

2014 Pilot

Student Learning Assessment



Literacy Performance Task: Support Documents

Change the Empty Space

Assessment Sector

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2014 Student Learning Assessment Pilot Performance Task: Support Documents – Literacy – Create the Empty Space

Bookmarks

The following bookmarks allow you to navigate to specific parts of this document.

Literacy Performance Task Administration Guidelines for Teachers

Literacy Performance Task Descriptors

Literacy Performance Task Exemplars

Literacy Performance Task_Student Activity 1 – What I Need to Do

Literacy Performance Task_Student Activity 2 – Make a Plan

Literacy Performance Task_Student Activity 3 – The Composition template 1

Literacy Performance Task_Student Activity 3 – The Composition template 2

Literacy Performance Task_Student Activity 3 – The Composition template 3

Literacy Performance Task_Student Activity 3 – The Composition template 4

Literacy Performance Task_Student Activity 4 – Thinking About My Work

Literacy Performance Task_Student Task

Student Learning Assessment

The logo consists of the letters 'SLA' in a bold, white, sans-serif font, centered within a solid black square.

English Literacy

Performance Task Administration Guidelines for Teachers

Change the Empty Space 2014 Pilot

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Contents

Change the Empty Space	1
Purpose of the Performance Task	1
Performance Task at a Glance.....	1
Preparation for Administration of the Performance Task	3
Administration of the Performance Task	4
Activity 1: What I Need to Do.....	4
Gathering Ideas	5
Small Group Discussion	8
Activity 2: Make a Plan	9
Activity 3: The Composition.....	10
Activity 4: Thinking About My Work.....	11
Assessing the Performance Task	12
Assessment Guide and Exemplars.....	12
Accessing the Digital Assessment Tools	12
Contacts	12

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Change the Empty Space

Purpose of the Performance Task

The performance task is designed to engage students in a variety of activities that incorporate the three components of literacy: Awareness, Knowledge and Understanding, and Strategies. (See the [Grade 3 Literacy and Numeracy SLA Information Bulletin](#) for descriptions of the three components.)

The purpose of this assessment is to find out what students are able to do **independently** in order to identify their individual strengths and areas for improvement. The results are to be used to improve student learning and enhance classroom instruction. This performance task is not designed to be a summative assessment.

Performance Task at a Glance

Activity 1: What I Need to Do

The purpose of this activity is to assess literacy awareness. This activity provides students with the opportunity to communicate what they know and need to do in order to complete the performance task.

Slide 1 of the group presentation sets the context for the performance task. Slide 2 provides students with the information they need to **independently** answer the three questions in Activity 1.

Students complete Activity 1 before viewing slides 3 to 8 of the group presentation.

Gathering Ideas – Group Presentation

Use slides 3 to 8 to engage students in thinking about and discussing the ideas they will use.

Small Group Discussion

Students work alone or in groups to think or talk about their ideas. You can help students, clarify expectations, and provide guidance as required.

Activity 2: Make a Plan

After the discussion, use slide 9 to introduce the **independent** planning time.

Activity 3: The Composition

Students work **independently** to complete this part of the performance task. Slide 10 is a placeholder for Activity 3. The composition includes text and at least one visual representation.

Activity 4: Thinking About My Work

After students have completed the composition, use slide 11 to introduce the student reflection. Students **independently** reflect on their work.

Teacher Tips

- ✓ It is **highly** recommended that the performance task is administered near the beginning of the 4 week administration period. This will ensure that there is enough time to assess students' responses and submit the results by October 24, 2014.
- ✓ The performance task can be completed over several short sessions or days.
- ✓ Teachers **should not** record any information for students to view and/or copy.
- ✓ Students use the **Make a Plan** page after the small group discussion.
- ✓ Can students use dictionaries? The purpose of the Student Learning Assessments is to determine what students can do **independently**. This will support the teacher in designing instruction to meet individual strengths and areas requiring improvement. To ensure this purpose can be fulfilled, students are not allowed to use published or personal dictionaries during the performance task.

Preparation for Administration of the Performance Task

1. Review the Group Presentation

- ☐ Ensure the Group Presentation can be projected onto a SmartBoard or other screen.
- ☐ Ensure audio and videos work.
- ☐ Review the supplementary information and teacher tips provided in this document.

2. Prepare Student Materials

- ☐ Make a copy of the following documents for each student.

