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MINISTRY OF EDUCATION

ENGLISH LANGUAGE ARTS

WRITING EXEMPLARS

SECONDARY ENTRANCE ASSESSMENT

CURRICULUM PLANNING AND DEVELOPMENT DIVISION

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Introduction

This Writing Exemplars document was developed to provide additional support to teachers who implement the Secondary Entrance Assessment (SEA) English Language Arts (ELA) Writing programme. We advise teachers to use the rubrics in class, when giving feedback to students, so the criteria becomes clear to students and can be of use to them as they refine their writing. The Writing programme is developmental across the two years. This naturally facilitates students' growing understanding of both their skills development and the rubrics which are used to assess their skills.

Chapter 1 focuses on application of the Narrative Writing Rubric. It introduces the revised rubric for Narrative Writing and provides detailed guidance for its use as both an assessment and teaching tool.

Chapter 2 presents eight stories that have been analysed and scored for illustrative purposes.

Chapter 3 focuses on application of the Report Writing Rubric. It introduces the revised rubric for Report Writing and provides detailed guidance for its use as both an assessment and teaching tool.

Chapter 4 presents seven reports that have been analysed and scored for illustrative purposes.

The rubrics for Narrative and Report Writing have been revised to provide additional support for teachers. It is hoped that this document will be useful, as teachers continue to empower their budding writers of Standards Four and Five to produce their best written pieces. This will help students to build their awareness of both the achievement levels and their related descriptors. Overall, the intention is to empower students to respond critically to their own writing as they continue to develop their skills.

Chapter 1

Application of the Narrative Writing Rubric

The revised Narrative Writing rubric (Appendix 1) has been provided to guide teachers in the assessment of their students' stories. Teachers are also encouraged to use this rubric to systematically assist students in the improvement of their writing.

The Narrative Writing rubric has six achievement levels which will be used to score four criteria (figure 1).

6 Achievement Levels

		Exemplary	Proficient	Progressing	Emerging	Makes an Attempt	Unsatisfactory
		5	4	3	2	1	0
4 Cr it er ia	Content						
	Language Use						
	Organisation						
	Grammar & Mechanics						

Figure 1: Narrative Rubric, Achievement Levels and Criteria

Explanation of the Achievement Levels in the Narrative Writing Rubric

Exemplary: exceeds the standard¹

Proficient: meets the minimum standard

Progressing: nearly meets the standard

Emerging: below the standard

Makes an attempt: requires substantial remediation

Unsatisfactory: requires intervention

¹ Here, "standard" refers to the objective that the student is expected to achieve.

Understanding the Criteria in the Narrative Writing Rubric

The Narrative Writing rubric is to be marked according to four (4) criteria:

1. Content
2. Language Use
3. Organisation
4. Grammar and Mechanics

According to the descriptors in the criteria section of the rubric, **content** entails:

The elements of a story:




-  Setting (time and place)
-  Characters (who are physically described, who engage in actions and dialogue)
-  Plot:
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution

Figure 2 provides more details on the elements of plot.

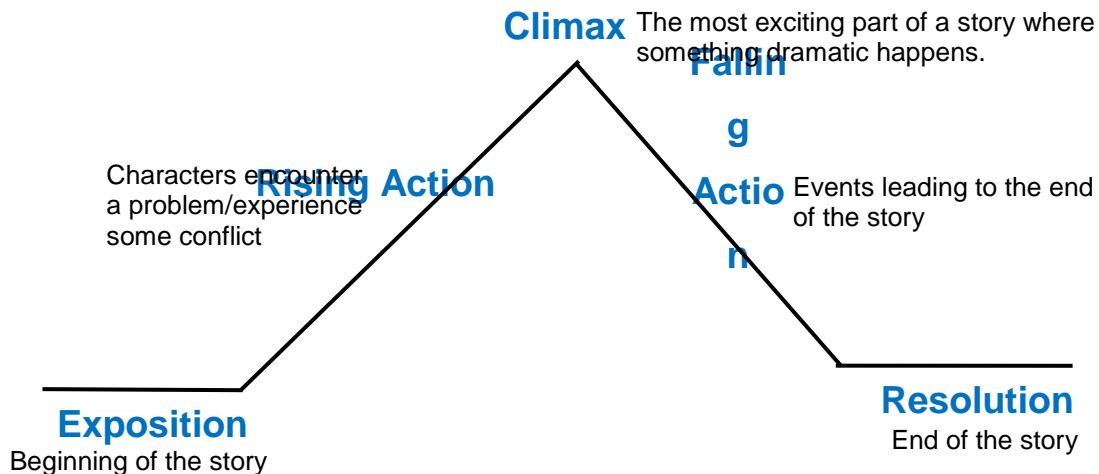


Figure 2: Elements of Plot

Language Use: Descriptive and figurative language that appeal to the readers' senses and help them to create mental pictures as they read.



Organisation involves:

- ✎ sequencing the plot structure so that it does not appear to be jumbled to the reader
- ✎ clearly defined paragraphs
- ✎ transitions that add clarity to the plot structure

Grammar and Mechanics include accurate use of:

- ✎ parts of speech
- ✎ punctuation
- ✎ capitalisation
- ✎ spelling

How to Use the Narrative Writing Rubric

This rubric is to be used to grade students' final writing products. It can also be used to provide focused feedback to students as they revise and edit their pieces. In order to effectively use the rubric, teachers should:

1. Familiarise themselves with the achievement levels and descriptors
2. Carefully read the story
3. Examine the **content** of the story. Based on the descriptors outlined in the rubric, classify the story's content according to the appropriate level of achievement (i.e. exemplary, proficient, progressing, emerging, makes an attempt or unsatisfactory)
4. Identify the **elements of the story** and the **elements of plot** that may be missing or not fully developed within the piece. This will be used later for descriptive feedback to the student.
5. Assign an appropriate score for **content**
6. Examine the **use of language** in the story and based on the descriptors outlined in the rubric, classify it according to the appropriate level of achievement
7. Identify the descriptive and figurative language present in the story. Where descriptive/figurative language is missing, give specific suggestions
8. Assign an appropriate score for **language use**
9. Follow in the same manner with **organisation** and **grammar** and **mechanics**
10. Assign appropriate scores for **organisation** and **grammar** and **mechanics**
11. Find the total score²
12. Use the information gleaned from your analysis of the story to guide your comments as you assist the students with their revision and editing.

² Ensure that your marking is consistent across pieces.

Using the Rubric to Give Focused Feedback

Observe the following story. It will be annotated using the rubric as a guide.

Write an exciting story about your encounter with a snake. 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 snake
- How you and your friends reacted to the snake

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 were 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 a big mapipi that had fallen from the tree. It was big, long and its colours were 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 walk 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.

Examining the content of the Snake Slayer

Exposition:
introduction of
setting: time
and place.

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 were chirping melodiously.

Brief
description of
the school
yard..

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 a big mapipi that had fallen from the tree. It was big, long and its colours were 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

Rising action:
introduction of the
snake. Brief
description of
snake.

Dialogue and
action used to
show fear.

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 walk 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.

Rising action
continues: people
are reacting to the
snake.

Limited climax:
Randy kills the
snake.

Limited
resolution: The
snake dies and
everyone is
relieved.

Suggestions:

- Include some more details about the sights and sounds of the schoolyard.
- Include some dialogue to establish that they were enjoying the game.

Suggestion: Give more details about what the snake was doing, and how people responded when they saw the snake's behaviour.

Suggestion: Avoid using indirect speech in stories.

Suggestion: Give more details about the confrontation between Randy and the snake. What did Randy do? What did the snake do when he raised the wood high? What sound was made when he hit the snake?

Suggestion: How did everyone react when the snake died? Did they say anything to Randy? Did Randy say anything? What were the feelings of the narrator after the incident?

Notes on the content of “The Snake Slayer”

Score: 3 (Progressing)

Setting was established (time and place)

Character development was satisfactory.

- Only the snake is briefly described. There were missed opportunities to incorporate physical descriptions of the human characters.
- Two pieces of dialogue were present, but there were missed opportunities to use dialogue to reveal other characters' mood/personality.
- Some description of action was given (of the crowd scampering, Randy's killing of the snake). More details could have been added about what the snake was doing to scare the children; the children's reactions when the snake died etc.

Plot development was satisfactory:

- Exposition and rising action are evident.
- Climax, falling action and resolution though present need further development.

Recommendations:

- Always highlight the positives in the piece.
- Acknowledge that the student has included some of the elements of the story.
- Provide specific feedback to the student that builds on his strengths.
- Encourage the student to revise the content of the piece.

Examining language use in “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 were chirping melodiously.

Interesting similes! 😊
Appeal to the sense of sight.

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 were 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

Basic adjectives used to describe the tree.

Basic adjectives used to provide an image of the snake.

Interesting simile! Sense of movement given. 😊

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 walk 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.

Interesting simile! 😊

Suggestion: Describe the sounds that were made as everyone was scampering.

Interesting simile! 😊

Notes on use of language in “The Snake Slayer”

Score: 4 (Proficient)

Examining the Organisation of “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 were chirping melodiously.

Characters could have been introduced in the first paragraph.

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 were 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

The introduction of the snake is a new element to the story and could have been placed in a new paragraph using an appropriate transition.

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 walk 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.

○ – Climax, falling action and resolution jumbled in this paragraph.

○ – Faulty indent

“Suddenly I saw...” introduces a new idea and should be placed in a separate paragraph.

The resolution is a bit rushed. Perhaps it can be placed in a new paragraph with some more details.

Notes on organisation in “The Snake Slayer”

Score 3 (Progressing)

- Some unrelated ideas are merged in paragraphs
- Faulty indenting of paragraph three

Recommendation:

- Remind the student that a new paragraph is started in a story when:
 - a new idea is introduced
 - the setting changes
 - a new character enters the story
 - A new person speaks
 - A new event happens
- Ask the student to review the story and identify when any of the above occurs.
- Remind the student to be consistent when starting new paragraphs.
- Encourage the student to revise the organisation of his story.

Examining the Grammar and Mechanics in “The Snake Slayer”

That wonderful, Monday morning the fury of the sun was shinning 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 maple 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.

Notes on grammar and mechanics in “The Snake Slayer”

Score 3 (Progressing)

The following errors were detected:

- Spelling
- Subject verb agreement
- Tense
- Sentence fragments
- Comma splices
- Missing punctuation
- Incorrect punctuation of dialogue

Recommendations:

- Avoid tackling all errors at once (overwhelming to teacher and student)
- Find the most urgent issue and provide specific guidance
- In this piece, perhaps the sentence fragment or comma splice can be addressed.
- Once the issue is addressed, the student can move on to another pressing issue in grammar and mechanics.

Overall, the writer of this story is progressing in content, organisation and grammar and mechanics, but is quite proficient in use of descriptive language. With supportive feedback, this student can be encouraged to draft a more proficient piece.

