in school again unless you have to in Physical</p>

**Sample 5**  
**Score: 6 (Satisfactory)**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from report</b>
	<p>Introductory paragraph lacks the relevant details pertaining to the location of the incident.</p> <p>The body of the essay contains irrelevant information which disrupts the logical sequencing of the report.</p>	<p>Education class.</p> <p>On the 18th of February, 2014, an incident between Raymond Rono and Aiden Mohammed, took place at 10:15 am by the cafeteria</p> <p>This started when Raymond, a Std 3 student, ran into Aiden Mohammed, a Second Year student. While he almost reached to the cafeteria, Aiden walked out of his class just in front of Raymond</p> <p>As soon as Raymond saw his friend eating an aloe pie he knew it was being sold. He quickly ran to the cafeteria to get one.</p>

## Report Sample 6 (Score of 5)

### Task:

Write a report on an accident that took place in school during lunch time.

- Date, time, place it happened
- Who was involved
- Injury sustained
- What happened in the end

On Friday 13<sup>th</sup> September, 2013 at 12:15pm Tom Sayawaya, a first year child was injured during lunchtime in the courtyard.

Tom Sayawaya was playing a game of freeze tag, which is a game where a person tags you and you can't move, unless someone touches you. Tom was distracted in trying to catch his friend and was unaware of where he was running. His attention was focused on Jerry Maran, who was his friend. Bob Picklehingher, a standard 5 student walked out of a corner and unexpectedly collided with Tom. Bob was tall and strong, so he didn't fall down. Tom however was not that lucky and injured his leg when he fell to the ground. Bob saw Tom lying on the rough ground and ran swiftly to Mr. Shah. Having heard what occurred, Mr. Shah left his work to assist Tom. Tom was crying out in pain as Mr. Shah approached him. Mr. Shah quickly lifted Tom in his arms and carried him to Miss Sherry to attend his injuries.

Miss Sherry cleaned and bandaged the wound as well as his other bruises. Miss Sherry called Tom's parents to collect him. His parents then took him to the hospital for further treatment. When Tom's leg felt better, his parents spoke to him about running in school. When Tom returned to school, the principal spoke to the children about running in school.

\*\*\*\*\*

## Comments on Report Sample 6

<b>Sample 6 Score: 5 (Satisfactory)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from the report</b>
<b>Content</b>	<p>Some relevant and specific details are missing from the report:</p> <ul style="list-style-type: none"> <li>• the parties involved (names, class)</li> <li>• the nature of the injury</li> </ul> <p>Irrelevant details are included.</p>	<p>On Friday 13th September, 2013 at 12:15pm Tom Sayawaya, a first year child was injured during lunchtime in the courtyard.</p> <p>Tom Sayawaya was playing a game of freeze tag, which is a game where a person tags you and you can't move, unless someone touches you.</p>
<b>Language Use</b>	<p>The report demonstrates inconsistent use of a formal tone due to:</p> <ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• Adverbs which may suggest an opinion</li> <li>• Words, phrases and sentence structure which lends itself to a plot or narrative.</li> </ul>	<p>distracted unexpectedly collided with Tom</p> <p>Bob was tall and strong, so he didn't fall down. Tom however was not that lucky and injured his leg when he fell to the ground.</p> <p>Bob saw Tom lying on the rough ground and ran swiftly to Mr. Shah. Having heard what occurred, Mr. Shah left his work to assist Tom. Tom was crying out in pain as Mr. Shah approached him.</p>
<b>Grammar and Mechanics</b>	<p>The report has grammatical and mechanical errors, but the reader can still discern essential details in the report.</p> <p>Use of contractions connotes an informal tone.</p>	<p>focused can't move "disn't" fall</p>
<b>Organisation</b>	<p>Insufficient relevant details specific to the incidents and the parties involved in the introductory paragraph.</p> <p>Missing transitional words and phrases in the introduction, body and conclusion impede a clear sequence of events.</p> <p>The body of the report is sequenced in a narrative format and contains multiple ideas.</p>	<p>On Friday 13th September, 2013 at 12:15pm Tom Sayawaya, a first year child was injured during lunchtime in the courtyard.</p> <p>Tom Sayawaya was playing a game of freeze tag, which is a game where a person tags you and you can't move, unless someone touches you. Tom was distracted in trying to catch his friend and was unaware of where he was running. His attention was focused on Jerry Maran, who was his friend. Bob Picklehingher, a standard 5 student walked out of a corner and</p>

**Sample 6**  
**Score: 5 (Satisfactory)**

Criteria	Justification	Evidence from the report
	<p>Conclusion is neither sequenced nor connected logically to the introduction and body.</p>	<p>unexpectedly collided with Tom. Bob was tall and strong, so he didn't fall down. Tom however was not that lucky and injured his leg when he fell to the ground. Bob saw Tom lying on the rough ground and ran swiftly to Mr. Shah.</p> <p>Miss Sherry cleaned and bandaged the wound as well as his other bruises. Miss Sherry called Tom's parents to collect him. His parents then took him to the hospital for further treatment. When Tom's leg felt better, his parents spoke to him about running in school. When Tom returned to school, the principal spoke to the children about running in school.</p>

## Report Sample 7 (Score of 4)

Task: Write a report on an accident that took place in school during lunchtime.

Include:

- Date, time, place where accident occurred
- Who were involved
- What happened/ hour it started
- Injury sustained.
- What happened in the end

On the 19<sup>th</sup> September, at 11:30 am in the school field two boys Tom and Jerry playing football.

They were playing , football, Tom and Jerry scored two goals each. After a while Tom decided to tackle Jerry. When he tackled Jerry, Jerry fell down. Tom went look for the Red Cross teacher. Finally Tom found the Red Cross teacher. When she arrived to Jerry, she took him to the sick room. She called an ambulance and Jerry was taken to the hospital.

The next day Tom was called to the office. They told him he was suspended and the school was warned about misbehaviour.

\*\*\*\*\*

### Comments on Report Sample 7:

<b>Sample 7 Score: 4 (Emerging)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from report</b>
<b>Content</b>	<p>Insufficient details are given in the first paragraph (the specific incident, the school, the full names of the parties involved).</p> <p>No details were given on the injury that the student sustained.</p> <p>Conclusion does not say who spoke to Tom/punished him.</p>	<p>On the 19<sup>th</sup> September, at 11:30 am in the school field two boys Tom and Jerry were playing football.</p> <p>The next day Tom was called to the office. They told him he was suspended and the school was warned about misbehaviour.</p>
<b>Language Use</b>	<p>Insufficient use of formal language relevant to a report.</p>	

**Sample 7**  
**Score: 4 (Emerging)**

Criteria	Justification	Evidence from report
Grammar and Mechanics	Errors in spelling, punctuation and an omission of a key word impede meaning.	Deceided Misbehairoror While they were playing , football, Tom went look for the Red Cross teacher. Finally Tom found the Red Cross teacher.
Organisation	Some sequencing of events, but several missing details (see discussion in Content section)  Very few transitional words used.	

## Report Sample 8 (Score of 3)

Task: Write a report on an incident that took place in school during lunchtime.

Include

- Date, time, place where the incident occurred
- Who were involved
- What happened/ how it started
- What happened in the end

4 alter Trise

Pt

25 february 2013.

de prinspl

san skool.

on the skulyrd four girls was from the standad Four clas the girls was dendra, caniece, karshma and stefani., Dey was playin on de skoolyrd an de skoolyrd was croded with Difernt clas. karshma had de ball. den stefne start run to karshma the inceedent hapn on san baleek skoolyrd an report on inseedent wich was bitn karshmar mahardao an stefne ramdas , Dey was karshma Mahadeo and stefne ramdass. dey wur for gyirlz wur playin baskit ball , then one run an met de oder one an she fall down an she bawl like a cow and dey run and call amblance fo she an she mudder come quick like litnin

\*\*\*\*\*



## Comments on Report sample 8

<b>Sample 8 Score: 3 (Emerging)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Content</b>	<p>With some translation, one can discern that four students from a Standard four class were playing in a school yard with a ball. During the game there was a collision, a child fell, an ambulance was called and a parent came.</p> <p>The full names of the students were not given. The date and time of the incident were not given.</p>	
<b>Language Use</b>	<p>This response indicates the need for strong language support from the teacher.<sup>13</sup></p> <p>The use of figures of speech causes the report to read like a narrative piece.</p>	<p>one run an met de oder one an she fall down an she bawl like a cow and dey run an call ambulance fo she an she mudder come quick lik litnin</p>
<b>Grammar and Mechanics</b>	<p>Multiple errors in punctuation, spelling, capitalisation, and grammar impede meaning.</p>	<p>Dey was playin on de skoolyrd an de skoolyrd was croded with Difernt clas. karshma had de ball. den stefne start run to karshma</p>
<b>Organisation</b>	<p>There is evidence of some structure and logic in this response. However, the entire report is presented in one paragraph.</p> <p>One transitional word was used.</p>	<p>on the skulyrd four girls was from the standad Four clas the girls was dendra, caniece, karshma and stefani., Dey was playin on de skoolyrd an de skoolyrd was croded with Difernt clas <b>then</b> one run an met de oder one an she fall down an she bawl like a cow and dey run and call ambulance fo she an she mudder come quick like litnin</p>

<sup>13</sup> This report reflects some awareness of report structure. A teacher or tutor can definitely help this writer to become more intelligible if focused attention is paid to spelling and sentence construction.

## Report Sample 9 (Score of 2)

Task: The Standard Four students went on an educational trip. Write a report based on the visit.

Include:

- date, time place
- who went on the trip
- what happened during the visit
- how the visit ended.