Activity 1: What I Need to Do

What I Need to Do

What questions will I need to ask?	How can I find the answers to my questions?	What are some ways to organize the data?

The Task

The Task

	Plan and organize your ideas.
	Present your ideas using interesting words and sentences.
	Use what you know about spelling, capital letters, and punctuation.
	Include pictures or other ways to show your ideas.
	Check your work when you are finished.

Activity 2: Make a Plan

Make a Plan

Activity 3: The Composition (optional templates)

[illegible]

Activity 4: Thinking About My Work

Unit 1 • Thinking About My Work

Thinking About My Work

My favorite part of my work is _____

One thing I like least is _____

If I did these activities again I would _____

Teacher Tip

- ✓ Students may use copies of the blank templates for **Activity 3: The Composition** or they may use their own paper.

Administration of the Performance Task

Activity 1: What I Need to Do

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide One: The Empty Space

- ☐ Purpose: to set the context for the performance task.
- ☐ Play the video. Replay as many times as necessary.
- ☐ Video voice-over:

Almost every community has some empty, undeveloped spaces. Rural communities have a lot of empty spaces. Small towns have a few empty spaces that can be developed. Big cities don't have very many places that are empty. Think about where you live. Imagine that there is an empty space near your home. Your community has asked for your ideas about how to change the empty space so that it can be used by more people.

Slide Two: Activity 1: What I Need to Do

- ☐ Purpose: to check for literacy awareness. Is the student able to communicate what is known and what needs to be done in order to complete the performance task?
- ☐ Distribute the **Activity 1: What I Need to Do** page to students.
- ☐ Play the audio. Replay as many times as necessary. The audio will pause briefly after each question is asked.
- ☐ Audio:

*Think about your ideas for the empty space.
Using words and pictures, answer the following questions:
What questions do I need to ask? //
How can I find the answers to my questions? //
What are some ways I can share my ideas? //*

- ☐ Students **independently** record their response to the question on their **Activity 1: What I Need to Do** page.

Gathering Ideas

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Three: The Task

- ☐ Purpose: to focus the students' thinking and prepare them for the task.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio:

When you write to the people in your community, you may use the ideas you have seen and talked about with your classmates. Be sure to explain how the empty space should be changed so that more people will use it. You will need to:

Plan and organize your ideas.

Present your ideas using interesting words and sentences.

Use what you know about spelling, capital letters, and periods.

Include pictures or other ways to show your ideas.

Check your work when you are finished.

- ☐ Review the information on the slide with your students. Tell the students that they will receive a copy of these instructions after the presentation.

Teacher Tip

- ✓ Give students their own copies of **The Task** page and the **Make a Plan** page after slide 9 of the group presentation.

Slide Four: Who Lives in Your Community?

- ☐ Purpose: to stimulate ideas about who lives in the students' community and what activities community members might enjoy.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio:

Think about who lives in your community and what they like to do. What could you put in the empty space so that more people would use it? Discuss your ideas with your classmates.

- ☐ Facilitate the class discussion and clarify any information generated in this part of the presentation.
- ☐ Encourage students to think about who lives in their community and what activities community members might enjoy.

Teacher Tip

- ✓ Teachers **should not** record any information for students to view and/or copy. This is a class discussion only.

Slide Five: What Do You Want to Do With the Empty Space?

- ☐ Purpose: to generate ideas about what the students could do with the empty space.
- ☐ Play each video. Replay as many times as necessary (there are no voice-overs).
- ☐ Facilitate the class discussion and clarify any information generated in this part of the presentation.
- ☐ Encourage students to think of other uses for the empty space.

Slide Six: What Would You Like to Put in the Empty Space?

- ☐ Purpose: to further the class discussion around what the students would like to do with the empty space.
- ☐ Pictures of various objects, buildings, facilities, and so on appear as you click.
- ☐ Facilitate the class discussion and clarify any information generated in this part of the presentation.
- ☐ Encourage students to think about their ideas and how their changes to the empty space will increase its use by members of their community.

Slide Seven: What is the Best Way to Change the Empty Space?

- ☐ Purpose: to refocus the students on the purpose of the performance task.
- ☐ Play the video. Replay as many times as necessary.
- ☐ Video voice-over:

This student is thinking of ways to change the empty space in her community. She thinks about the people and animals that will use the space. She also thinks about what they like to do. She thinks the people in the community will like her ideas because they are interesting and exciting.

- ☐ Discuss and clarify information from the video with students.