Chapter 2
Exemplars (Stories)

Understanding the Reporting Template (Narrative Writing)

The following template has been used to provide detailed feedback on all the stories in this section.

Descriptors and Scores		Comments
Content 5 <small>Scores are assigned according to achievement level.</small>	<p>Setting</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time <input type="checkbox"/> Place <p>Character</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical description <input type="checkbox"/> Action <input type="checkbox"/> Dialogue <p>Plot</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exposition <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution 	<p>Detailed comments will be given on the story, with line references.</p>
Language 5	<ul style="list-style-type: none"> <input type="checkbox"/> Descriptive language <input type="checkbox"/> Figurative language <input type="checkbox"/> Sensory details 	
Organisation 5	<ul style="list-style-type: none"> <input type="checkbox"/> Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing 	
Grammar/ Mechanics 5	<p>Accurate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalisation <input type="checkbox"/> Parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling 	

Story 1

Write a story in which one of your toys came alive. Include exciting details about what happened, how you felt during the experience and how the experience ended.

The black sky was mysterious that night. The stars were hidden as the darkness crept over the earth. The wind whistled its cold song. It was the only sound heard. I lay miserably in bed. I tossed and turned in the blanket as I could not sleep. I looked over at my side table and there sat my rag doll. She was old, dusty and useless. Her head fell forward and then she fell off the table and hit the ground with a loud “Thud!” I didn’t care at all.

Soon I felt sleepy and my eyes closed. I then woke up, in a forest. It was pitch black and I could hardly see my feet. Then I heard footsteps behind me; big ones. I ran to the nearest tree, hid and peered from behind. It was my rag doll, except she looked like a giant. She was wearing her Little Bo Peep’s flower dress and her blonde hair in two plaits. One eye was closed and the other one was open. Her bright blue eye shone like the moon. She looked straight at the tree and grinned. It was like she could see right through it.

Her teeth were a butter yellow. She walked towards me. I ran deeper into the strange forest. She picked up the tree and threw it in my direction. When she realised that she had failed, she began to chase me saying “Come, let me destroy you!” She kept cackling every time she said that. I was running as fast as I could. My heart was pounding, and I could hardly breathe. Even the wind seemed to be laughing at me. Then I realised that the wind was taking the form of people, laughing and pushing me. “Stupid girl!” they kept taunting, their voices echoing.

Her grin was like the Joker’s. Then I fell on a tree root, face first. I was bruised, and a stream of tears ran down my cheeks. My rag doll had over-powered me. She was about to throw a boulder on me when suddenly she rippled and vanished into thin air. My rescuer was hard to see in the dark, but his/her eyes shone like the stars. Then I saw her hair blow in the wind which was now silent. She held out her hand; I took it. “Follow me!” she commanded. She led me through the forest and we both jumped through what looked like a blackhole. I woke up and saw my mother with her hand in mine. It felt reassuring and comforting. “You were having a nightmare,” she said. Then I realised I was sweating profusely.

30 I saw my rag doll back on my table, touched it and it felt ice cold. I could still hear her cold, harsh voice as I held her. Then I angrily threw the doll in the bin where I hoped she would never haunt my dreams again. From that day on I learned that my mother will always be there for me and that I should treat others like I'd want to be treated.

Analysis of Story 1

Descriptors and Score		Comments
Content 5	<p>Setting ✓Time ✓Place</p> <p>Character ✓Physical description ✓Action ✓Dialogue</p> <p>Plot ✓Exposition</p> <p>✓Rising action ✓Climax</p> <p>✓Falling action ✓Resolution</p>	<p>Both time and place are vividly described in lines 1-3.</p> <ul style="list-style-type: none"> The rag doll is vividly described (lines 4-14) to reveal her menacing nature. The doll's actions reveal its evil intentions. (lines 14-26). Dialogue was used in lines 16 and 19 to reveal both the doll's and the forest creatures' malicious intent. <ul style="list-style-type: none"> There is a clear exposition in paragraph 1 (establishment of setting and introduction of the rag doll). The rising action begins when the main character suddenly wakes up in a forest and is being chased by the rag doll. Tension builds to the climax where the rag doll overpowers the main character and is about to throw a boulder at her (lines 22-23) The falling action occurs when the doll suddenly disappears and the main character is rescued by a mysterious stranger. The story ends when the main character wakes up to discover that she was dreaming. There is a slight plot twist when the doll feels cold to her touch and she decides to discard the doll so that she would not haunt her dreams.
Language Use 5	<p>✓Descriptive language</p> <p>✓Figurative language</p> <p>✓Sensory details</p>	<ul style="list-style-type: none"> Vivid descriptive and figurative language is woven throughout the story (e.g. 'The wind whistled its cold song' (line 2), "Thud!" (line 5), 'Her teeth were butter yellow.' (line 14), 'Her grin was like the Joker's.' (line 21). There were several instances where the reader could clearly visualise what was happening in the story, e.g. "She was wearing her Little Bo Peep's flower dress and her blond hair in two plaits. One eye was closed and the other was open" (lines 10-11). The writer also appeals to the sense of hearing (e.g. "...she fell off the table with a loud thud", "...she kept cackling every time she said that" (lines 16-17) "I saw my rag doll back on my table, touched it and it felt ice cold." (line 30) appeal to the sense of touch.
Organisation 4	<p>✓Sequencing of plot</p> <p>✓Use of transitions and paragraphing</p>	<ul style="list-style-type: none"> There is a clear sense of beginning, middle and end. However, some sentences are misplaced in paragraphs. "Her teeth were butter yellow" seems out of place at the beginning of paragraph 3. "Her grin was like the Joker" seems out of place at the beginning of paragraph 4. Resolution could have been placed in a separate paragraph ("I woke up and saw..." line 27)

Descriptors and Score		Comments
Grammar/ Mechanics 5	<p>Accurate use of:</p> <ul style="list-style-type: none"> ✓Capitalisation ✓Use of parts of speech ✓Punctuation ✓Spelling 	<p>One unnecessary comma in line 7: "I then woke up, in a forest." This however does not detract from the fluency and clarity of the story.</p>
Total score: 19		

Story 2

Write a story about an adventure you had while on vacation in another country.

My eyes beamed open to see the sunlight peeping through the loovers of my bright blue room. My mother walked in wearing a plain red shirt and track pants. She then exclaimed, "Good morning honey! I am going for a walk." I was excited to start our vacation in Toronto, Canada and decided to stay in. I was never enthusiastic like mum
5 to exercise.

When I heard a loud slam echo through the halls, I knew I was home alone. A few minutes later, I decided to open the loovers. I inhaled the clean and crisp air of downtown Toronto as I glanced down at all the vehicles on the road. I then looked across to my right and saw an empty apartment building next door. Soon I became
10 curious. I changed my clothes and walked down our wooden floored hallway with the walls painted bright yellow, I proceeded to put on my new sneakers to go downstairs to the lobby and soon I was out the door.

The abandoned building was made out of red bricks and covered with vines. Many bricks were missing from the wall leaving dark holes there instead. When I
15 opened the door, an eerie creaking sound was made. I was greeted by a spider's web being stuck to me. The place smelt like a dumpster and looked grey from all the dust around. I began sneezing like a mad man until I covered my nose. All the curtains were closed and the furniture was rotting. I decided to go up the stairs which were falling apart. As soon as I put my foot on the step I heard a low growling sound upstairs.

As soon as I heard the sound again I stumbled back and fell. I stood paralysed
20 which seemed like an eternity as my body quivered. I finally stood up and took a deep breath in to challenge myself to find what was making that noise. I slowly crept up the stairs trying not to make a squeak. Struggling to regain balance, I made it up the stairs only to be attacked by bats shortly after. I began running around before going into the
25 nearest room. With great strength I slammed the door on the colony of bats hoping to scare them into oblivion. While in the room, the growling intensified. I turned around to see a dog-like creature with no eyes or nose. It was grey and had no hair and its mouth was like a flower bud opening and closing. The rows of teeth on it were sharp as razor blades.

30 When I saw the creature I screamed so loud I was sure people in China could've
heard me. The split second I stopped screaming, the room became cold and dark.
Vines sprawled across the walls. Each vine crawled across clinging to the dusty tiled
walls latching on to even the moss. This was an opposite version to the reality of my
own world. I was stunned out of my mind when I saw the monster getting ready to
35 pounce on me. I grabbed the closest wood plank, which felt like a thin layer of mucus
was covering it, so I dropped it. My body trembled in fear as I stared at the creature.
Suddenly, it leaped at me but my body now frozen did nothing to stop it. Its claws dug
into my body while it purred like a cat, my body vibrated vigorously.

 Even though it was the size of a motorcycle, it was as light as a feather. So I
40 picked it up and threw it aside and sprinted for the wooden plank. I grabbed it as the
creature ran towards me. As soon as it jumped, I smacked it across the face sending it
flying across to the opposite side of the room. When it hit the wall, it turned into smoke
and all the vines and moss began to vanish.

 I darted out of the room and out of the building. A tsunami of relief hit me when I
45 made it out. I went to my apartment feeling extremely tired. I was also ecstatic because
I was out of the situation. I quickly bandaged all of my wounds before mom came home.
As I lay on my bed, my eyes began to weigh down. Soon enough I was asleep.

Analysis of Story 2

Descriptors and Score		Comments
Content 5	<p>Setting ✓Time ✓Place</p> <p>Character ✓Physical description ✓Action ✓Dialogue</p> <p>Plot ✓Exposition ✓Rising action ✓Climax ✓Falling action ✓Resolution</p>	<ul style="list-style-type: none"> Place and time are evident in the first paragraph. Details are given of the apartment in which the child stayed, in paragraph 2, e.g. “bright yellow walls, wooden flooring, top floor apartment with windows that show downtown Toronto streets. Furthermore, a detailed description is given of the abandoned building next door e.g. “vines”, “cobwebs”, red brick walls with missing bricks that form holes which emphasises its dilapidated state. Both mother and monster are described (lines 2 and lines 26-29 respectively). Dialogue is used at the beginning by the child’s mother (evident in paragraph 1). Dialogue was not used for the monster except for noises it made. Action is evident to enhance the personality of main character, monster and mother throughout the story. <p>The plot has all elements:</p> <ul style="list-style-type: none"> Exposition is clear, and setting is identified as well as characters. The rising action occurs when the main character goes to the abandoned building and describes the eerie setting and comes across a creature. The climax is evident during the actual attack of the creature (lines 28- 35). The falling action occurs when the main character defeats the creature in lines 38-40 and runs back to his apartment. The ending shows the exhaustion and relief the main character feels before his mother returns home.
Language Use 5	<ul style="list-style-type: none"> ✓Descriptive language ✓Figurative language ✓Sensory details 	<ul style="list-style-type: none"> Descriptive and figurative language are vividly used throughout the story to appeal to the reader’s senses and emotions e.g. “clean and crisp air of downtown Toronto”, “eerie creaking”, “low growling”, “sharp as razor blades”, “purred like a cat”, “tsunami of relief”, “sunlight peeping through” etc. Sensory details are varied and evident consistently throughout the text.
Organisation 5	<ul style="list-style-type: none"> ✓Sequencing of plot ✓Use of transitions and paragraphing 	<ul style="list-style-type: none"> The plot is purposefully sequenced using paragraphs to structure events. Transitional words and paragraphing skilfully used to sequence the events from start to finish.