We arve at encror zoo lin up on an orjanise tRhe Mis took muny and the cost was \$10. Then we allow to entre in the xoo. When we entre we saw meny animls. We et lynch Fraoaj amd Siera wanted pt gp tp the toilet and when they went Fariah scearm because it had a snakes. Then a man tuk the snake We reac back we alread that we cud write a composition . Adout it.

\*\*\*\*\*

### Comments on Report sample 9

<b>Sample 9 Score: 2 (Makes an Attempt)<sup>14</sup></b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Content</b>	<p>With some translation, one can discern that some students went to a zoo and a snake caused someone to scream and the snake was taken away.</p> <p>The date and time were not mentioned. The name of the class that went to the zoo was never mentioned.</p>	
<b>Language Use</b>	The entire report reflects the student's inability to use language accurately.	
<b>Grammar and Mechanics</b>	While there seems to be some consciousness of full stops, the multiple errors in punctuation, grammar and spelling impede the reader's understanding of the report.	
Organisation	The entire report was written in one paragraph. There was some effort to sequence the few details that were given.	

<sup>14</sup> It must be mentioned that this student's work is evidence of the need for an assessment to be made by the Students' Support Services Division (SSSD).

## Report Sample 10: (Score of 1<sup>15</sup>)

Task: Write a report on an incident that took place in school during lunchtime.

Include

- Date, time, place where accident occurred
- Who were involved
- What happened/ how it started
- What happened in the end

Manaay efer non wbon I went to sookboragh to do shopping with asr rt tr cangive him sonfe and Paniun grg min a

He started ?o at meas I did not answer to bocane ver angry bega be disre pootrw and ven Fry to , hrow rash ar me avezo his boavioar.

Evnt yally someone camed thoro, aand zhes orinoe rim ano tid hin t osaw there is carry uich he did o1o I acProd his Disy drd ouo ?ur sorry for him a The end

\*\*\*\*\*

### Comments for Sample 10:

<b>Sample 10 Score: 1 (Makes an Attempt)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Content</b>	One can discern with some translation that something happened on a Monday afternoon while someone was shopping and that someone was angry. The exact details of the incident and the people involved are not clear. The details given are not at all related to the assigned task.	Manaay efer non wbon I went to sookboragh to do shopping with asr rt tr cangive him sonfe and Paniun grg min a  bocane ver angry bega be disre
<b>Language Use</b>	Language is generally used inaccurately, making it very difficult to understand the report.	He started ?o at meas I did not answer to bocane ver angry bega be disre pootrw and ven Fry to , hrow rash ar me avezo his boavioar.
<b>Grammar and Mechanics</b>	There is little evidence of correct punctuation, spelling, capitalisation and grammar.	

<sup>15</sup> It must be mentioned that this student's work is evidence of the need for an assessment to be made by the Students' Support Services Division (SSSD).

**Sample 10**  
**Score: 1 (Makes an Attempt)**

Criteria	Justification	Evidence from piece
Organisation	<p>An attempt at indenting of the first and last paragraphs.</p> <p>An attempt at introduction, body and conclusion, but it is difficult to discern what is being discussed.</p>	<p style="text-align: center;">Evtnt yally someone came thoro, aand zhes orinoe rim ano tid hin t osaw there is carry which he did o1o l acProd his Disy drd ouo ?ur sorry for him a The end</p>

## **Chapter 4**

### **Exemplars: Narrative-Descriptive Writing**

## **Narrative-Descriptive Writing Sample 1 a (Score of 10)**

Create a story about an unforgettable experience that you had with a friend. You are reminded to use rich, descriptive language that appeals.

You may include details about

- Where you were and who you were with
- Your emotions and feelings as you engaged in the activity or experience.
- What you learnt from the experience.

### **Trouble Out At Sea**

The honeycomb sun glistened against the ever-moving sea, causing it to illuminate the huge expanses of blue. It would be a terrible thing to get lost out there in something so calm and pleasant. I never thought it could have almost happened to me. Sand crumpled my feet as I walked along the shore of Maracas Beach with my friend Liam. Our parents sat in the distance, talking merrily amongst themselves. Liam and I hadn't a liking for such pleasant communication. Pleasant alone doesn't cut it. I myself had trouble trying to decipher their coded speech. So there we were wandering like vultures in search of food.

"I'm bored!" I groaned, looking back towards our parents.

Liam grunted, "If we go back, we'll be bombarded with adult speech." I shook my head sarcastically. We continued until we were at least twelve metres away. Then, something caught my eye. Tugging him, I told Liam to follow. When we reached our intended target, we exchanged glances and grinned in unison.

There, nestled in a nest of sand was a medium-sized wooden boat. There on its side, the words, "Jus' add water."

"Clever" commented Liam, observing the boat's peeling white paint. The boat could roughly hold both of us. Inside, two pairs of wooden paddles. Perfect.

"What do you say," I proposed, "we go for a little ride." Liam seemed to consider it for a long time, but finally agreed. "Rock, Paper, Scissors" for who has to push us out!" he announced. Yours truly ended up pushing the surprisingly heavy boat (I'm guessing you know why). I jumped on at the last minute and paddled. I took some lessons last year, I was eager to show off. I also gave Liam a wee crash course in boat paddling. We were at least sixteen feet away from the shore now when we stopped. I realized just

how old it was on the inside, and it creaked with every move. We talked a little but in general we just admired the glistening blue sea. After a while, the waves became choppy, and, cracking open my eyes from a restful state, I gasped at the horror in front of me. Not only had we drifted, but a giant wave was upon us. It began to grow and grow, towering over us. Before I could even think of warning Liam, we were swept under the pillar of blue.

The sudden and immense cold had knocked all my breath away. I felt an otherworldly push ram us further and further, the current of the wave carrying it with us. I felt the boat buckle and shatter into oblivion as we slammed against something hard and sandy. I gasped for air, as did Liam, who was sprawled next to the remains of the boat that separated us. Groaning he said, "Lets... never...ever...do that again." I coughed in agreement and limped back to our merry parents.

If there's anything to learn from this beside never riding in old boat, it's that curiosity kills the cat. I just hope the incident left us with enough sense to never do anything like that ever again.

\*\*\*\*\*

### Comments for Narrative-Descriptive sample 1 a

<b>Sample 1 a</b> <b>Score: 10 (Superior)<sup>16</sup></b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>CONTENT</b> <b>(Setting, Plot,</b> <b>Characters)</b>	<p><b>Setting</b></p> <p>The reader gets a clear idea of where the action is taking place at all times. The reader is able to visualise the sea-shore and the sea along Maracas Bay.</p> <p><b>Plot</b></p> <p>The story begins with a description of the setting and the establishment of two boys' boredom with their parents' chatter. They eventually wander off along the beach, find an old boat and decide to sail on it. The rising action occurs when they realise that they have drifted out to sea. This climaxes when a wave crashes them to shore. The story</p>	<p>The honeycomb sun glistened against the ever-moving sea, causing it to illuminate the huge expanses of blue.</p> <p>we just admired the glistening blue sea. There, nestled in a nest of sand was a medium-sized wooden boat.</p>

<sup>16</sup> A piece that scores a 10 is relative to the age of the writer -- that which is deemed superior in manipulating language for a young writer of that age. Therefore, though not flawless, a piece like this is scored 10 marks.

**Sample 1 a**  
**Score: 10 (Superior)<sup>16</sup>**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
	<p>is resolved when they realise how lucky they are to be alive and decide never to repeat their actions.</p> <p><b>Characters</b></p> <p>The narrator's thoughts, descriptions, actions and dialogue all convey the boys' personalities, the adventure they experienced and the lesson they learned.</p>	<p>Our parents sat in the distance, talking merrily amongst themselves... I myself had trouble trying to decipher their coded speech.</p> <p>"I'm bored!" I groaned, looking back towards our parents. Liam grunted, "If we go back, we'll be bombarded with adult speech."</p> <p>When we reached our intended target, we exchanged glances and grinned in unison.</p>
<b>LANGUAGE USE</b>	<p>This story uses vivid, descriptive language and sensory details, as well as figurative language to enhance the story that is unfolding.</p> <p>The story effectively uses a combination of sentence types for a variety of effects including character development and unfolding actions to propel the plot.</p> <p>This writer demonstrates confidence in manipulating language to create effects and to impact the reader.</p>	<p>The honeycomb sun glistened against the ever-moving sea, causing it to illuminate the huge expanses of blue.</p> <p>Sand crumpled my feet as I walked along the shore of Maracas Beach</p> <p>... it creaked with every move.</p> <p>I gasped at the horror in front of me. It began to grow and grow, towering over us...</p> <p>We slammed against something hard and sandy</p> <p>Not only had we drifted, but a giant wave was upon us.</p>
<b>GRAMMAR AND MECHANICS</b>	<p>Despite a punctuation error, a spelling error and a fragment, this piece makes a significant impact on the reader since it is essentially well written.</p>	<p>Inside, two pairs of wooden paddles.</p> <p>its that curiosity kills the cat</p>
<b>ORGANISATION</b>	<p>There is a clear structure and organisation to the story. It flows smoothly from:</p> <ul style="list-style-type: none"> <li>- their location to movement away from the parents further along the beach</li> <li>- the discovery of the boat, paddling out on the water, falling asleep</li> <li>- waking up to discover the wave</li> </ul>	



**Sample 1 a**  
**Score: 10 (Superior)<sup>16</sup>**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
	<p style="text-align: center;">upon them, crashing on the shore - returning wiser to their parents</p> <p>Transitional words and phrases are used effectively to move between and within paragraphs. This enhances the seamless flow of the story.</p>	<p>There, nestled in a nest of sand was a medium-sized wooden boat</p> <p>The sudden and immense cold had knocked all my breath away.</p>

## **Narrative-Descriptive Writing Sample 1 b (Score of 10)**

Create a story about a frightful experience that you had with your friend. You are reminded to use rich, descriptive language that appeals.