Descriptors and Score		Comments
Grammar/ Mechanics 4	Accurate use of: <input checked="" type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	<p>Adverb “loudly” is needed in line 30.</p> <p>Comma splices detected in: line 11: “...the walls painted bright yellow, I proceeded to put on my sneakers.” line 38: “...purred like a cat, my body vibrated vigorously”.</p> <p>Commas need in lines 37-38: “Suddenly, it leaped at me but my body now frozen did nothing to stop it.”</p> <p>One spelling error (loovers) noted lines 1 and 7.</p>
Total score: 19		

Story 3

Write a story based on the following:

“Crash! Bang!”

“What was that?” I screamed.

I got up and bravely went to meet it.

Include:

- interesting descriptions and emotions
- sensory details

It was a windy afternoon leaves were sailing in the wind and trees were bowing down. It was a peaceful evening. Greedily, I was wolfing down my mouth-watering dish when “Crash! Bang!” echoed a strange noise coming from the attic breaking the silence.

5 “What was that?” I screamed as I trembled like a leaf. Fear pervaded the atmosphere as morbid thoughts eroded my mind. Finally I got up and bravely proceeded to where the sound was coming from which was the attic. The attic wasn’t in use for a long time; as a result, it was covered with cobwebs, invaded with insects and more.

10 Every step I took beads of perspiration rolled down my cheeks because I felt as if someone or something was staring at me. I did not utter a word as my heart bounded faster than a runaway train. Suddenly, a creature desperately leaped out and landed on my foot. The creature had razor sharp teeth and claws like daggers. Sylvier was ousing down in his mouth and I gazed into its blood shot eyes. Vigorously, I wiggled
15 but it refused to come off.

Seconds past, finally I managed to get the man eating machine off me. However it left claw marks on my leg. I took off faster than a rocket. My heart bounded so fast that it made me rock.

As soon as I reached to safety I took up a cell phone and dialled animal control.
20 Soon, they arrived they got their materials and briskly ascending the flight of stairs. I was amazed by how they showed no sign of fear. Immediately, they captured the ferocious beast. I thanked them for helping me. This tragic experience will always be embedded in my memory.

Analysis of Story 3

Descriptors and Score		Comments
Content 4	<p>Setting ✓Time ✓Place</p> <p>Character ✓Physical description ✓Action ✓Dialogue</p> <p>Plot ✓Exposition ✓Rising action <input type="checkbox"/>Climax ✓Falling action ✓Resolution</p>	<ul style="list-style-type: none"> • Both time and place are evident in lines 1 and 2. • The mysterious creature is described to show its menacing nature in lines 11-14. • The protagonist's actions reveal his/her fear throughout the story. (e.g. "trembled like a leaf" line 5; "Every step I took beads of perspiration rolled down my cheeks..."; line 10, "I took off faster than a rocket. My heart pounded so fast that it made me rock." (lines 17-18). • Both the protagonist and the creature engage in a battle the second paragraph. • Dialogue is only present in line 5. There were missed opportunities to use dialogue to develop the characters. <p>The exposition takes place in the first paragraph where the setting and the protagonist were introduced.</p> <p>The rising action occurred when the protagonist was frightened by a loud noise in the attic.</p> <p>An attempt at a climax was made when the protagonist was attacked by a frightening creature. More details could have been provided about the sights and sounds of the confrontation and the protagonist's emotions as s/he was fighting off the creature.</p> <p>The falling action occurred when the protagonist shook off the creature.</p> <p>The story ends when the protagonist called animal control to capture the beast. The reader is never informed what the creature was and why it was in the attic.</p>
Language Use 5	<p>✓Descriptive Language</p> <p>✓Figurative language</p> <p>✓Sensory details</p>	<p>Descriptive language is used e.g. "windy afternoon" (line 1); "peaceful evening" (line 2); Simile: "trembled like a leaf" line 5; "claws like daggers" (line 13) Metaphor: "leaves were sailing in the wind" (line 1) "razor sharp teeth" (line 13) Personification: "trees were bowing down" (lines 1-2) Hyperbole: "my heart bounded faster than a runaway train" (line 11-12), "I took off faster than a rocket" (line 17)</p> <p>The story appeals mostly to sense of sight: "covered with cobwebs, invaded with insects"; "razor-sharp teeth"; "claws like daggers"; "blood shot eyes" etc.</p>

Descriptors and Score		Comments
Organisation 4	<input checked="" type="checkbox"/> Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing	<p>Plot is logically sequenced.</p> <p>“However” was used incorrectly in line 17.</p> <p>The sentence beginning “Suddenly” (line 13) should start a new paragraph.</p>
Grammar/ Mechanics 3	<p>Accurate use of:</p> <input checked="" type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	<p>Past perfect tense needed in line 6: ‘The attic wasn’t in use for a long time...’</p> <p>Run-on sentences in line 1: “It was a windy afternoon leaves were sailing in the wind and trees were bowing down.”</p> <p>Run-on sentence in line 20: “Soon they arrived they got their materials and briskly ascending the flight of stairs” ‘ascending’ in line 20 should be ‘ascended’.</p> <p>Comma splice in line 16: “Seconds past, finally I managed to get the man-eating machine off me.’</p> <p>‘Past’ in line 16 should be ‘passed’</p> <p>‘Saliva’ and ‘oozing’ are spelt incorrectly in lines 13 and 14 respectively.</p>
Total score: 16		

Story 4

Write a story based on the following:

When I moved into this new house, I discovered a secret door hidden in a room. I opened the door and I could not believe what I saw.

Include:

- interesting descriptions and emotions
- sensory details

One cool Saturday morning, I was helping my mother unpack the pile of boxes in the corner. I had first moved here two days ago because of my father's new job. Of course I miss my friends and old home but every step we take is an adventure. I quickly opened one of the boxes and sorted everything. As I look towards the
5 remaining boxes I sighed and collapsed on the sofa. I was going to be up all night. At 10 o'clock in the night, I was getting ready for bed. My mother and I had put away almost everything. My father came home a few hours earlier and helped. After I said my prayers, I was almost halfway in my bed when I heard a noise. A small creak broke the silence. I knew my mother and father were downstairs so where was that noise
10 coming from. Somehow it was coming through the walls. I began to worry at what it might be. Slowly I drifted off to sleep.

The next morning my alarm clock yelled at me to wake up. Shutting of the loud noise, I looked around. Everything was silent. I shook my head. It must have been a dream. I quickly got ready for the new day. I decided to explore the house a bit more.
15 After clearing the ground floor, I went upstairs. Everything was normal. I began to head downstairs when "creak," that noise I heard from last night was emitting from the walls. It sent a chill up my spine. Was someone else inside the house? I began to investigate. I searched everywhere for the source until I came to the end of the hall. Suddenly, the noises stopped. I was running my hand along the wall when it felt
20 something move. I pushed a little harder and what seems to be a door openend. A small stairway led into a dim room.

As curious as a cat, I tip-toed down the staircase. When I came to the base I tried to see where I was going. My hand brushed against a light switch, illuminating the room. I could not believe what I saw. In the room was a stack of toys. I had not
25 expected this. I looked around. Paint was peeling off the walls. I slowly peeled the paint off the walls. What I saw scared me to death. Red paint resembling blood was

on the wall and it spelt "Get out! Leave here" just then the lights flickered off. "Ahh!" I screamed. I felt as though someone was trying to grab me. I ran from there and I fell through, the wall. I ended up in the living room where my parents went. They helped
30 me up and told me to explain. I started by leading them upstairs and showing them the hidden room. They were shocked. My father investigated the paint. I scoped the toys and my mom felt the walls. It seems as though this was here for a long while. I then discovered that when my parents walk near the walls it squeaked.

It turned out to be a fantasy. I cleaned up the rom which my parents now use as
35 storage. All that fuss for just a stupid message. It didn't scare me anymore. Nothing was wrong. Everything was alright.

Analysis of Story 4

Descriptors and Score		Comments
Content 4	<p>Setting ✓Time ✓Place</p> <p>Character <input type="checkbox"/>Physical description ✓Action <input type="checkbox"/>Dialogue</p> <p>Plot ✓Exposition ✓Rising action <input type="checkbox"/>Climax ✓Falling action <input type="checkbox"/>Resolution</p>	<ul style="list-style-type: none"> • The reader gets a clear sense of both time and place at the beginning of the story. • There are no physical descriptions of characters. • The characters engage in various actions such as packing boxes (line 1) and investigating (lines 15 & 29). • There is no dialogue. A scream is written in direct speech (line 27). • There is a clear exposition which introduces the setting and the new house in paragraph 1. • The rising action is elaborated when the main character hears a sound and comes across a mysterious room (lines 8-24). • The tension builds to a brief, underdeveloped climax where the main character discovers a warning written in red on a wall (lines 26-28). • The falling action consists of the parents and the main character examining the room (lines 31-33). • The resolution is not directly linked to the plot (lines 34-36).
Language Use 4	<p>✓Descriptive language</p> <p>✓Figurative language</p> <p>✓Sensory details</p>	<ul style="list-style-type: none"> • Basic descriptive language is used: “cool Saturday morning (line 1), “Red paint was peeling off the walls” (line 25). • The figurative language is relevant and facilitates the narrative. <ul style="list-style-type: none"> ○ “creak” (line 8) ○ “The next morning my alarm clock yelled at me.” (line 12) ○ “As curious as a cat, I tip-toed down the staircase.” (line 22) • The sensory details facilitate the narrative by helping the reader to experience the sensations of the story. <ul style="list-style-type: none"> ○ “It sent a chill up my spine.” (line 17) ○ “Paint was peeling off the walls.” (line 25)

Descriptors and Score		Comments
Organisation 3	<ul style="list-style-type: none"> ✓ Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing 	<ul style="list-style-type: none"> • The plot is logically sequenced. • There is simplistic use of transitions. • Paragraphs could have been more clearly defined with each paragraph focusing on a main idea and its supporting details. Too many ideas are packed into the paragraphs. • There are too many short simple sentences which impede the flow of the narrative. <ul style="list-style-type: none"> ○ 'Everything was silent. I shook my head. It must have been a dream. I quickly got ready for the new day. I decided to explore the house a bit more.' (lines 13-14)
Grammar/ Mechanics 3	<p>Accurate use of:</p> <ul style="list-style-type: none"> ✓ Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling 	<p>There are errors in tense. 'As I look towards the remaining boxes I sighed and collapsed on the sofa.' (lines 4-5)</p> <p>There are errors in punctuation: "...so where was that noise coming from." (lines 9-10)</p> <p>A run on sentence is evident in lines 26-27: "Red paint resembling blood was on the wall and it spelt "Get out! Leave here" just then the lights flickered off.'</p> <p>Spelling errors detected in line 20 "openend" and line 35 "squeaked".</p> <p>The errors disrupt the flow of the narrative and may impede meaning at times.</p>
Total score: 14		

Story 5

I was awakened by the sound of my neighbour's voice, "Stop him! Stop him!" I rushed outside to see what was happening.