You may include details about

- Where you were and who you were with
- Your emotions and feelings as you engaged in the activity or experience.
- How the experience ended.

### **The Temptation**

Walking along Kane Street every afternoon on our way home from school, my friend Nick and I would always observe the abandoned looking building with a Julie mango tree, laden with mangoes looking juicy and delicious. Living in that building however, was Mr. Creaton. Everyone knew the rumour about him. The rumour was that he would sit and draw characters and it was believed that if he drew you, you would somehow die suddenly.

Day after day we eagerly threw stones at the mangoes to see if any would fall our way but we failed at our attempts. Unable to stand the temptation any longer we decided to steal the mangoes instead and mustered up the courage to scale the fence. While trying to do so, my skirt got caught in the fence and ripped. Nick had to pull me over with all his might and accidently threw me on the ground on my butt. I jumped up quickly and dusted off myself because I had a mission to fulfill.

Our mouths watered uncontrollably as our eyes were fixed on the ripe mangoes. The number of thick leaves on the tree blocked our clear view so we didn't see the sleeping bats as we climbed up the tree towards our prize. Suddenly, out of nowhere the bats zoomed in and attacked us. We screamed in terror and jumped to the bottom of the tree. I fell on my knees and blood instantly flowed from them. Nick fell on his all fours but did not get any cuts because of his long pants. We ran for our lives trying to find an exit out of the compound, but stumbled upon the scary looking Mr. Creaton instead.

Mr. Creaton was a mean looking man who had a bean-shaped face with a huge scar on the left side of it as though he was a Carib warrior. He was brown skinned and very tacky looking. He came closer and closer as if to grab us. I could see his brows were drawn in a frown as his eyes ran up and down us searching from side to side and

forward, checking off every item in view. As I noticed this, a chill struck through me and I froze. Mr. Creaton shouted at us, "Leave the compound at once or I would call the police!" We told him how sorry we were and begged for his mercy.

His voice was rough, commanding us never to set foot on the property again. Nick and I shook like leaves on a windy day. How could we be in such a dilemma? He held us by our collars and threw us bodily out the yard but we held onto our bags full of Julie Mangoes. We quickly scurried away from him. Once we got out of the compound we vowed never to enter in there again and prayed that Mr. Creaton would not remember what we looked like to draw us. Soon we were on our way home, afraid to face our parents and explain to them why our uniforms were such a mess. That would be a whole different story.

\*\*\*\*\*

**Comments for Narrative-Descriptive Sample 1 b**

**Score: 10 (Superior)**

<b>Sample 1 b Score: 10</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Content</b>	<p><b>Setting</b></p> <p>The reader gets a clear idea of where and when the action is taking place.</p> <p><b>Plot</b></p> <p>The story begins with the discussion of a laden Julie mango tree that tempts the main characters every day on their way home from school. However, they are deterred by a fearsome character who is rumoured to have the ability to draw a character and cause his or her immediate death. The rising action occurs when the children decide to steal the mangoes. This leads to the climactic moment when they are confronted with the fearsome Mr. Creaton. The story is resolved when they are released, hoping that they would not be the victim of Mr. Creaton's drawings, and hoping that their parents would not punish them for coming home with dirty uniforms.</p>	<p>Walking along Kane Street every afternoon on our way home from school, my friend Nick and I would always observe the abandoned looking building with a Julie mango tree, laden with mangoes looking juicy and delicious.</p>

<b>Sample 1 b</b> <b>Score: 10</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
	<p><b>Characters</b></p> <p>The story involves three characters: a narrator, her friend, Nick and the fearsome Mr. Creaton. These characters are effectively developed through description, action and dialogue.</p>	<p>Unable to stand the temptation any longer we decided to steal the mangoes instead and mustered up the courage to scale the fence. While trying to do so, my skirt got caught in the fence and ripped...I jumped up quickly and dusted off myself because I had a mission to fulfill (sic).</p> <p>Living in that building however, was Mr. Creaton. Everyone knew the rumour about him. The rumour was that he would sit and draw characters and it was believed that if he drew you, you would somehow die suddenly.</p> <p>Mr. Creaton was a mean looking man who had a bean-shaped face with a huge scar on the left side of it as though he was a Carib warrior...</p> <p>"Leave the compound at once or I would call the police!"</p> <p>His voice was rough, commanding...</p>
<b>Language Use</b>	<p>The story uses vivid, descriptive language and sensory details, as well as figurative language.</p> <p>The story effectively uses a combination of sentence types for a variety of effects including character development and unfolding actions to propel the plot.</p>	<p>...abandoned looking building with a Julie mango tree, laden with mangoes looking juicy and delicious.</p> <p>The number of thick leaves on the tree blocked our clear view so we didn't see the sleeping bats</p> <p>...mean looking man who had a bean-shaped face with a huge scar on the left side of it as though he was a Carib warrior. He was brown skinned and very tacky looking.</p> <p>Mr. Creaton was a mean looking man who had a bean-shaped face with a huge scar on the left side of it as though he was a Carib warrior. He was brown skinned and very tacky looking. He came closer and closer as if to grab us. I could see his brows were drawn in a frown as his eyes ran up and down us searching from side to side and forward, checking off every item in view.</p>
<b>Grammar and Mechanics</b>	There is one spelling error	I had a mission to fulfill.

<b>Sample 1 b</b> <b>Score: 10</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>Organisation</b>	The storyline flows smoothly from the establishment of the children's desire for the mangoes and Mr. Creaton's fearsome reputation to their temptation to steal the mangoes, to their stealing and facing Mr. Creaton and their escape.	

## Narrative-Descriptive Writing Sample 2 a (Score of 9)

Write a story in which these sentences are included: *“Tears welled in my eyes as a great sadness overcame me. My heart shattered into pieces as I felt my world was about to end.”*

You may include descriptive details about

- Where you were and why you were there
- Why you felt so sad
- What you did to overcome the situation.

### The Bully and the Dog

I can still remember that particular day as the cruel visions still haunt my memories of my little friend Jerry being beaten by that villain Tom.

On that specific Saturday morning the sky was covered in a blanket of pitch darkness. The rain began descending like a million arrows and the lightning lashed out with anger and on that day it looked like the sun refused to shine on the village of Tortuga. The atmosphere was willed with melancholy and despondency.

As I walked through the rain, sounds of whimpering could be heard from a dark, dreary street corner. When I took a peek I saw the black and white Dalmation. He was malnourished and mangy and was so weak he howled whenever the droplets splashed on him. When I looked into those ruby red eyes it displayed fear, hunger and loneliness. When he looked into my eyes we had a special connection. I was scared as a mouse to pick him but when I did he whimpered and I comforted him.

Upon arriving at home I decided to name the dog. I pondered and pondered until I decided to call him Jerry. I then placed him on a cushion and dashed to the kitchen to get him food and water, then Mummy took Jerry the vet for a check-up.

The early morning sun shone with all its glory. It was a beautiful Sunday to take Jerry for a stroll. We then sat under the silk cotton tree in the park. Suddenly a cold chill ran down my spine so I knew that the vagabond Tom was approaching. In the distance I saw him coming with stones in his hands. When he was upon me I asked, “Hey Tom”. He pushed me away and screamed at Jerry. He then stepped on Jerry’s tail and began throwing stones at Jerry. Jerry howled in pain and dragged himself under the tree. I pleaded to Tom, “Please stop” but he only screamed, “I hate dogs!” Agony filled my

heart as I rushed to Jerry’s assistance. Suddenly Tom disappeared. I put Jerry in a comfortable position then suddenly from out of nowhere again, Tom came with a huge bulky branch in his hand. As he came upon Jerry, he struck him with a one handed blow to the skull and left him to suffer. Tears welled in my eyes as a great sadness overcame me. My heart shattered into pieces as I felt my world was about to end and I wished that Jerry didn’t have to go through this.

I quickly rushed to his assistance by picking him up and taking him to the vet. When I arrived, they quickly bandaged him up and they said he would be okay. I then took him up, carried him home and from that moment, he became the newest member of my family.

\*\*\*\*\*

**Comments on Narrative-Descriptive Sample 2 a:**

<b>Sample 2 a Score: 9 (Superior)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>CONTENT</b>	<p><b>Setting</b></p> <p>The reader get a clear idea of where and when the story is taking place.</p> <p><b>Plot</b></p> <p>The story is told as a flashback of a traumatic encounter where the narrator found an abandoned, malnourished dog on a rainy day, took him to the vet, then took him for a walk the following day. Suddenly a bully attacks the dog because he hated dogs. The story ends when the narrator takes the injured dog to the vet and adopts him into the family. The plot is simple and it is unclear why the bully is so ragingly offended by dogs. However, there is a clear storyline.</p>	<p>On that specific Saturday morning the sky was covered in a blanket of pitch darkness. The rain began descending like a million arrows and the lightning lashed out with anger and on that day it looked like the sun refused to shine on the village of Tortuga. The atmosphere was willed with melancholy and despondency.</p> <p>The early morning sun shone with all its glory</p>

**Sample 2 a**  
**Score: 9 (Superior)**

Criteria	Justification	Evidence from piece
	<p><b>Characters</b></p> <p>The narrator’s sensitivity to animals is revealed through his reactions to the dog’s pain.</p> <p>The description of the dog encourages a feeling of sympathy within the reader.</p> <p>The bully Tom is not physically described, but the character feels a chill before he even enters his presence, indicating how hateful he is. Tom’s actions and dialogue reveal his inexplicable hatred of dogs.</p>	<p>Tears welled in my eyes as a great sadness overcame me. My heart shattered into pieces as I felt my world was about to end and I wished that Jerry didn’t have to go through this.</p> <p>He was malnourished and mangy and was so weak he howled whenever the droplets splashed on him. When I looked into those ruby red eyes it displayed fear, hunger and loneliness (sic).</p> <p>He pushed me away and screamed at Jerry. He then stepped on Jerry’s tail and began throwing stones at Jerry. ....he only screamed, “I hate dogs!</p>
<b>LANGUAGE USE</b>	<p>The story uses vivid descriptive language and sensory details effectively, especially in the description of the setting, the dog and the narrator’s feelings about the dog.</p> <p>The story effectively uses a combination of sentence types for a variety of effects including character development and unfolding actions to propel the plot.</p>	<p>...the sky was covered in a blanket of pitch darkness. The rain began descending like a million arrows and the lightning lashed out with anger</p> <p>He was malnourished and mangy and was so weak</p> <p>Suddenly a cold chill ran down my spine</p> <p>As I walked through the rain, sounds of whimpering could be heard from a dark, dreary street corner.</p> <p>My heart shattered into pieces...</p> <p>We then sat under the silk cotton tree in the park. Suddenly a cold chill ran down my spine so I knew that the vagabond Tom was approaching.</p>
<b>GRAMMAR AND MECHANICS</b>	<p>A few spelling errors are present, but they do not detract from meaning:</p>	<p>Villan; Dalmation; loneliness</p>
<b>ORGANISATION</b>	<p>There is effective organisation of ideas and use of transitional words/phrases and paragraphs</p>	<p>On that specific Saturday morning</p> <p>As I walked through the rain,</p> <p>Upon arriving at home</p>



## Narrative-Descriptive Writing Sample 2 b (Score of 9)

*"Oh no! Where did I put that money? I can't believe that it is lost!"*

Write an exciting story which involves the loss of a sum of money.

You may include rich descriptions and details about

- How you got the money in the first place
- How you went about trying to find it after you realized it was missing
- How you felt throughout the experience

### The Lost Money

"Oh what a beautiful morning!" sang my father as he opened the kitchen windows to look at my mother leaving for work. She looked radiant with early morning sun kissing her smooth black hair. She had just gotten a promotion and was off to her first day on her brand new job. It was also my first day of secondary school.

My dad hugged me and said, "We have a surprise for you." He went on saying, "Your mom left you this for you." I was on cloud nine. I loved surprises. I took my time to open the envelope. To my surprise, inside was a wad of blue, crispy hundred dollar bills. I gasped. What on earth could this be for? I was ecstatic, I began to jump like a kangaroo. My father smiled from ear to ear. "Tanisha you have done so well in school, we decided to give you a little incentive."

"Incentives!" I screamed to the top of my lungs. "Incentives are certificates dad," thinking about the monthly incentives I received at my Cave Hill Primary school. He explained that they wanted me to have some money of my own. He asked me to use it wisely as I was old enough to be responsible.

I was as happy as a lark, I put away four out of five bills in my bedroom and one in my wallet. In the wink of an eye, I was off to school. As the bus pulled up in front of the huge building, I felt as proud as a peacock for passing for my first choice. I was finally where I had always wanted to be. Sparkling, tiled floors greeted me and I went to class.

My first subject was Mathematics and then I had Biology. They were both interesting classes, but I was a bit tired from all the excitement of the morning. I rushed to the cafeteria where I met a very long line. As I purchased my snack, I heard the sound of the bell. I hurriedly paid the attendant and grabbed my change before racing off to class.

At lunch time, I needed a drink so I went back to the cafeteria. I opened my wallet to pay for the drink but there was no money in my wallet. I stood frozen in fear.

“Oh no, where did I put that money. I can’t believe that it is lost.” I cried. An older girl standing at the back of me realised I couldn’t pay for my drink. She paid for it and consoled me. She encouraged me to look for it and promised to help. We searched my bag, through my books and in the classroom. I had no idea where my money could have gone. We told our teachers and the principal. They asked everyone to search their bags. The money was nowhere to be found.

I felt sick as I left for home that afternoon. I did not know what to tell my parents. They were not upset but I cried myself to sleep that night. My parents trusted me to be responsible and I let them down.

\*\*\*\*\*

**Comments on Narrative-Descriptive Sample 2 b:**

<b>Sample 2 b</b> <b>Score: 9 (Superior)</b>		
Criteria	Justification	Evidence from piece
<b>CONTENT</b>	<p><b>Setting</b></p> <p>The reader get a clear idea of where and when the story is taking place.</p> <p><b>Plot</b></p> <p>The story is about a child who is given the gift of money for academic success. She takes a hundred dollar bill to school, but loses her wallet and goes home guilt ridden and depressed. The climax could have been more fully developed.</p> <p><b>Characters</b></p> <p>The characters are generally well developed, although more physical description could have been</p>	<p>She looked radiant with early morning sun kissing her smooth black hair. It was ... my first day of secondary school. Sparkling, tiled floors greeted me and I went to class.</p> <p>“Oh what a beautiful morning!” sang my father as he opened the kitchen windows to look at my mother leaving for work. She looked radiant with early morning sun kissing her smooth black hair.</p>

**Sample 2 b**  
**Score: 9 (Superior)**

Criteria	Justification	Evidence from piece
	<p>included of all characters. The father's bubbly personality, and his affection for his daughter is evident from his actions and conversation with her. Some physical details of the mother are included. The narrator reveals herself to be an excited and sensitive girl. The older student is not described physically, but shows kindness through her actions and indirect speech.</p>	<p>My father smiled from ear to ear. "Tanisha you have done so well in school, we decided to give you a little incentive."</p> <p>An older girl standing at the back of me realised I couldn't pay for my drink. She paid for it and consoled me. She encouraged me to look for it and promised to help.</p>
<b>LANGUAGE USE</b>	<p>The story uses vivid descriptive language and sensory details. It also uses figurative language effectively.</p> <p>Teachers are advised to encourage creativity in language use rather than promote use of clichéd statements</p> <p>The story effectively uses a combination of sentence types for a variety of effects including character development and unfolding actions to propel the plot.</p>	<p>I was as happy as a lark... In the wink of an eye, I was off to school... I felt as proud as a peacock for passing for my first choice. I was finally where I had always wanted to be. Sparkling, tiled floors greeted me and I went to class.</p> <p>Happy as a lark/ in the wink of an eye/proud as a peacock</p> <p>To my surprise, inside was a wad of blue, crispy hundred dollar bills. I gasped. What on earth could this be for? I was ecstatic, I began to jump like a kangaroo. My father smiled from ear to ear. "Tanisha you have done so well in school, we decided to give you a little incentive."</p>
<b>GRAMMAR AND MECHANICS</b>	<p>There is a spelling error, a punctuation error and one instance of faulty sentence construction. However, these do not impede meaning.</p>	<p>"Incentives are certificates dad," thinking about the monthly incentives I recieved at my Cave Hill Primary school.</p> <p>"Oh no, where did I put that money. I can't believe that it is lost." I cried.</p>
<b>ORGANISATION</b>	<p>The story flows smoothly from the joy of receiving of the money to the pain at the end.</p>	

## Narrative-Descriptive Writing Sample 3 (Score of 8)

Write a story in which you were involved in the capture of a thief.

You may include rich descriptions and details about:

- Where you were and what you were doing
- How the thief was identified
- How you felt during the experience

### The Classroom Thief

There is something weird going on in your class but you just cannot put your finger on it. You finally found out your friends' possessions disappear mysteriously. You smell a rat and set a trap for him or her.

It was a typical day at school. My friends were, however, looking different than usual. They had a puzzled look on their faces and they were always hiding their belongings from everyone. I tried not to let this bother me. I grew more conscious each day until finally, I could not keep it in anymore. I asked Destiny if she knew what was going on. At first, she hesitated but then she told me that their school items kept disappearing. It was as if all of their tools got up and walked away. I was deep in thought. What could have happened to their belongings?

I immediately suspected that there was a thief as sneaky as a ninja lurking somewhere in the class. This situation must have went on for weeks. Destiny, Jaycel and I were talking about this situation.

"Anyone in the entire school could be the thief," said Destiny.

"It might be Diane," I said.

"She's the only person who stays inside at lunch. But, it might not be her."

"Of course it can't be her," said Destiny. "She is always quiet."

"There is only one way to find out," said Jaycel. "We can set a trap for this sneaky ninja."

"That's a great idea!" said Destiny. "We'll start first thing tomorrow."

Diane is a girl in our class who started three weeks before the mysterious thefts. Diane has brown hair and a fair complexion. She has violet coloured eyes and was of average height. She loves to read, play music and make art. Diane looks very trust-worthy and is fascinated by animals.

The next day, at lunch, we were ready to proceed with our plan. We were well hidden. We told Diane not to tell anyone that we were there or what we were doing. The minutes ticked by slowly. Children came into the class and went back out without even touching the cupcake we had placed on a desk. It felt as if fifty years had passed. The bell rang and still, no one had come.

“That was a complete waste of my time,” said Destiny.

“All we need is a better plan,” said Jaycel, “and I know what to do. Don’t ask because I’m not telling you.”

We proceeded to our lines and when we arrived back inside, we were astonished to see that the cupcakes had vanished into thin air.

“That is one fast thief!” I said to myself. I was filled with suspense. Jaycel sounded as if her new plan was guaranteed to work.

The next day, Jaycel said that she expected to catch the thief at twelve noon. She said that she will handle everything. At lunch, Jaycel, Destiny and I went outside. We stayed near the class but away from the places the thief may see us. Jaycel had carried some sort of gadget with her. She peeped through a space where she could see in but no one could see out. After a short time she told use what she saw.