Include:

- Interesting descriptions
- What you saw, heard and felt.

Have you ever tried to help someone but you endangered yourself? If not however you are indeed lucky. It was cool evening and the golden sun was nowhere to be seen. I had now went in my bed to sleep. The atmosphere was tranquil and not a sound could be heard. But then, shortly after my peaceful slumber was interrupted by
5 someone shouting, "stop him, Stop him."

I quickly scampered out of my bed and looked through my window and my eagle eyes saw someone with a bag running from Mr. Pat. Immediately I ran out of the house and met Mr. Pat. I then asked, "What's the matter."

He replied," That person stole my money,"

10 "We have to catch him." So Mr. pat and I began running after him, shortly after the man, ran into an old, dilapidated looking building. Brave like Batman we entered the building but as we entered, a cold, rough voice said, "Don't move." Then the lights were turned on and there before us were three strong, tall men. Shivers ran down my spine, then on of the men tied us onto a chair. Then they began questioning my name
15 and address but I refused. Then one of the man pulled out a sharp knife and put it by Mr. Pat's neck. He then began pressing it against Mr. Pat's throat. I could not bear to see someone die and thus I blurted out all the information, then they hurriedly left.

I began twisting and turning my hands trying to slip free and lo and behold I managed to slip free. Then I quickly untied Mr. Pat and we began searching for an exit.
20 After a long search, we did not find an exit, but instead found a phone. Quickly I called the police but as I was about to tell them the address Beep..... was heard and the battery was dead. At this point I felt as if life was a blank page. Then to make matters worst the man entered back into the room and unfortunately we were caught again.

25 I felt as frightened as a mouse as two men took out their belt and began to beat us. I began to bleed profusely and Mr. Pat and I were in immense agony. Then

suddenly “Wee U Wee U,” was heard. Instead of fear the men each took out a gun and went from to back to try and ambush the officers. I said to God, “Please protect us.” Then, “Bow!” was heard. Afterwards a Screech was heard and two armed
30 officers came and rescued us. They then called the ambulance for us. Before the ambulance arrived I asked them, “ how did you know where we were.”

They said, “We tracked the signal from the cell phone.” I said in my mind thank goodness for tech.

At the hospital the doctor said that Mr. Pat and I would be alright and luckily Mr.
35 Pat got his money. After this experience that awful memory was forever etched in my mind and trust me it is not to enjoyable.

Analysis of Story 5

Descriptors and Score		Comments
Content 4	<p>Setting ✓Time ✓Place</p> <p>Character <input type="checkbox"/>Physical description ✓Action ✓Dialogue</p> <p>Plot ✓Exposition ✓Rising action <input type="checkbox"/>Climax ✓Falling action ✓Resolution</p>	<ul style="list-style-type: none"> • Both time and place are evident in lines 2-3. The building where most of the action takes place is briefly described as “old” and “dilapidated” (line 11) • The bandits were briefly described in line 13. More details could have been added. • Mr. Pat is not described. <p>The actions of the characters were described throughout the story.</p> <ul style="list-style-type: none"> •Dialogue was used to facilitate the plot • There is a clear exposition in paragraphs 1 and 2 (establishment of setting and introduction of the characters). • The rising action begins when someone interrupts the main character’s sleep by shouting, “Stop him!” (line 5) • Tension builds to the capture of the narrator and Mr. Pat, their escape and their recapture. This could have been more fully developed by describing the two characters’ reactions when they were captured. • The falling action and resolution occur in the subsequent paragraphs.
Language Use 4	<p>✓Descriptive language</p> <p>✓Figurative language</p> <p>✓Sensory details</p>	<ul style="list-style-type: none"> • Relevant descriptive language is used throughout the story: “cool evening”; “golden sun”; “peaceful slumber”; “cold, rough voice”; “immense agony”. • Figurative language was evident: “eagle eyes” (lines 6-7); “Brave like Batman” (line 11); “...I felt as if life was a blank page.” (line 22). Onomatopoeic words were used to indicate the cutting off of the phone: “Beep...” (line 21); the sound of the policemen’s gun: “Bow” (line 29) and the sound of the ambulance: “Wee U Wee U,” (line 27) <p>Some brief visual details were given. However, there was also appeal to the sense of hearing as discussed above.</p>

Descriptors and Score		Comments
Organisation 3	<input checked="" type="checkbox"/> Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing	<ul style="list-style-type: none"> The plot was logically sequenced. However, the paragraphs were not clearly defined. Too many ideas were included in lines 10-17. There is limited use of a variety of transitions words e.g. "however" was used incorrectly in line 2. There was an overuse of "then" e.g. "Then the lights were turned on and there before us were three strong, tall men. Shivers ran down my spine, then on of the men tied us onto a chair. Then they began questioning my name and address but I refused. Then one of the man pulled out a sharp knife and put it by Mr. Pat's neck. He then began pressing it against Mr. Pat's throat. I could not bear to see someone die and thus I blurted out all the information, then they hurriedly left." (lines 12- 17)
Grammar/ Mechanics 3	Accurate use of: <input type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	<p>There are some errors in grammar and mechanics which at times impede meaning.</p> <p>The 's' should be capitalised in "stop him" (line 5).</p> <p>There is no capitalisation of the name Pat in line 10.</p> <p>Incorrect verb structure used e.g. "I had now went in my bed to sleep" (line 3)</p> <p>Comma splice and misplacing of comma in lines 10 to 11: "So Mr. pat and I began running after him, shortly after the man, ran into an old dilapidated looking building."</p> <p>End punctuation mark was omitted in line 8: "What's the matter."</p> <p>Spelling error detected in line 17: "then they hurriedly left".</p>
Total score: 14		

Story 6

Write a story based on the following:

“Crash! Bang!”

“What was that?” I screamed.

I got up and bravely went to meet it.

Include:

- interesting descriptions and emotions
- sensory details

It was a lovely Saturday evening because my friend, Aleisha and I were going camping in the nearby forest. Aleisha was very small for her age and she had chestnut brown hair and very wide eyes. Oh and also wears glasses.

We were almost finished packing our food and drinks. My dad told us that he would drop us off with his pickup. We both said goodbye to my mom and then climbed into the van tray and awaited to be dropped off by my dad.

As we were on our way discussed about what we'll do when we get there. We were talking so much that we didn't hear the engine turn off but my dad interrupted us by haling us out. We then climbed back out of the tray, took our bas and the coolers then we said goodbye to my dad and headed off.

We hiked for thirteen minutes to find the perfect spot to set up our tent. We layed all the bags and the coolers down then we started to assemble the tent. It took up ten minutes to do it. We both lay out our sleeping bag inside and sat down our coolers.

A few minutes later the sun was starting to set so Aleisha and I decided to build a fire. I accumulated some firewood and stones and Aleisha got out the matches to light it. I made a circle with the stone and placed the wood inside then Aleisha lit one of the matches and threw it in the circle. The fire was very bright orange.

It was fully dark and we were hungry so we got out our waters and sandwiches and ate hungrily. There was a nearby crook so we went there to bathe our skin. After we freshened up we put every thing that we bought near our tent. Aleisha and I both climbed into our sleeping bags and then we prayed and went to sleep.

We were awoken by a strange sound. “Crash! Bang!” “What was that” I screamed “I donno!” Aleisha said. We climed out of our sleeping bags and went out to meet what it was. A man was in our bags searching for something, “Hey you, what do you think

25 your doing ' I screamed Aleisha was in the tent calling the police. The man was a bandit and Aleisha went to a nearby tree and got a vine and tied his hands together. Five minutes later the police arrived and arrested the man. They thanked us and went on their way. "Well what a night!" I exclaimed "Yea! But let's go back to sleep. It's almost morning," Aleisha said. We went back in our sleeping bags and fell fast asleep.

Analysis of Story 6

Descriptors and Score		Comments
Content 3	<p>Setting <input checked="" type="checkbox"/> Time <input checked="" type="checkbox"/> Place</p> <p>Character <input checked="" type="checkbox"/> Physical description <input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Dialogue</p> <p>Plot <input checked="" type="checkbox"/> Exposition <input checked="" type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input checked="" type="checkbox"/> Resolution</p>	<ul style="list-style-type: none"> • There is a brief description of time and place in lines 1 and 17-18. More details could have been given to give the reader a clearer idea of when and where the story was taking place. • A description of Aleisha is included in paragraph 1. There are missed opportunities to describe the other characters in the story. • The characters engage in actions throughout the story. • Dialogue was used to show the characters' fear in line 22-23. The narrator shouts at the bandit in lines 24-25. Dialogue is also used to express the relief of the characters at the end of the story. <p>The plot is underdeveloped.</p> <ul style="list-style-type: none"> • There is a long exposition in paragraph one and part of paragraph two where the setting and characters were introduced. • Rising action occurs when they discovered a man searching through their bags. Aleisha calls the police while the narrator calls the police. The writer moves straight from the confrontation to the resolution where the police come to arrest the man and the girls go to sleep.
Language Use 2	<input type="checkbox"/> Descriptive language <input type="checkbox"/> Figurative language <input type="checkbox"/> Sensory details	<ul style="list-style-type: none"> • Limited use of descriptive and figurative language • Limited use of sensory details. One reference was made to a "bright orange" fire (line 17) and the physical description of Aleisha in paragraph 1.

Descriptors and Score		Comments
Organisation 3	<input type="checkbox"/> Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing	<ul style="list-style-type: none"> The plot becomes a bit confusing during the rising action. It is unclear how the girls were able to disarm the man and tie him to a tree. There is limited use of transitions which impedes the flow of the narrative. We were awoken by a strange sound. "Crash! Bang!" "What was that" I screamed "I donno!" Aleisha said. We climbed out of our sleeping bags and went out to meet what it was. A man was in our bags searching for something, "Hey you, what do you think you're doing?" I screamed Aleisha was in the tent calling the police. The man was a bandit and Aleisha went to a nearby tree and got a vine and tied his hands together. Lack of paragraphing impeded readability of the story.
Grammar/ Mechanics 3	<input type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	<p>Frequent errors impede the readability of this story:</p> <p>"Dad" needed to be capitalised in lines 4, and 10.</p> <p>Incorrect verb structure used e.g. "We layed all the bags and the coolers down..." (line 11) "As we were on our way discussed about what we'll do when we get there." (line 7). Sentence fragments and run on sentences were evident: Line 3: "Oh and also wears glasses." Lines 15-17: "I made a circle with the stone and placed the wood inside then Aleisha lit one of the matches and threw it in the circle." Line 25: I screamed Aleisha was in the tent calling the police.</p> <p>Punctuation marks were omitted in: line 14: A few minutes later the sun was starting to set so Aleisha and I decided to build a fire. line 22: "What was that" I screamed. lines 24-25: "Hey you, what do you think your doing" I screamed (lines 24 and 25)</p> <p>Spelling errors detected in: line 2: chessnut brown hair line 9: "haling us out" line 18: "sandwiches" line 23: "climed"</p>
Total score: 11		

Story 7

Topic: Describe an incident when you were relieved to reach home often being chased by a group of bullies.