“The thief, Diane,” she said. “I saw her with my own eyes.”

We went inside and approached her. She seemed to know why we were coming because when she saw us, she got up and ran out of the class. We ran after her. I hadn’t known that she could run so fast. After a long chase and dodging obstacles, we finally conered her.

At the end of lunch, we told our teacher that we had caught the thief. At first, Diane objected having anything to do with but she cut clean and admitted it was her. Her parents were called and she was punished, both at home and at school. She promised that she would try her best and never steal again.

\*\*\*\*\*

### Comments for Sample 3:

<b>Sample 3</b> <b>Score: 8 (Competent)</b>		
Criteria	Justification	Evidence from piece
<p><b>CONTENT</b> (Setting, Plot, Character)</p>	<p><b>Setting</b></p> <p>The reader is able to discern that the action is taking place in a classroom, during a school day, but the images are simplistic.</p> <p><b>Characters</b></p> <p>The development of the narrator and her friends as characters occur through their action and dialogue. Through these, they resolve to unearth the identity of the thief. Their actions reveal their determination to discover the thief and solve the mystery in their classroom.</p> <p>The narrator's descriptions of Diane's physical appearance and personality depict her clearly, but do not suggest that she is the thief.</p> <p>The evidence that Dianne is the main character under suspicion by her classmates is revealed through the dialogue of the narrator and her friends.</p> <p><b>Plot</b></p> <p>The plot is set in motion at the very start of the story with the information that objects are disappearing from the classroom. A trap is set to discover the thief and resolve the problem of the thefts. When the initial trap fails, they try another strategy and eventually find the thief.</p>	<p>It was a typical day at school. Children came into the class... We stayed near the class...</p> <p>She peeped through a space where she could see in but no one could see out</p> <p>My friends were, however, looking different than usual. They had a puzzled look on their faces and they were always hiding their belongings from everyone.</p> <p>I grew more curious each day until finally, I could not keep it in anymore. I asked Destiny if she knew what was going on. "There is only one way to find out," said Jaycel. "We can set a trap for this sneaky ninja." "All we need is a better plan," said Jaycel, "and I know what to do. Don't ask because I'm not telling you."</p> <p>Diane is a girl in our class who started three weeks before the mysterious thefts. Diane has brown hair and a fair complexion. She has violet coloured eyes and was of average height. She loves to read, play music and make art. Diane looks very trust-worthy and is fascinated by animals.</p> <p>Anyone in the entire school could be the thief," said Destiny." "It might be Diane," I said. "She's the only person who stays inside at lunch. But, it might not be her."</p>

**Sample 3**  
**Score: 8 (Competent)**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>LANGUAGE USE</b>	<p>Uses appropriate descriptive language and sensory details, as well as figurative language. These details add intrigue and suspense to the story.</p> <p>The piece also effectively uses a combination of sentence types for a variety of effects. These include simple, compound and complex sentences.</p>	<ul style="list-style-type: none"> <li>- all of their tools got up and walked away</li> <li>- as sneaky as a ninja</li> <li>- The minutes ticked by slowly.</li> <li>- It felt as if fifty years had passed</li> <li>- You smell a rat and set a trap for him or her.</li> <li>- I was filled with suspence (sic)</li> </ul> <p>I was deep in thought. They had a puzzled look on their faces and they were always hiding their belongings from everyone. At lunch, Jaycel, Destiny and I went outside.</p>
<b>GRAMMAR AND MECHANICS</b>	<p>The piece contains multiple errors in the use of tense and spelling.</p>	<p>You finally found out your friends' possessions disappear mysteriously. This situation must have went on for weeks. She said that she will handle everything. conered tomorrow suspence</p>
<b>ORGANISATION</b>	<p>The storyline shows effective organisation of ideas as it flows smoothly from:</p> <ul style="list-style-type: none"> <li>- the establishment of the conflict in the first paragraph- that of items disappearing from the narrator's classroom.</li> <li>- suggestions of a suspect and an attempt to reveal the identity of the thief.</li> <li>- A failed effort to find the</li> <li>- A second plan is put into action with a successful outcome in identifying the thief.</li> </ul> <p>Use of transition words/phrases and paragraphs demonstrate the organisation:</p>	<p>until finally at first the next day after a short time At the end of lunch...</p>

## **Narrative-Descriptive Writing Sample 4 (Score of 7)**

Write a story about how you helped a bully to change his behaviour. Remember to use rich descriptive language that will appeal to the reader.

You may include details about

- Who the bully was and how he/she behaved
- How you felt about such behaviour
- How you managed to help the person

### **Frank the Bully**

Today at school during luncheon interval at 12:10 I was walking to the back of the school to meet my friend Jerry. I had to be very cautious of not running into a boy named Frank. Frank is a bully and his behaviour was like if he was Hulk. He punched children, ruled them, took their money and put their heads in toilets.

As I was about to turn a corner to meet my friend, I heard the bully there talking to someone. When I peeped, I saw Jerry on the ground being kicked by Frank. He was my friend and I could not betray him by leaving him like that. I thought of something quickly to save him. Then I thought of something stupid. The idea was to get his attention and run to the principal. So I stuck to that idea and to get his attention, I threw a stone at him. Well that got his attention, I threw a stone at him. Well that got his attention pretty much. He turned around slowly and said, "Do you know who you are dealing with boy? I can rule you like how I rule the others. They are my slaves." He got mad and started to run me down. He knew I was heading for the principal's office so he accelerated. He couldn't grab me so instead he tripped me in the courtyard. I got cuts from the gravel of stones. When I got up from the ground I saw Frank coming up to me. Well I knew I had to fight through this battle.



Frank ran up to jump kick me, but I was not afraid because if you have fear in you, you can't attack or defend yourself. I blocked the kick with my hand and punched him with my left hand then right, then a front and side kick to him.

Finally I tripped him and put my foot on him and told him that this was the pain children endured from him. As he said sorry that he had hurt everyone and that he just wanted a friend to play with. I felt sorry for him so I decided to try to be his friend.

We went for Jerry and he agreed to be his friend too, so we hung out and looked out for each other and became best friends forever. His behaviour changed very much though. He helped, cared and was kind to children and he never got into trouble ever again.

\*\*\*\*\*

#### Comments on Narrative-Descriptive Sample 4

Sample 4 Score: 7 (Competent)		
Criteria	Justification	Evidence from piece
<b>CONTENT</b>	<p><b>Content (Setting, Plot, Character)</b></p> <p><b>Setting</b></p> <p>The setting is limited and can be helped by additional details. The first line mentions that the story is being set at a school yard and that it is 12:10. The character also runs to the Principal's office.</p> <p><b>Character</b></p> <p>There is no physical description of the characters, but Frank's actions and dialogue reveal him to be a bully and the narrator's actions reveal him to be initially afraid of Frank, but strong enough to stand up for his friends.</p> <p>The main character also reveals himself to be a brave person who is willing to stand up to Frank.</p>	<p>Today at school during luncheon interval at 12:10 I was walking to the back of the school to meet my friend Jerry</p> <p>He knew I was heading for the principal's office so he...</p> <p>Frank is a bully and his behaviour was like if he was Hulk. He punched children, ruled them, took their money and put their heads in toilets.</p> <p>He turned around slowly and said, "Do you know who you are dealing with boy? I can rule you like how I rule the others. They are my slaves."</p> <p>Frank ran up to jump kick me, but I was not afraid because if you have fear in you, you can't attack or defend yourself.</p>

**Sample 4**  
**Score: 7 (Competent)**

Criteria	Justification	Evidence from piece
	<p><b>Plot</b></p> <p>The writer establishes that the action is taking place at lunch time at school and introduces Frank's character as a bully. There is rising action when the writer observes Frank kicking his friend and hatches a plan to distract him. A literal conflict occurs between Frank and the narrator when he throws a stone at Frank, taunts him and runs. Their battle rises to a climax when the two face each other the narrator defeats Frank. The story is resolved when Frank confesses that he just wanted friends. The resolution (bully suddenly transformed into a helpful, caring friend) is implausible.</p>	<p>I blocked the kick with my hand and punched him with my left hand then right, then a front and side kick to him.</p>
<p><b>LANGUAGE USE</b></p>	<p>There is little use of descriptive language and figures of speech to describe people and places. This causes the story to read somewhat like a report.</p>	<p>Frank ran up to jump kick me, but I was not afraid because if you have fear in you, you can't attack or defend yourself. I blocked the kick with my hand and punched him with my left hand then right, then a front and side kick to him.</p> <p style="padding-left: 40px;">Finally I tripped him and put my foot on him and told him that this was the pain children endured from him.</p>
<p><b>GRAMMAR AND MECHANICS</b></p>	<p>The piece has a few grammatical and punctuation errors, but they do not impede meaning.</p>	<p>Frank is a bully and his behaviour was like if he was Hulk.</p> <p>I blocked the kick with my hand and punched him with my left hand then right, then a front and side kick to him.</p>
<p><b>ORGANISATION</b></p>	<p>The piece moves quite smoothly from exposition, to rising action, to the big fight scene and eventual surrender of Frank.</p>	

## **Narrative-Descriptive Writing Sample 5 (Score of 6)**

Create a story about a person who accidentally started a fire. Remember to use rich descriptive language that will appeal to the reader.

You may include details about

- The person who started the fire.
- Where and how the fire was started.
- How the characters felt as they watched what the fire was doing.
- How the story ended.

### **The Accidental Fire**

It was a dark, windy day when Jack and his friends were playing a game of “Five drops and run for your life.” Before they began to play, they put their feet in a circle and said “humtey dumtey sat on a wall” to see who will be the one to catch. Jack had to catch so he counted up to twenty. When Jack went off to find his friends Domonic and Joseph he did not find them. The surroundings was quiet, huge and green with trees, grasses and leaves. Jack’s mother later called him to clean up the dry leaves in the backyard.