One hot sunny evening at school my friends Peuter and cyclon the three of us were walking home from school, we were confronted by a group of bullies Peater and cyclon ran away from the bullies and only I were in front of the bullies and I punched one, and ran off they were raitn bo hen me so I ran fuster and fuster thoy coutnot keep up which was wiryht acrost the mine mall the group of bullies were looking for me, so as they pas by the mine moall I ran off but they saw me and ran to get me, but I ran faster were they cantt see me, but I ran home were buttthey saw me by all they soronet me but it and a soak of waled so I calame it and I pouch it down so I and yet home and there i was at home saf and sand.

Analysis of Story 7

Descriptors and Score		Comments
Content 2	<p>Setting <input type="checkbox"/> Time <input type="checkbox"/> Place</p> <p>Character <input type="checkbox"/> Physical description <input checked="" type="checkbox"/> Action <input type="checkbox"/> Dialogue</p> <p>Plot <input checked="" type="checkbox"/> Exposition <input checked="" type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution</p>	<ul style="list-style-type: none"> • Time and place are mentioned in line 1. • There are no physical descriptions of characters. • The actions of the characters illustrate the incident of bullying. • There is no dialogue • The setting and some characters are identified in the exposition. • The rising action begins when the bullies attack the main character and Peater and Cylcon run away. • The climax is not very clear as the bullies continue attacking the main character. • The falling action is not clearly defined. • The resolution is abruptly outlined in the main character's escape of the bullies by arriving at home.
Language Use 1	<input type="checkbox"/> Descriptive language <input type="checkbox"/> Figurative language <input type="checkbox"/> Sensory details	<ul style="list-style-type: none"> • There is no discernible use of descriptive/figurative language/sensory details.
Organisation 2	<input type="checkbox"/> Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing	<ul style="list-style-type: none"> • The plot structure is disorganised. • The paragraph is one sentence • There are no transitions

Descriptors and Score		Comments
Grammar/ Mechanics 1	<p>Accurate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalisation <input type="checkbox"/> Usage <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling 	Grammatical and mechanical errors make the story almost unintelligible.
Total score: 6		

Story 8

You were with your father standing in line to pay for your groceries at a popular supermarket. Suddenly, the fire alarm went off. Everyone looked around nervously. Write a story describing what happened and how the situation ended.

One day me and my father went to the supermarket at 11 am and groceries at a popular suddenly, the fire alarm went off and everyone looked around nervously and the pay situation and happened. The scenario and the scriting decibi frantic screams echoed but treats the prank cared and the eventually the homeless and the slold start the everyone person. The popular suppmarket and the prank almost caused prank to the frantic suspended from the supermarket pant and the caused person nervously frantic suddenly

The includes cudden reams chocd reat pular ceries tanding pene aused lade vously scrib erit Portugal cevel. The eyond poin sicen medena tragle cipal abevat pixim cloth the cortinglal and the fire cojaled and the crids situation end.

Analysis of Story 8

Descriptors and Score		Comments
Content 1	<p>Setting</p> <input type="checkbox"/> Time <input type="checkbox"/> Place	<ul style="list-style-type: none"> There is mention that the narrator and his father were at a supermarket during the day (at 11 am). There is mention of the character and his father. There is no physical description, action or dialogue. <p>There is a limited exposition when it is mentioned that the narrator and his father went to the supermarket.</p>
	<p>Character</p> <input type="checkbox"/> Physical description <input type="checkbox"/> Action <input type="checkbox"/> Dialogue	
	<p>Plot</p> <input checked="" type="checkbox"/> Exposition <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution	
Language Use 0	<input type="checkbox"/> Descriptive language <input type="checkbox"/> Figurative language <input type="checkbox"/> Sensory details	There is no discernible use of descriptive, figurative or sensory details.
Organisation 0	<input type="checkbox"/> Sequencing of plot <input type="checkbox"/> Use of transitions and paragraphing	Sentences are evident, but the writing demonstrates no evidence of sequencing.
Grammar/ Mechanics 0	<p>Accurate use of:</p> <input type="checkbox"/> Capitalisation <input type="checkbox"/> Usage <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	Grammatical and mechanical errors make the story almost intelligible.
Total score: 1		

Chapter 3

Application Report Writing Rubric

The revised Report Writing rubric (Appendix 2) has been provided to guide teachers in the assessment of their students' reports. The teacher is also encouraged to use this rubric to systematically assist students in the improvement of their writing.

Like the rubric for Narrative Writing, the report writing rubric has six achievement levels which will be used to score four criteria (figure 3).

6 Levels of Achievement

		Exemplary	Proficient	Progressing	Emerging	Makes an Attempt	Unsatisfactory
		5	4	3	2	1	0
4 Cr it er ia	Content						
	Language Use						
	Organisation						
	Grammar/ Mechanics						

Figure 3: Report Writing Rubric, Achievement Levels and Criteria

Explanation of the Bands in the Report Writing Rubric

Exemplary: exceeds the standard³

Proficient: meets the standard

Progressing: does not meet the standard

Emerging: does not meet the standard

Makes an attempt: requires remediation

Unsatisfactory: requires intervention

³ Here, "standard" refers to the objectives that the student is expected to achieve.






Understanding the Criteria in the Report Writing Rubric

The Report Writing rubric is to be marked according to four (4) criteria:




1. Content
2. Language Use
3. Organisation
4. Grammar and Mechanics

According to the descriptors in the criteria section of the rubric, **Content** entails:




Relevant main ideas and supporting details:

-  What happened (from beginning to end)
-  Persons involved (first name and surname)
-  Location
-  Date
-  Time





Language Use entails:

-  Use of factual language (absence of figurative language and emotionally charged vocabulary)
-  Formal tone (absence of Creole, slang, contractions etc.)
-  Varied sentence types

Organisation involves:

-  Introduction, Body, Conclusion
-  Logical sequence of ideas
-  Use of appropriate transitional words to link ideas

Grammar and Mechanics include accurate use of:

-  parts of speech
-  capitalisation
-  punctuation
-  spelling

How to Use the Report Writing Rubric

This rubric is to be used to grade students' final writing products. It can also be used to provide focused feedback to students as they revise and edit their pieces. In order to effectively use the rubric, teachers should:

1. Familiarise themselves with rubric
2. Carefully read the report
3. Examine the **content** of the report. Based on the descriptors outlined in the rubric, classify the content of the report according to the appropriate band (i.e. exemplary, proficient, progressing, emerging, makes an attempt or unsatisfactory)
4. Identify what happened, persons involved, location, time
5. Examine the use of **language** in the report and based on the descriptors outlined in the rubric, classify it according to the appropriate band
6. Assign an appropriate score
7. Follow in the same manner with **Organisation** and **Grammar and Mechanics**.
8. Assign an appropriate score
9. Find the total out of 20
10. Use the information gleaned from your analysis of the report to guide your comments as you assist the students with their revision and editing.

Using the Rubric to Give Focused Feedback

Observe the following report. It will be annotated using the rubric as a guide.

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

Include

- Date, time, place, where the incident occurred
- The persons involved
- What happened/ how it started
- What happened at the end

4 alter Trise

Pt

25 febury 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

Examination of the content of the report

4 alter Trise

Pt

25 february 2013.

de prinspl

san skool.

Location: san
baleek
schoolyard.

Persons
involved
placed in
different
places
(some
surnames
omitted)

What
happened: four
Standard four
students were
playing
basketball at
lunch time. One
girl ran into the
other and she
fell. An
ambulance and
her mother
were called.

on the skoolyrd 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
incedent 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 basket
ball , then 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

The date should
be included in the
introduction of
the report.

Suggestion:
Include first name
and surnames of all
of the persons
involved.

Suggestion: Include
observable injuries.
E.g. Was she
bleeding? Did any
bone seem to be out of
place?

Suggestion: remove
the unnecessary
details: the way the
girl screamed and
the lightning speed
of the ambulance.

Notes on the content of the report

Score: 2 (Makes an attempt)

- Date: Although a date is given (25 february 2013), it should be included in the introduction of the report.
- Place: “skoolyrd”
- People involved: Four students from a Standard 4 class (only two of the full names are given)
- What happened: With some translation, one can discern that four students 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.

Recommendations:

- Commend the student for the content that is present.
- Ask the student to provide the full names of all who were involved in the incident.
- Discuss with the student possible relevant details that can be included.
- Guide student on ways to **develop** those details.

Examination of the language use in the report

The date should be included in the introduction.

4 alter Trise

Pt

25 february 2013.

de prinspl

san skool.

Creole used throughout the piece.

on the skoolyrd 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 incedent 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 basket ball , then 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

Use of figurative language.

Notes on the language use in the report

Score: 1 (Makes an attempt)

- Use of creole throughout the piece
- Use of figurative language (she bawl like a cow, mudder come quick like litnin)
- Use of sentence fragments and run on sentences

Recommendations:

Reports require the use of Standard English and formal tone

- Revisit Standard English structures and help student differentiate those from the Creole
- Differentiate tone- formal & informal
- Ask student to remove all figures of speech
- Differentiate sentence from fragment

Examination of the organisation in the report

4 alter Trise

Pt

25 february 2013.

de prinspl

san skool.

on the skoolyrd 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 incedent 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 basket ball , then 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

No introduction, body or conclusion.

All ideas are jumbled into one paragraph.

Suggestion:

In the introductory paragraph summarise what happened, involving whom, where and when.

In the body of the report, describe what happened in chronological order.

In the conclusion of the report discuss what happened at the end of the incident.

A graphic of a clipboard with a brown border and a grey clip at the top. The text is centered on a white background within the clipboard.

Notes on the organisation of the report

Score: 1 (Makes an attempt)

- There is no introduction, body or conclusion (all ideas are jumbled into one paragraph).

Recommendations:

- Ask the student to orally state the events in chronological order.
- Assist the student to write the events step by step.
- Assist student to revise draft or assign a peer to help him/her.

Examination of grammar/mechanics in the report

4 alter Trise

Pt

25 febury 2013.

de prinspl

san skool.

Capitalisation
needed at the
beginning of
sentences.

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

Capitalisation
needed for
proper names.

Capitalisation
needed for
proper names.

Tense

Notes on grammar/mechanics in the report

Score: 1 (Makes an attempt)

Multiple errors make the report almost unreadable:

- Use of parts of speech
- Capitalisation
- Punctuation
- Spelling

Recommendations

- Avoid tackling all errors at once (overwhelming to teacher and student)
- Find the most urgent issue and provide specific guidance
- In this piece, helping the student to create simple sentences might be the area of focus.
- Provide help with agreement of subject and verb in the simple sentence

Chapter 4
Exemplars (Reports)

Understanding the Reporting Template for Report Writing

Descriptors and Score		Comments
<p>Scores are assigned.</p> <p>Content</p> <p>5</p>	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> What happened (from beginning to end) <input type="checkbox"/> Person(s) involved (first name and surname) <input type="checkbox"/> Location <input type="checkbox"/> Date <input type="checkbox"/> Time 	<p>Detailed comments will be made based on the criteria, with line references.</p> <p>A tick (✓) will be used to indicate whether criteria are present.</p>
<p>Language Use</p> <p>5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exclusive use of factual language <input type="checkbox"/> Exclusive use of formal language <input type="checkbox"/> Fluent, varied sentence types 	
<p>Organisation</p> <p>5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly defined introduction, body and conclusion <input type="checkbox"/> All ideas, paragraphs, details are logically sequenced <input type="checkbox"/> Skilful use of transitional words and phrases to link ideas 	
<p>Grammar/ Mechanics</p> <p>5</p>	<p>Accurate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling 	

Report 1

Write a report on your school's Sports Day. Include details about:

- **the date and time**
- **the main events**
- **the eventual winners**
- **how the day ended**

On Wednesday 4th June 2017, the South Primary School held its Sports Day at Skinner's Park. The event took place around 7 o' clock in the morning and ended at 4 o' clock in the afternoon. The participants of the Sports Day were the students, the parents and the teachers from the school all of whom were placed into various house teams.

5 The various teams were represented by different colours. For instance, Scarlet Ibis was red, Egret was orange, Hummingbird was green and Kiskidee was yellow. Some of the main events were the March Past, the Arch and Under Relay Race, the Hundred Metre Race and the Sack Race.

10 Firstly, the Vice Principal, Mrs. Joan Smith, welcomed everyone present and then the National Anthem was played. Next, all the children gathered at their respective tents and were ordered from First Year to Standard Five. They were then placed in the order of Scarlet Ibis, Egret, Kiskidee and Hummingbird to start the March Past. When all the houses were lined up on the track, the March Past started with two senior students waving flags with their colours at the front of each group for the judges. Each house
15 performed a different choreography and waited for the judges' decision to be revealed. As the March Past concluded, the judges' decision was submitted and the Hummingbird house was declared the winner. A few minutes later, the Vice Principal announced that the games were open. All the house members returned to their tents to prepare for the competitions. After the preparation for the events were completed, the first event started
20 and each house sent eight representatives for the Arch and Under Relay Race. To play this event a person at the front places a ball over his head and the second person would take the ball, places it between his legs and continued until the eighth person received the ball and runs to the front of the line. The houses were in position and the race started. At first the Scarlet Ibis house was in the lead but the Kiskidee house was
25 victorious in the end.

Next, all the houses chose the competitors to run for the One Hundred Metre race which was the second event of the day. Then, all the representatives lined up

behind the starting line and awaited the blow of the whistle. As the whistle was blown, every one of the representatives ran towards the finish line. Egret was in the lead, with
30 Scarlet Ibis and Kiskidee close behind. When they crossed the finish line, Egret placed first with Scarlet Ibis second and Kiskidee third. Meanwhile, the houses aided themselves for the final race which was the sack race. Four competitors from each house were chosen mainly from the Standard four and five departments. Each of the teammates were placed approximately a metre apart each wearing a sack. The whistle
35 was blown and the first group hopped to their partners with the Scarlet Ibis house in the lead. The second group was sent off and the second person of the Scarlet Ibis house fell down next to the third partner, but they were still in the lead. The final stretch was completed with the Scarlet Ibis house winning.

At the end of the day, the judges tallied up the scored and in conclusion, the Scarlet Ibis
40 house was announced the overall winner of the Sports Day and received a trophy and took pictures. After the Kiskidee house was announced as the second place winner, they received prizes and medals. Later, the closing prayer was said and Mrs. Smith Mahabir thanked everyone for coming and wished them a safe trip home, leaving the parents and teachers to assist with the clean-up activity.

Analysis of Report 1

Descriptors and Score		Comments
Content 5	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> ✓ What happened (from beginning to end) ✓ Person(s) involved (first name and surname) ✓ Location ✓ Date ✓ Time 	<ul style="list-style-type: none"> • The report has all main ideas for the event and supporting details are stated in the report. • Introduction includes: <ul style="list-style-type: none"> - the date and time given in (lines 1-3) - persons involved (all members of the school and parents) - a list of the events to be reported - information on categories and house teams. • Body: All of the events in the Sports Day were presented in a detailed manner. • Conclusion: Linked to the report and states the overall winners and concluding activities of the Sport event.
Language Use 5	<ul style="list-style-type: none"> ✓ Exclusive use of factual language ✓ Exclusive use of formal language ✓ Fluent, varied sentence types 	<ul style="list-style-type: none"> • The report uses a formal and factual tone. • Varied sentence types assist with the clarity and fluency of information presented.
Organisation 4	<ul style="list-style-type: none"> ✓ Clearly defined introduction, body and conclusion <input type="checkbox"/> All ideas, paragraphs, details are logically sequenced ✓ Skilful use of transitional words and phrases to link ideas 	<ul style="list-style-type: none"> • Information for the introduction, body and conclusion is presented in a logical order. Most ideas are logically structured. • Paragraph 2 was packed with too much information. A new paragraph could have started at line 17. "A few minutes later..." • Transitional words link all ideas and used skilfully to connect ideas and events as they occurred.

Descriptors and Score		Comments
Grammar/ Mechanics 4	Accurate Use of: <input checked="" type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	<ul style="list-style-type: none"> • A few tense errors are evident in the explanation of the Arch and Under Relay Race (lines 20-23). • There is one error in subject-verb agreement in line 19, "After the preparation for the events were completed...".
Total score: 18		

Report 2

Write a report on your class Science group project.

Include factual information on:

- **Place and persons involved**
- **Details about the project and what other groups did**
- **The results of the project**

On Tuesday 10th May, 2010, the Standard four Class of Hope Government School completed a class science project. The project was held in the Science Laboratory from half past eight in the morning to twelve o' clock at lunchtime. The class teacher, Mrs. Joy Persad was in charge of the activity and divided the class into groups of five. Group A consisted of Amy Simpson, Chelsea Singh, Sean James, Richard Ramlogan and Joshua Joseph.

Firstly, Mrs. Persad entered the classroom at half past eight in the morning and explained that the project was to show where various animals lived at their different habitats. The categories given were fresh water, salt water and land. Next, Mrs. Persad selected the group members and asked one person from each group to pick a piece of paper out of a small plastic bag that had a category on it. Also, it contained instructions for the project. After this process was completed, Group A received the category for land habitats. Furthermore, Mrs. Persad informed the groups of the various ways to present, however, the presentations would occur at half past eight to lunchtime in the Science Laboratory.

When Mrs. Persad left, all students separated in their groups, the students discussed the project and ideas for the presentation. Then, Group A decided to create a three-dimensional model. To do this, the first step was to find the animals that lived on land, such as, wild buffalo, snakes and monkeys. These pictures were stuck onto cardboard and a tripod was created with the same material to be used as a base. As the final point of the project, a background was created with other natural materials, such as twigs, grass, leaves and stones, which each member gathered from the school yard to create a realistic background. A small light bulb was placed at the top of the box to illuminate the project and for presentation.

Finally, the time for the presentations arrived and all the groups prepared their projects and speeches. Each group acquired approximately twenty minutes to present. Firstly, Group B, who received the category of freshwater, showed their project. they

had made a poster on the animals that lived there and gave a brief explanation on their
30 category. Secondly, Group C, who obtained the category of salt water, showed their
collage of the ocean. That group gave a lengthy explanation of their project. Finally, it
was Group A's time to present. Then, Amy started the presentation by reading the
introduction. After, Chelsea placed the three dimensional model onto a spinning surface
for the other classmates to receive an entire view of the model. During the presentation,
35 Amy presented while Richard and Sean gestured to the places where she mentioned.
When they were finished, the teacher guided all presentations. Later, the groups were
marked according to their level of creativity, the way they spoke and the level of
neatness and effort put into the project. After, Group A was declared the only group who
were awarded all marks of twenty-five out of twenty-five.

Analysis of Report 2

Descriptors and Score		Comments
Content 5	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> ✓ What happened (from beginning to end) ✓ Person(s) involved (first name and surname) ✓ Location ✓ Date ✓ Time 	<ul style="list-style-type: none"> • The report contains all relevant details of the Science project. (The student should however be cautioned that the timeline for the project seems to be a bit unrealistic).
Language Use 5	<ul style="list-style-type: none"> ✓ Exclusive use of factual language ✓ Exclusive use of formal language ✓ Fluent, varied sentence types 	<ul style="list-style-type: none"> • The report uses a formal and factual tone consistently throughout the report • Varied sentence types are evident that assist with the clarity and fluency of information presented.
Organisation 4	<ul style="list-style-type: none"> ✓ Clearly defined introduction, body and conclusion ✓ All ideas, paragraphs, details are logically sequenced <input type="checkbox"/> Skilful use of transitional words and phrases to link ideas 	<ul style="list-style-type: none"> • Generally, information for the Introduction, Body and Conclusion is presented in a logical order. The main ideas and supporting details are structured within paragraphs and all ideas are clearly sequenced. • Transitional words link most ideas. “Furthermore” in line 14 and “however” in line 15 are used incorrectly. “Finally” in line 26 could be replaced with another transitional word.
Grammar/ Mechanics 4	<p>Accurate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation ✓ Spelling 	<ul style="list-style-type: none"> • Capitalisation issues were noted within the report, e.g. Line 1: “Standard four”; line 2: “science project”. • In line 38-39 there is an error in subject-verb agreement: “the only group who were awarded”. • A comma splice is evident in lines 14-15: “Furthermore, Mrs. Persad informed the groups of the various ways to present, however, the presentations would occur at half past eight...”
Total score: 18		

Report 3

Write a report on a recently concluded competition.

Include factual information on:

- **The date, time, place and schools involved**
- **Details about the competition**
- **The results**

On Monday 2nd April, 2018, the annual Republic Bank piano competition was held at Queen's Hall Port-of-Spain. The competition was scheduled to commence at nine in the morning and end at two the afternoon. The competition comprised of three participating schools.

5 Before the competition commenced, each school was divided into two categories, Junior and Senior. The room was full to capacity with the audience and three judges. The schools were asked to perform based on an alphabetical order, beginning with the Junior category. As the students played their pieces the audience applauded.