Jack went ahead and sweep the backyard all by himself. He used a rake and a broom to clean up the dry leaves. There were a ton of dry leaves all over the ground. He took one hour and twenty miutes (80 minutes) to sweep the leaves in a heap. The leaves were in a gigantic heap and lid it with a match and a matches box. Later the fire began to spread and Jack got fritened and called his mother. His mother could not do anything so she called the fire services. The fire was bustling to their house. Jack’s mother gave guidance on their way. When they approach they immediately out the fire from getting by the house. They quench the fire with water.

Jack and his mother felt devastated after the incident. They were devastated because the fire was hard to out. Jack took a bath after the incident took place because he was smelling smokey. Jack promised himself he would never light a match without anyone old enough is there. He kept his promise for his life.

## Comments for Narrative-Descriptive Sample 5

<b>Sample 5</b> <b>Score: 6 (Satisfactory)</b>		
Criteria	Justification	Evidence from piece
<p><b>Content (Setting, Plot, Character)</b></p>	<p><b>Setting</b></p> <p>The reader gets a fair idea where and when the story takes place. More details would have enhanced the setting.</p> <p><b>Plot</b></p> <p>The plot is simple and could have benefited from a stronger climax and resolution. It begins with Jack and his friends playing on a windy day. Jack, is unable to find his friends and is soon called by his mother to rake the leaves in the yard. Jack rakes the leaves into a heap and lights the heap. The fire rages out of control, but the police department is called and prevents it from destroying the house.</p> <p><b>Character</b></p> <p>The story is told by the main character Jack. There is mention of two friends at the beginning of the story, but they quickly disappear during the game and are never discussed again. Jack's mother is also mentioned.</p> <p>There is no physical description of any of the characters and the only evidence of dialogue is the boys' utterance of "humtey dumtey sat on a wall" at the beginning of the story.</p> <p>The characters' feelings are described, but in a very "matter of fact" way.</p>	<p>It was a dark, windy day</p> <p>The surroundings was quiet, huge and green with trees, grasses and leaves.</p> <p>When Jack went off to find his friends Domic and Joseph he did not found them. Jack's mother later called him to clean up the dry leaves in the backyard.</p> <p>Jack's mother gave guidance on their way</p> <p>Jack and his mother felt devastated after the incident. They were devastated because the fire was hard to out.</p>

**Sample 5**  
**Score: 6 (Satisfactory)**

Criteria	Justification	Evidence from piece
<b>Language Use</b>	<p>There is an attempt to describe the day, the surroundings and the leaves. There is mention of the smell of Jack's clothes after the fire.</p> <p>Sentence structure was fair.</p>	<p>It was a dark, windy day ...</p> <p>The surroundings was quiet, huge and green with trees, grasses and leaves...</p> <p>There were a ton of dry leaves all over the ground.</p> <p>The leaves were in a gigantic heap</p> <p>The fire was bustling to their house... he was smelling smokey.</p>
<b>GRAMMAR AND MECHANICS</b>	<p>There are errors in tense, subject verb agreement and spelling that impede the reader's enjoyment of the story, but do not impede meaning.</p>	<p>When Jack went off to find his friends Domic and Joseph he did not found them.</p> <p>The surroundings was quiet, huge and green with trees, grasses and leaves.</p> <p>Jack went ahead and sweep the backyard all by himself. There were a ton of dry leaves all over the ground. He took one hour and twenty miutes</p> <p>Jack got fritened and called his mother.</p> <p>When they approach they immediately out the fire from getting by the house. They quench the fire with water. ...he was spelling smokey.</p>
<b>ORGANISATION</b>	<p>The student attempts to organise ideas though paragraphing, but there are limited transitional words to aid the smooth flow of the story.</p>	

## Narrative-Descriptive Writing Sample 6 (Score of 5)

Write an exciting story about your encounter with an unusual animal. Be sure to use rich descriptions that will appeal to your readers.

You may include details about

- Where you were and what you were doing
- The appearance and behaviour of the animal
- How you and your friends reacted to the creature

### The Snake Slayer

That wonderful, Monday morning the fury of the sun was shining like sparkles on the water. The trees and flowers sprung up like a water fountain. sweet music to my ears, the birds was chirping melodiously.

My friend and my best friend Elijah was sitting underneath a big tall cherry tree in the school yard. Elijah and I were playing a game of marbles pitch. While we were playing pitch I saw big mapipi that had fallen from the tree. It was big, long and its colours was black and red. I shouted to Elijah "Snake!, snake", all of my friends started screaming like girls and scampering like crazy ants around the school yard. My heart was beating like hundreds of horses galloping

It was a pure wild confusion in the schoolyard because everybody was screaming and scampering. Suddenly I saw one of my friends Randy he was running to go out and get something, I asked him where he was going? And he said "I can't talk right now", about 2 minutes later I saw randy coming like a bolt of lightning with a gigantic piece of wood. I saw him walked to the snake and raise the wood high and slammed it on its head. The snake head was flat and bleed like the amazon river rushing to the sea. We were all relieved the snake was dead. From that day on everyone learned to be cautious where you are.

\*\*\*\*\*

## Comments for Narrative-Descriptive Sample 6

<b>Sample 6</b> <b>Score: 5 (Satisfactory)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>CONTENT</b>	<p><b>Setting</b> The reader gets a clear sense of the time and place of the story.</p> <p><b>Character</b> The name of the human characters are mentioned, but there is no physical description of any of them.</p> <p>The snake is described.</p> <p>There was an attempt to use dialogue to indicate the presence of the snake and Randy's purposeful attempt to kill it. The characters' actions reveal their fear of the snake.</p> <p><b>Plot</b> There is some exposition when the setting is established and the characters are introduced, playing a game of pitch. The rising action and conflict were limited (the entrance of the snake and everyone's reaction to it). The climax and ending (the killing of the snake and everyone's relief) could have been further developed.</p>	<p>That wonderful, Monday morning the fury of the sun was shining like sparkles on the water. The trees and flowers sprung up like a water fountain. sweet music to my ears, the birds was chirping melodiously.</p> <p>big tall cherry tree in the school yard</p> <p>I saw big mapipi that had fallen from the tree. It was big, long and its colours was black and red.</p> <p>I shouted to Elijah "Snake!, snake",</p> <p>I asked him where he was going? And he said "I can't talk right now",</p> <p>all of my friends started screaming like girls and scampering like crazy ants around the school yard. My heart was beating like hundreds of horses galloping</p>
<b>LANGUAGE USE</b>	<p>This story uses descriptive language and sensory details, as well as figurative language to describe the setting and the snake.</p>	<p>The trees and flowers sprung up like a water fountain. sweet music to my ears, the birds was chirping melodiously.</p> <p>It was big, long and its colours was black and red. I shouted to Elijah "Snake!, snake", all of my friends</p>

**Sample 6**  
**Score: 5 (Satisfactory)**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
		<p>started screaming like girls and big and scampering like crazy ants around the school yard.</p> <p>My heart was beating like hundreds of horses galloping</p> <p>It was a pure wild confusion in the schoolyard because everybody was screaming and scampering.</p> <p>The snake head was flat and bleed like the amazon river rushing to the sea.</p>
<b>GRAMMAR AND MECHANICS</b>	<p>The piece has errors in spelling, punctuation and sentence construction which sometimes impede the reader's enjoyment of the story.</p>	<p>the fury of the sun was shinning...</p> <p>...sweet music to my ears, the birds was chirping melodiously</p> <p>And she said "I can't talk right now", about 2 minutes later I saw randy coming like a bolt of lightning with a gigantic piece of wood. I saw him walked to the snake</p>
<b>ORGANISATION</b>	<p>The ideas do not flow smoothly from paragraph to paragraph.</p> <p>The indentation of paragraph three is incorrect.</p>	



## Narrative-Descriptive Writing Sample 7 (Score of 4)

*"Oh no! Where did I put that money? I can't believe that it is lost!"*

Write an exciting story which involves the loss of a sum of money.

You may include rich descriptions and details about

- How you got the money in the first place
- How you went about trying to find it after you realized it was missing
- How you felt throughout the experience

### The Lost Money

It was a very sunny Monday morning. The soft white fluffy white clouds. That they I was in school. When I saw everyone in school with cool phone I was feeling so ashamed because everyone had a phone except me looking like a nerd. Everyone boasted at me after school and in class. So I have decided to go and work an easy job to try and make up four thousand dollars.

The next day I have decided to walk the neighbourhood quiet dogs because \$1000 dollars for a work. The neighbor dog who I started walking has 6 dogs named:, acer, sparky, sparkle, Ginger, gofy and mickey. I were so happy to walked those dogs. The dogs who I was walking the people are rich. When it was the last week and the last day. I went to check inside and check how much money I had on the counter. I had 3000 dollars and I was so happy. When I went outside Ginger was missing when I went inside and check I did not see my money it was missing. After I said "Oh no! Where did I put that money? I can't believe that it is lost!" I did'nt know where Ginger hide the money.

The next day I said to myself that I will take 1 extre daybecause I lost three thousand dollars. After I finish take my extra day, they hand me my money and I said thank you. When I saw my dog sparky sniffing I said "What's wrong, boy," and I walk

after him. When I was walking behind him I just saw the big bad lazy dog named acer run toward me so I just take the plastic hotdog out of my waste and I throw it in his mouth. and all his teeth stuck together and when I found the money I was so happy the buy the phone I had named , Sam Sung Galaxy S III. After I bought the phone I had an extre 1000 dollars for myself.