10 Next there was a half time intermission. Meaning the judges were calculating the points for the Junior category. We resumed performing at one o' clock. There was school left to perform for the Senior category. Then at approximately half past one the judges were ready with the results.

15 Afterwards, the judges announced the results. Each student was awarded with a certificate of participation. On stage was Harmony Government in third place. Next in second place was Raisley Primary School. Final in first place with the winning trophy was St. X Private School.

20 Finally, we were all dismissed at two o' clock. We all shook hands and congratulated each other. Overall the competition was a success once again participants also displayed their talents of the youth of Trinidad.

Analysis of Report 3

Descriptors and Score		Comments
Content 4	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> ✓ What happened (from beginning to end) <input type="checkbox"/> Person(s) involved ✓ Location ✓ Date ✓ Time (where applicable) 	<p>Most details are relevant to the report.</p> <p>The location, date and time were included.</p> <p>The names of the participating schools should have been placed in the first paragraph. More details could have been included about the categories e.g. what pieces were played and who played them.</p> <p>The details in the final line were not necessary for the report.</p>
Language Use 4	<ul style="list-style-type: none"> <input type="checkbox"/> Exclusive use of factual language <input type="checkbox"/> Exclusive use of formal language <input type="checkbox"/> Fluent, varied sentence types 	<p>There was an adequate use of factual language.</p> <ul style="list-style-type: none"> • Use of “we” in the last paragraph, gave the report a conversational tone. • Sentences did not always flow smoothly.
Organisation 4	<ul style="list-style-type: none"> ✓ Clearly defined introduction, body and conclusion <input type="checkbox"/> All ideas, paragraphs, details are logically sequenced <input type="checkbox"/> Skilful use of transitional words and phrases to link ideas 	<ul style="list-style-type: none"> • Sufficient relevant information was included to discern the introduction, body and conclusion. • “final” was used incorrectly in line 16.

Descriptors and Score		Comments
Grammar/ Mechanics 3	<p>Accurate use of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling 	<p>Some errors in grammar and mechanics impede the flow of the report at times.</p> <p>Unnecessary preposition (line 3): The competition comprised of three participating schools.</p> <p>Colon needed in line 6: Before the competition commenced, each school was divided into two categories, Junior and Senior.</p> <p>Missing comma (line 8): As the students played their pieces the audience applauded.</p> <p>There is a sentence fragment in lines 10-11: "Meaning the judges were calculating the points for the Junior category."</p>
Total score: 15		

Report 4

Topic: On your way to the cafeteria at lunch time, you see a Standard 4 child bullying a Standard 1 child. Write a report to your school's principal about the incident. Include details about the bullying and the outcome.

To: The Principal, Mrs. Ramkissoon

From: Elijah Khan

Topic: School Bullying at the Cafeteria

On Wednesday 13th June, 2018, there was an incident that occurred at lunch-time at the cafeteria at school. The incident was that a Standard Four child was bullying a Standard One child. The Standard Four child was Varen and the Standard One child was Amanda. The only witnesses to this incident were my friend, James, and I.

5 We witnessed that Varen came to Amanda and said to her, "Give me all your money or else I will hurt you." When Amanda refused to give him the money, Varen pushed her down on the ground and ran away. When we saw this, we immediately made a decision. The decision was that James would check on Amanda while I tell a nearby teacher about the situation. I then saw Mr. Mohammed, a teacher, walking in the
10 hall.

I then ran to Mr. Mohammed and told him everything about the situation. Mr. Mohammed first checked Amanda. When he got to Amanda, he found out that her head was bleeding. He then went to the office and called Amanda's parents. After he checked on Amanda, he told Varen, Jenna and I to go to the office to investigate the incident.

15 Later that day, Varen admitted that he bullied Amanda after Mr. Mohammed told him to tell the truth. Mr. Mohammed also called Varen's parents and gave them a note stating that Varen would be suspended for an entire week and must return with an apology letter. Amanda's head had finally stop bleeding when her parents arrived. Varen's parents also gave Amanda's parents five hundred dollars in case anything
20 would go wrong with Amanda's head. Before everyone left the office, Varen said to Mr. Mohammed, "I will never do this again."

Analysis of Report 4

Descriptors and Score		Comments
Content 4	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> ✓ What happened (from beginning to end) <input type="checkbox"/> Person(s) involved (first name and surname) ✓ Location ✓ Date ✓ Time 	<ul style="list-style-type: none"> • The location, date and time are stated in the first paragraph. • Details of what happened from beginning to end are given. • Only the first names of the persons involved are outlined. The teacher is the exception (his surname is given).
Language Use 3	<ul style="list-style-type: none"> <input type="checkbox"/> Exclusive use of factual language <input type="checkbox"/> Exclusive use of formal tone <input type="checkbox"/> Fluent, varied sentence types 	<ul style="list-style-type: none"> • There are some instances of a narrative style of writing: <ul style="list-style-type: none"> “When we saw this we immediately made the decision...” (lines 7-8) “Before everyone left the office, Varen said to Mr. Mohammed, “I will never do this again.” (lines 20-21) “...Amanda’s head had finally stopped bleeding” (line 18) • The use of direct speech in lines 20-21 also contributes to the conversational tone of the report.
Organisation 3	<ul style="list-style-type: none"> ✓ Clearly defined introduction, body and conclusion ✓ All ideas, paragraphs, details are logically sequenced <input type="checkbox"/> Skilful use of transitional words and phrases to link ideas 	<ul style="list-style-type: none"> • There is evidence of an introduction and body. The conclusion was a bit jumbled. • Paragraph 3 should have been split in two. A fourth paragraph could have started at “Later that day”. • “Then” was repeated unnecessarily in paragraphs 2 and 3.

Descriptors and Score		Comments
Grammar/ Mechanics 4	<p>Accurate use of:</p> <ul style="list-style-type: none"> ✓ Capitalisation <input type="checkbox"/> Use of parts of speech ✓ Punctuation ✓ Spelling 	<p>An error in pronoun use was detected in line 4: “The only witnesses to this incident were my friend, James and I.” should have been “James and me”.</p> <p>The past perfect tense should have been used in line 15: “Later that day, Varen admitted that he bullied Amanda...”</p> <p>There was a problem with sentence construction in line 2.</p>
Total score: 14		

Report 5

Write a report about a fire that you witnessed. Include details about:

- the date, time and location of the fire
- the people involved
- how the fire started
- the effects of the fire

To: The office in charge

From: Axel

Date: 3rd October 2017

Subject: The Fire

On the 1st of June 2017, I witnessed a fire. Sirens were emanating from a mile away. Workers ran aimlessly out of the burning building while the firemen hosed the fire. The fire started when Tom and Jerry decided to play with a mini lighter. The lighter burned Tom's finger so he hit it out of Jerry's hand and it landed on the gas company's front door. At that moment someone holding a tank of cooking gas placed it on the burning lighter. A pulse of gas threw back Tom, Jerry and the person close to it were severely damaged

Immediately, the ambulance was dialed. Ten minutes later the ambulance, police and the fire services arrived. While people were still in the building Sam, the neighbour of the owner took the initiative to save people inside the burning building. Two minutes later he came out carrying a woman. He fell unconscious and was treated accordingly.

The fireman extinguished the fire. The police took Tom and Jerry into custody and charged them for arson then they were sent to probation and released to their parents

Analysis of Report 5

Descriptors and Score		Comments
Content 3	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> ✓ What happened (from beginning to end) <input type="checkbox"/> Person(s) involved (first name and surname) <input type="checkbox"/> Location ✓ Date <input type="checkbox"/> Time 	<ul style="list-style-type: none"> • Details satisfactorily explain what happened. • No surnames are given of the persons involved. • The location is not clear, as only the detail of a burning building is given. • The date is noted in the first line. • The time is not given. • The first two sentences are not relevant to the report.
Language Use 3	<ul style="list-style-type: none"> <input type="checkbox"/> Exclusive use of factual language <input type="checkbox"/> Exclusive use of formal language <input type="checkbox"/> Fluent, varied sentence types 	<ul style="list-style-type: none"> • The use of factual language is inconsistent. "Sirens were emanating from a mile away." (lines 1-2); "...Sam the neighbour of the owner took the initiative to save people inside the burning building" (lines 9-10). • The formal tone is inconsistent. • Some sentences contribute to the clarity of the report. • The entire report was written in a narrative style.
Organisation 3	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly defined introduction, body and conclusion <input type="checkbox"/> All ideas, paragraphs, details are logically sequenced <input type="checkbox"/> Skilful use of transitional words and phrases to link ideas 	<ul style="list-style-type: none"> • Sufficient information is given to discern the introduction, body and conclusion of the report. • Most ideas are logically sequenced. The details about how the fire started should have been placed in the second paragraph. • Transitional phrases are used adequately.

Descriptors and Score		Comments
Grammar/ Mechanics 3	<input checked="" type="checkbox"/> Capitalisation <input type="checkbox"/> Use of parts of speech <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	<p>A few errors in punctuation and spelling were detected:</p> <p>Punctuation: There is a missing full stop at the end of paragraph 1 and paragraph 3.</p> <p>Missing commas were detected in: Lines 8-9: "Ten minutes later the ambulance, police and fire services arrived." Lines 10-11: "Two minutes later he came out carrying a woman."</p> <p>Two errors in spelling were detected: "dialed" (line 8) "cutody" (line 12)</p>
Total score: 12		

Report 6

A famous local person came to your school, addressed students during the assembly and presented prizes to students of your class. Write a report to your Principal on what happened during that assembly.

Among the factual information presented in your report, you may also consider

- who the famous local person was
- reason/s for the visit to your school
- what the famous person spoke to students about
- who received prizes
- reason/s why particular students received prizes
- the behaviour of students during the assembly

On the 30 October, 2017 a famous person came to our school and visited our class and her name is arena grandea She came at 8:30 am and during assembly Mrs Sonny told us that there is some one that is visitiding our school.

5 So She came by classes and talked about how to dress when going out and since we all dress appropriatey She gave us a prize all the girls got a haper and bathe set and heir clips and shoes and the boys got a hamper as well as a bath set but with men stuff in it and the boys did not get any shoes at all the girls got a lot of shoes like hels flats reeboak nike puma polo, joundu addidas and stuff like that

10 When School was over and I arrive home I saw this big truck fullled of stuff like a chear and table for makeup and emjoes stuffs and other I was so happy and the next day of school she came again and we all told her Thank you Arenia grundia she said to us Your Welcome and Thank you all for likeing my videos and subscribing I reach one million follower, likes and subscribers So I will keep doing this if you do to.