The following week when I went in school with it. When everyone saw me with it they started to talk to me and I was not anymore nerd in school and I was so happy to see them liming with me and my teacher was so, so shock.

\*\*\*\*\*

**Comments for Narrative-Descriptive Sample 7:**

<b>Sample 7 Score: 4 (Emerging)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>CONTENT</b> (Setting, Plot, Character)	<p><b>Setting</b></p> <p>There are very few details that indicate where and when the story is taking place.</p> <p><b>Plot</b></p> <p>The exposition, conflict, rising action and resolution are not developed in the story. The piece reads like a rushed report of events.</p> <p><b>Characters</b></p> <p>Characters are mentioned, but they are not physically described. Dialogue is present but limited. There is limited description of the main character’s feelings.</p>	<p>It was a very sunny Monday morning. The soft white fluffy white clouds. That they I was in school.</p> <p>I was feeling so ashamed because everyone had a phone except me looking like a nerd.</p> <p>When I saw my dog sparky sniffing I said “What’s wrong, boy,” and I walk after him.</p>

**Sample 7**  
**Score: 4 (Emerging)**

Criteria	Justification	Evidence from piece
<b>LANGUAGE USE</b>	Word choice in the piece is limited and although there are some descriptive words used, there is a lack of figurative language. The piece has grammatical and mechanical errors that hinder the reader's ability to find the plot, characters and setting.	The soft white fluffy white clouds. When I was walking behind him I just saw the big bad lazy dog named acer run toward me so I just take the plastic hotdog out of my waste and I throw it in his mouth. and all his teeth stuck together and when I found the money I was so happy the buy the phone I had named , Sam Sung Galaxy S III. After I bought the phone I had an extre 1000 dollars for myself.
<b>GRAMMAR AND MECHANICS</b>	Errors in punctuation, spelling, capitalisation, and grammar impede meaning.	I didn't know where Ginger hide the money. I had an extre 1000 dollars for myself. When I was walking behind him I just saw the big bad lazy dog named acer run toward me so I just take the plastic hotdog out of my waste and I throw it in his mouth. and all his teeth stuck together...
<b>ORGANISATION</b>	There is limited organisation and repetition of transitional words and phrases. Although paragraphing is evident, the writing frequently lacks internal organisation.	The next day I have decided to walk the neighbourhood...  The next day I said to myself that I will take 1 extre daybecause...

## Narrative-Descriptive Writing Sample 8 (Score of 3)

***"Oh no! Where did I put that money? I can't believe that it is lost!"***

Write an exciting story which involves the loss of a sum of money.

You may include rich descriptions and details about

- How you got the money in the first place
- How you went about trying to find it after you realized it was missing
- How you felt throughout the experience

It is sunny sunday morning my parents and I decided to go at the bank as they went inside is crowd with people it did not have place to sit and stand . But they started to move a little faster my mom and dad take out five thousand dollars . Then after a half and hour my parents came back home my mom came inside and put the money and they carry my brother and I boy the pallar when they came back the money was missing. After she started to panic because the money was missing she asked my uncle and grandmother if they saw anybody went inside the room where she put the money. Then she told my uncle and grandmother there is five thousand dollars in the room they everyone came and help look for the money but no one find it but the my mom was in the car looking for the money so they decided to call the bank and see if they forgot the money there but no one was answering the phone so she was watching something cover a sheet then she saw the money then she told my father she found the money under a sheet that was not a good feeling.

\*\*\*\*\*

## Comments on Narrative-Descriptive Sample 8

<b>Sample 8 Score: 3</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>CONTENT</b>	<p><b>Setting</b></p> <p>There are very few details that indicate where and when the story is taking place. There may be the mention of the time of day and mention of the location of the story.</p> <p><b>Characters</b></p> <p>Characters are mentioned, but they are not physically described. Dialogue is masked in reported speech.</p> <p><b>Plot</b></p> <p>The exposition, conflict, rising action and resolution are not developed in the story. The piece reads like a rushed report of events.</p>	<ul style="list-style-type: none"> <li>- It is <b>sunny sunday morning</b> my parents and I decided to go <b>at the bank</b></li> <li>- ...if they saw anybody went inside <b>the room</b> where she put the money</li> </ul> <p>Then she told my uncle and grandmother there is five thousand dollars in the room...</p> <p>then she told my father she found the money...</p> <p>she asked my uncle and grandmother if they saw anybody went inside the room where she put the money .</p>
<b>LANGUAGE USE</b>	<p>Word choice in the piece is limited and there is a lack of figurative language.</p>	<p>Then she told my uncle and grandmother there is five thousand dollars in the room they everyone came and help look for the money but no one find it but the my mom was in the car looking for the money so they decided to call the bank and see if they forgot the money there but no one was answering the phone so she was watching something cover a sheet then she saw the money then she told my father she found the money under a sheet that was not a good feeling...</p>
<b>GRAMMAR AND MECHANICS</b>	<p>The piece has grammatical and mechanical errors that hinder the reader's ability to find the plot, characters and setting.</p> <p>The story contains many run-on</p>	<p>It is sunny sunday morning...</p> <p>Then after a half <b>and</b> hour my parents came back home my mom came inside and put the money and they carry my brother and I boy the</p>

<b>Sample 8 Score: 3</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
	sentences.	<b>pallar</b> when they came back the money was missing. After she started to panic because the money was missing she asked my uncle and grandmother if they saw anybody went inside the room where she put the money...
<b>ORGANISATION</b>	The writing is disorganised externally and internally. The ideas are jumbled due to lack of paragraphing, and the many instances of run on sentences.	

## Narrative-Descriptive Writing Sample 9 (Score of 2)

Write an exciting story about a robbery at a local bank. You are reminded to use rich descriptions that will appeal to the reader.

You may include details about

- Where the robbery took place
- The behaviour and actions of the robbery
- The reactions of persons in the bank that was robbed.

It was a gloomy day, and we had gone to the bank, to withdraw some money. Suddenly, at the bank two masked men entered the bank and said "get on the ground". Ben one of the men see, one of the men trying to be hem get hot wat a hun., Then one of the men jump on the cutr wete a black, garbage bag and then he, tole the bank lady to give hem, all the money, and My Mother and I was still on the grund and then the men was going out of the bank. Now eueryone is okay. Press the alarm and then the police arther, at the bank. Radrey and my mother and I was wete howe.

\*\*\*\*\*

### Comments for Narrative-Descriptive Sample 9

<b>Sample 9</b> <b>Score: 2 (Makes an Attempt)</b>		
<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
<b>CONTENT</b>	<p><b>Setting</b></p> <p>The bank is mentioned but there is not a clear sense of time or the physical description of the place.</p> <p>Exposition, conflict, rising action and resolution cannot be discerned.</p>	<p>It was a gloomy day, and we had gone to the bank,</p>

**Sample 9**

**Score: 2 (Makes an Attempt)**

<b>Criteria</b>	<b>Justification</b>	<b>Evidence from piece</b>
	<p><b>Character</b></p> <p>Characters are mentioned but there is no physical description except for the 'masked men'.</p>	<p>we had gone to the bank two masked men entered My mother and I one of the men the bank lady</p>
<b>LANGUAGE USE</b>	<p>There is very little use of descriptive language and there are no figures of speech to describe people and places. Grammatical and mechanical errors make it impossible for the reader to discern a plot, characters and/or setting. The piece makes use almost exclusively of sentence fragments.</p>	
<b>GRAMMAR AND MECHANICS</b>	<p>Punctuation marks and capitalisation are either absent or almost always incorrectly used. Multiple errors in spelling and grammar make it very difficult to understand the piece.</p>	
<b>ORGANISATION</b>	<p>There are too few ideas to organise and no paragraphing is present.</p>	



## Narrative-Descriptive Writing Sample 10 (Score of 1)

the Day I Auve in stranwe I wes sad a man push me in szaoe Bush that had Plenty smoroord a lot of insect and was aft and I wars arald Th at he waes ging to kill me so I waos sstard screaming and people come running.

The entire heig bor moed come to happy to happy that I was so happy tha I was aett ingnoip From The star running so fast The they could har carch him

Thern cod those peple came Tumy resud I am sofe Tho day I an able to tell the tore ar my enper in?s a cana That h?u net

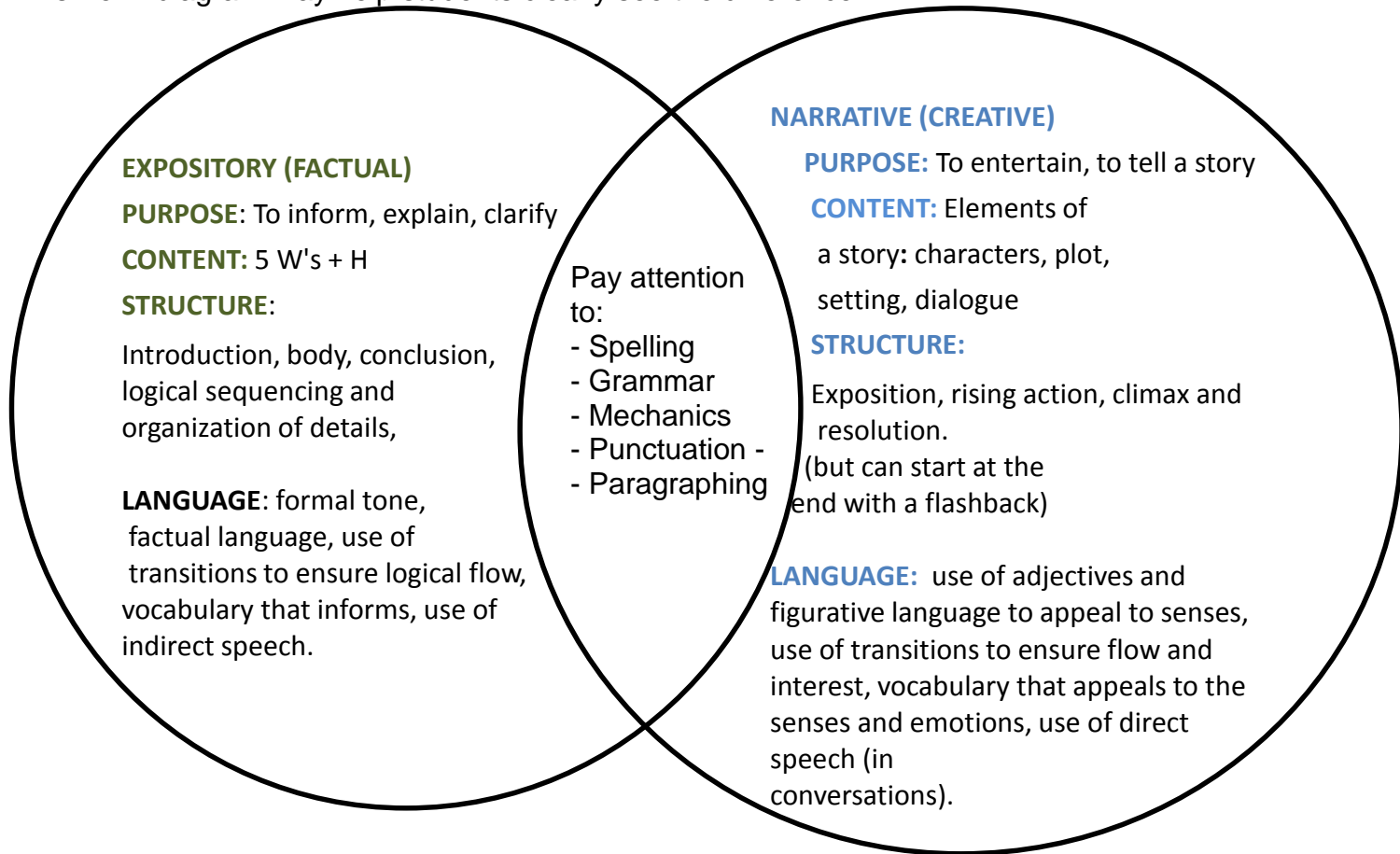
\*\*\*\*\*

### Comments for Narrative-Descriptive Sample 10

Sample 10		
Score: 1 (Makes an Attempt)		
Criteria	Justification	Evidence from piece
<b>CONTENT</b>	<p><b>Setting</b> No setting is evident.</p> <p><b>Plot</b> No plot is discernible.</p> <p><b>Character</b> There is mention of a man, an insect and people, but no characters are developed in any way.</p>	
<b>LANGUAGE USE</b>	It is difficult to discern many of the words in this story.	
<b>GRAMMAR AND MECHANICS</b>	Multiple errors in punctuation, spelling, capitalisation and grammar impede the reader's understanding of the story.	
<b>ORGANISATION</b>	The story has no discernible beginning, middle and end.	

# Appendix 1: Comparison between Narrative and Expository Writing

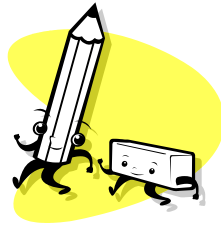
There is a clear difference between expository writing and narrative writing in terms of their purpose, content, structure and language use. This Venn diagram may help students clearly see the difference.



## Appendix 2: CAC Rubric for Report Writing

CRITERIA	Superior 10-9	Competent 8-7	Satisfactory 6-5	Emerging 4-3	Makes an Attempt 2-1
<b>Writing Process</b>	Uses the writing process.	Uses the writing process.	Uses the writing process.	Uses the writing process.	Uses the writing process.
<b>Content</b>	Details are specific to topic and provide all the necessary information.	Details are related to topic and provide most of the necessary information.	Some relevant details presented.	Few, insufficient or minor details presented.	Unable to find specific details relevant to topic.
<b>Language Use</b>	Uses formal language that conveys precise meaning relevant to report.	Uses formal language appropriately in conveying meaning relevant to report.	Adequate use of formal language relevant to report.	Insufficient use of formal language relevant to report.	Inability to use language accurately.
<b>Grammar And Mechanics</b>	Effective use of punctuation, spelling, capitalisation and grammar.	Few errors in punctuation, spelling, capitalisation and grammar do not impede meaning.	Some errors in punctuation, spelling, capitalisation and grammar do not impede meaning.	Errors in punctuation, spelling, capitalisation, and grammar impede meaning.	Little or no use of punctuation, spelling, capitalisation and grammar.
<b>Organisation</b>	Logical sequencing of all paragraphs and details.  Introductory paragraph is precise and all relevant information is included. Final paragraph draws a clear and effective conclusion to the report. Efficient use of transitional words and phrases throughout the report.	Logical sequencing of most paragraphs and details. All relevant information included in introductory paragraph. Final paragraph is logically connected to report. Proficient use of transitional words and phrases.	Some logical sequencing of paragraphs and details.  Sufficient relevant information included in introductory paragraph. Final paragraph follows report discussion.  Adequate use of transitional words and phrases.	Little evidence of sequencing of information. Insufficient information in introductory paragraph.  Final paragraph is minimally related to the report topic. Some use of transitional words and phrases.	Information is not organised.  Introductory paragraph is unclear.  Absence of concluding paragraph.  No use of transitional words and phrases.

# Appendix 3: Checklist for Report Writing



## CONTENT

- I have provided all of information that is required (what happened, how it happened, who was involved, where it happened, and when it happened).

## LANGUAGE USE

- I used formal language throughout my report.

## GRAMMAR AND MECHANICS

- I used punctuation correctly.
- All of the words are spelt correctly.
- I used tenses correctly.
- I capitalised the names of people and places.

## ORGANISATION

- I have a clear introduction, body and conclusion

My introductory paragraph summarises:

- What happened
- Who was involved
- Where the incident occurred
- When it occurred

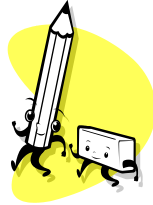
- The body of my report sequences all of my ideas so that my reader can easily understand them.
- I used appropriate transitional words and phrases to link my ideas.
- My final paragraph draws a clear conclusion to my report.

## Appendix 4: Rubric for Narrative-Descriptive Writing

	<b>Superior 10-9</b>	<b>Competent 8-7</b>	<b>Satisfactory 6-5</b>	<b>Emerging 4-3</b>	<b>Makes Attempt 2-1</b>
<b>WRITING PROCESS</b>	Uses the writing process	Uses the writing process	Uses the writing process	Uses the writing process	Uses the writing process
<b>CONTENT</b>	<p>Setting effectively established</p> <p>Plot effectively developed in keeping with the theme and task</p> <p>Characters effectively developed through description, action and dialogue</p>	<p>Setting well-developed</p> <p>Plot well-developed in keeping with theme and task</p> <p>Characters well developed through description, action and/or dialogue</p>	<p>Fair development of setting</p> <p>Fair development of plot in keeping with theme</p> <p>Character fairly developed through description, action and or dialogue</p>	<p>Weak attempt at setting</p> <p>Limited development of plot and theme</p> <p>Limited development of characters</p>	<p>No real setting evident</p> <p>Little or no development of plot and theme</p> <p>Neglects development of character</p>
<b>LANGUAGE USE</b>	<p>Uses vivid descriptive language and sensory details</p> <p>Uses figurative language effectively – images, symbols, colours</p> <p>Demonstrates command of sentence variety and structure in conveying meaning</p>	<p>Uses appropriate descriptive language and sensory details</p> <p>Uses figurative language appropriately – images, symbols, colours</p> <p>Uses varied sentence length and structure to enhance meaning</p>	<p>Uses descriptive language and some sensory details</p> <p>Uses figurative language</p> <p>Fair use of sentence length and structure</p>	<p>Uses limited word choice</p> <p>Uses figurative language in a limited way</p> <p>Uses limited sentences with some sentences run-on</p>	<p>Limited and repetitive word choice</p> <p>Little or no use of figurative language</p> <p>Little or no variety in sentences</p>
<b>GRAMMAR AND MECHANICS</b>	Effective use of punctuation, spelling, capitalisation, and grammar	Few errors in punctuation, spelling, capitalisation, and grammar do not impede meaning	Some errors in punctuation, spelling, capitalisation, and grammar impede meaning	Errors in punctuation, spelling, capitalisation, and grammar impede meaning	Little or no use of punctuation, spelling, capitalisation, and grammar
<b>ORGANISATION</b>	Effective organisation of ideas and use of transitional words/phrases and paragraphs	Well-organised ideas using transitional words and paragraphs	Organises ideas but limited transitional words and paragraph	Limited organisation and use of transitional words and paragraphs	Little or no organisation of ideas

# Appendix 5: Checklist for a Narrative-Descriptive

## Piece



## CONTENT

- I have described the time and place so that my reader can clearly picture them.
- I developed characters through descriptions, dialogue and action.
- My story has an exposition, conflict, climax and resolution.
- My story is interesting.

## LANGUAGE USE

- I used vivid descriptive language and details that appeal to the senses.
- I used figurative language effectively-images, symbols and colours.
- I used different types of sentences to make my writing more interesting.

## GRAMMAR AND MECHANICS

- I used punctuation correctly.
- All of the words are spelt correctly.
- I used tenses correctly.
- I capitalised the names of people and places.

## ORGANISATION

- I created a clear and interesting beginning, middle and end.
- I organised ideas effectively using transitional words and phrases.
- I used paragraphs correctly.