Analysis of Report 6

Descriptors and Score		Comments
Content 3	<p>Relevant main ideas and supporting details present:</p> <p><input type="checkbox"/> What happened (from beginning to end)</p> <p>✓ Person(s) involved (first name and surname)</p> <p><input type="checkbox"/> Location</p> <p>✓ Date</p> <p>✓ Time (where applicable)</p>	<p>Date and time of the visit were mentioned. It was not mentioned where the assembly was being held.</p> <p>The name of the visiting person was given (although it was spelt differently in different paragraphs)</p> <p>The reason for the visit was not explicitly stated. The details of the lecture were briefly mentioned. Details were given about the prizes that were distributed. Details were not given about the students' reaction to the visit (as asked for in the prompt).</p>
Language Use 2	<p><input type="checkbox"/> Exclusive use of factual language</p> <p><input type="checkbox"/> Exclusive use of formal language</p> <p><input type="checkbox"/> Fluent, varied sentence types</p>	<ul style="list-style-type: none"> The report is written in a very conversational style: <ul style="list-style-type: none"> "...the boys got a hamper...but with men stuff in it" (line 6-7) "...stuff like that..." (line 8) "...I saw this big truck" (line 9) "I was so happy..." (line 10) <p>Run on sentences sometimes impede readability. "She gave us a prize all the girls got a haper and bathe set and heir clips and shoes and the boys got a hamper as well as a bath set but with men stuff in it and the boys did not get any shoes at all the girls got a lot of shoes like hels flats reeboak nike puma polo, joundu addidas and stuff like that" (lines 5-8)</p>
Organisation 3	<p><input type="checkbox"/> Clearly defined introduction, body and conclusion</p> <p><input type="checkbox"/> All ideas, paragraphs, details are logically sequenced</p> <p><input type="checkbox"/> Skilful use of transitional words and phrases to link ideas</p>	<p>Introduction, body and conclusion can be discerned.</p> <p>Incorrect transitional words and phrases were used:</p> <p>Line 4: "So She came by classes..." Line 13: "So I will keep doing this if you do..."</p>

Descriptors and Score		Comments
Grammar/ Mechanics 2	<input type="checkbox"/> Capitalisation <input type="checkbox"/> Usage <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	Names of shoes were not capitalised. Paragraph 2 is a run on sentence. Paragraph 3 is a run on sentence. Spelling errors detected: visiteding (line 3) haper (line 5) bathe set (line 5-6) chear (line 10)
Total score: 10		

Report 7

Topic: On your way to the cafeteria at lunch time, you saw a Standard 4 child bullying a Standard 1 child. Write a report to about the incident. Include details about the bullying and the outcome.

To: Miss Joseph

From: Olando

Subject: A figth

On 1st of May at lunchtime Antion was bulying Alvin who was in Std 1 Antion push him down and then he started to kick him up and Antion took him up and slam him on the ground and his hand broke his leg and he got in trouble from Sir. Ali.

Analysis of Report 7

Descriptors and Score		Comments
Content 1	<p>Relevant main ideas and supporting details present:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What happened (from beginning to end) <input type="checkbox"/> Person(s) involved (first name and surname) <input type="checkbox"/> Location <input checked="" type="checkbox"/> Date <input checked="" type="checkbox"/> Time 	<ul style="list-style-type: none"> • The date and time are evident. • Persons involved in the incident are identified only by their first names. • There is little evidence of details of the incident.
Language Use 1	<ul style="list-style-type: none"> <input type="checkbox"/> Exclusive use of factual language <input type="checkbox"/> Exclusive use of formal language <input type="checkbox"/> Fluent, varied sentence types 	<ul style="list-style-type: none"> • There is minimal use of factual language and formal tone. • The entire passage is one run sentence which impedes the clarity of the report. • There is a substantial use of the Creole.
Organisation 1	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly defined introduction, body and conclusion <input type="checkbox"/> All ideas, paragraphs, details are logically sequenced <input type="checkbox"/> Skilful use of transitional words and phrases to link ideas 	<ul style="list-style-type: none"> • The Introduction, body and conclusion are indiscernible. • The information is not organised.

Descriptors and Score		Comments
Grammar/ Mechanics 1	<p>Accurate use of:</p> <ul style="list-style-type: none"> ✓ Capitalisation <input type="checkbox"/> Usage <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling 	<ul style="list-style-type: none"> • Frequent errors in grammar, spelling and mechanics make the report almost unintelligible. <p>Grammar: Incorrect verb structures are used, e.g. “push” and “slam” in lines one and two.</p> <p>Punctuation: Limited use of punctuation marks (There is only one end punctuation mark).</p> <p>Spelling There is one spelling error (bulyin, line 1)</p>
Total score: 4		

Appendix 1: Rubric for Narrative Writing

	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Content	<p>The story is in response to the writing task and is conveyed through:</p> <ul style="list-style-type: none"> -effectively established setting (time <i>and</i> place) -skilful development of character: physical descriptions, actions and dialogue. -skilful development of all elements of plot. 	<p>The story is in response to the writing task and is conveyed through:</p> <ul style="list-style-type: none"> -well-developed setting (time <i>and</i> place) -competent development of character: physical descriptions, actions, dialogue (any two). - competent development of any four elements of plot. 	<p>The story is in response to the writing task and is conveyed through:</p> <ul style="list-style-type: none"> -fairly developed setting (time or place) -satisfactory development of character: physical description, action <i>or</i> dialogue (any one). -satisfactory development of any three elements of plot. 	<p>The story demonstrates an incomplete understanding of the writing task.</p> <p>Time or place is named only.</p> <p>Character/s are named only.</p> <p>Action and/or dialogue (if present) do not develop character.</p> <p>Plot is underdeveloped.</p>	<p>Lacks understanding of the writing task.</p> <p>Setting is not evident</p> <p>Character/s are presented but not named.</p> <p>Plot cannot be discerned.</p>	<p>Prompt alone is repeated.</p> <p>Clearly off topic.</p> <p>No intelligible response</p>
Language Use	<p>Vivid descriptive and figurative language establish clarity of narrative elements.</p> <p>Sensory details enhance story.</p>	<p>Relevant descriptive and/or figurative language facilitate the narrative.</p> <p>Sensory details facilitate the narrative.</p>	<p>Limited use of descriptive or figurative language.</p> <p>Limited use of sensory details.</p>	<p>Descriptive and/or figurative language and sensory details attempted but usage is often inappropriate or repetitive.</p>	<p>No discernible use of descriptive or figurative language and/or sensory details.</p>	<p>Words and sentences are indiscernible.</p>

	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Organisation	<p>Purposeful sequencing of plot structure regardless of chronological order.</p> <p>Skilful use of transitions and paragraphing add clarity to the plot structure.</p>	<p>Logical sequencing of plot structure.</p> <p>Logical use of transitions and paragraphing facilitate the narrative</p>	<p>Inconsistent sequencing of plot structure.</p> <p>Simplistic use of transitions and paragraphs may impede the flow of the narrative.</p>	<p>Disorganised sequencing of plot structure.</p> <p>Weak transitions with limited paragraphing make the narrative illogical.</p>	<p>Sentences are evident but the writing demonstrates no evidence of sequencing.</p>	<p>Words are indiscernible.</p> <p>Lack of structure.</p>
Grammar/ Mechanics	<p>Minor lapses in grammar or spelling or punctuation do not detract from the fluency and clarity of the writing.</p>	<p>A few errors in grammar or spelling or punctuation or capitalisation do not impede meaning.</p>	<p>Some errors in grammar, punctuation, capitalisation and spelling at times impede meaning.</p>	<p>Frequent errors in grammar, punctuation, capitalisation and spelling impede readability.</p>	<p>Grammatical and mechanical errors make the story almost unintelligible.</p>	<p>Words and sentences are indiscernible.</p>

Appendix 2: Rubric for Report Writing

Report	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Content	<p>All details are carefully selected, specific and relevant to genre, audience and task.</p> <p>Main ideas are specific to the task and are developed skilfully through, relevant supporting details.</p>	<p>Most details are carefully selected, specific and relevant to genre, audience, and task.</p> <p>Main ideas are related to the task and are developed competently using relevant details.</p>	<p>Some details are relevant to genre, audience and task.</p> <p>Main ideas are related to the task and are developed satisfactorily through supporting details.</p>	<p>Details are limited but relevant to genre, audience and task.</p> <p>Main ideas are evident but partially related to the task and inadequately developed.</p>	<p>Little evidence of details which are relevant to genre, audience and task.</p> <p>Sentences are evident but main ideas and supporting details are indiscernible.</p>	<p>Prompt alone is repeated.</p> <p>Clearly off topic.</p> <p>No intelligible response</p>
Language Use	<p>Factual language used exclusively.</p> <p>Formal tone used throughout the report.</p> <p>Fluent, varied sentences enhance the clarity of the report.</p>	<p>Factual language used adequately.</p> <p>Formal tone used adequately in most paragraphs.</p> <p>Most sentences contribute to the clarity of the report.</p>	<p>Inconsistent use of factual language.</p> <p>Formal tone, interrupted by occasional lapses into informality.</p> <p>Some sentences contribute to the clarity of the report.</p>	<p>Limited use of factual language.</p> <p>Limited use of formal tone impedes the report.</p> <p>A combination of sentences and fragments impede the clarity of the report.</p>	<p>Minimal use of factual language and formal tone.</p> <p>Fragments and run-on sentences impede the clarity of the report.</p>	<p>Words and sentences are indiscernible.</p>
Organisation	<p>Clear and detailed introduction, body and conclusion.</p> <p>Transitional words and phrases are used to skilfully link ideas and</p>	<p>Clear introduction, body and conclusion.</p> <p>Transitional words and phrases are used to competently link</p>	<p>Sufficient relevant information included to discern the introduction, body and conclusion.</p> <p>Transitional words</p>	<p>Insufficient information included in introduction and body.</p> <p>Little or no use of transitional words</p>	<p>Introduction is attempted, but body and final paragraphs are indiscernible.</p> <p>Irrelevant details with no transitions</p>	<p>Words are indiscernible.</p> <p>Lack of structure.</p>

Report	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
	<p>supporting details throughout the report.</p> <p>Clearly organized structure with logical sequencing of all ideas, paragraphs and details.</p>	<p>ideas and supporting details in most of the report.</p> <p>Well organized structure with logical sequencing of most ideas, paragraphs and details.</p>	<p>and phrases attempt to link ideas with some information sequenced incorrectly.</p> <p>Poorly organized with lapses in sequencing which impede clarity of the report.</p>	<p>and phrases to link ideas.</p> <p>Disorganized with little evidence of sequencing of information.</p>	<p>to link ideas.</p> <p>Information not organized or logical.</p>	
Grammar/Mechanics	<p>Minor lapses in grammar, spelling or punctuation do not detract from the fluency and clarity of the report.</p>	<p>A few errors in grammar, spelling and/or punctuation are present but do not disrupt the clarity of the report.</p>	<p>Some errors in grammar, punctuation, spelling and/or capitalisation at times impede meaning.</p>	<p>Many errors in grammar, spelling, punctuation and capitalisation impede readability.</p>	<p>Frequent errors in punctuation, capitalisation and spelling make the report almost unintelligible.</p>	<p>Words and sentences are indiscernible.</p>