Slide Eight: The Task

- ☐ Purpose: to remind the students how to complete the composition.
- ☐ Review the purpose, task, and criteria with the students.
- ☐ Remind the students that they will be receiving **The Task** checklist

Small Group Discussion

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Nine: Small Group Discussion

☐ Purpose: to allow students to share their ideas for the empty space and discuss any other aspects of the performance task.

☐ Play the audio. Replay as many times as necessary.

☐ Audio:

You have heard many ideas about what could be done with the empty space so that more people in your community would use it. Now think about your ideas for the empty space. In groups of 2 to 4, meet with your classmates to share your ideas. Be sure to take turns and be respectful of others.

☐ Students meet in groups of 2 to 4 to discuss what they have learned about changing the empty space.

☐ The teacher can interact with students by answering questions and clarifying understandings.

☐ Students may share their ideas about how they plan to do their writing.

Teacher Tip

- ✓ Students and teachers **should not** record any information at this time. This is a small group discussion only.

Activity 2: Make a Plan

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Ten: Activity 2: Make a Plan

- ☐ Purpose: to allow students time to independently plan their responses to the performance task.
- ☐ Distribute **The Task** page and the **Activity 2: Make a Plan** page.
- ☐ Play the audio. Replay as many times as necessary.

- ☐ Audio:

Now it's time to make a plan. You may use the ideas you have seen and talked about with your classmates. Record your ideas on your Make a Plan page using words and pictures. Organize your ideas in any way you like. If you like, you may watch the presentation again. After you have gathered the information you need, you may begin writing about your ideas for the empty space.

- ☐ Review what students need to do as they prepare to communicate their ideas about the empty space.
- ☐ Students can use **The Task** page and the **Activity 2: Make a Plan** page to ensure they've met all criteria.
- ☐ Students **independently** plan using any manner they prefer (colouring, drawing, pictures, words, webs, charts, and so on).
- ☐ You can interact with the students during the planning time.
- ☐ The blank templates that may be used for **Activity 3: The Composition** should be available at this time so students can decide which page formats they want to use.

Teacher Tips

- ✓ Encourage students to plan both their writing and their visual representations at this time.
- ✓ Students can create their own visual representations and/or use a variety of other sources for their pictures, including the Internet.
- ✓ After students have planned their response, it is **highly** recommended that students take a break from the performance task. Students can complete their response after their break or on another day.

Activity 3: The Composition

Suggested time: 20–40 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Eleven: Remember to

- ☐ Purpose: students **independently** communicate their ideas about the empty space by creating their own composition.
- ☐ Students can use the blank templates provided or other writing materials of their choice.

Teacher Tip

- ✓ **Activity 4: Thinking About My Work** should be introduced after students have completed their compositions.

Activity 4: Thinking About My Work

Suggested time: 5–10 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Twelve: Activity 4: Thinking About My Work

- ☐ Purpose: to provide students the opportunity to reflect on their response to the performance task.
- ☐ Show this slide after all students have completed **Activity 3: The Composition**.
- ☐ Distribute the **Activity 4: Thinking About My Work** page.
- ☐ Play the audio. Replay as many times as necessary. The audio will pause briefly after each question is asked.
- ☐ Audio:

Congratulations, you have finished your plan and your composition. Think about what you were asked to do in order to complete them. //

Look at your plan and your composition. Think about your work.

What is your favourite part? //

Think about something you want your teacher to notice about your work. What is one thing you did well? //

If you were asked to do these activities again, what would you change or do differently?

- ☐ Talk about what each “Thinking About My Work” statement means.
- ☐ Students can either **independently** write their reflections or meet with the teacher, one-on-one, to communicate their reflections. (See Teacher Tip)

Teacher Tip

- ✓ If a student responds orally to the statements, please write their responses on the **Activity 4: Thinking About My Work** page or record them so they are available to share with the student’s parents.

Assessing the Performance Task

The purpose of the Literacy Performance Task is to find out what students are able to do independently in order to identify their individual strengths as well as areas for improvement. The Performance Task will only be assessed at the local level.

Classroom teachers are expected to assess their students' Literacy Performance Task and digitally submit results for each student to Alberta Education. The students' performance tasks are kept at the school for reference during teacher, student, and parent conversations.

Assessment Guide and Exemplars

When assessing the Literacy Performance Tasks, teachers will use the:

1. Literacy Performance Task Descriptors (A print version is also available in the [Grade 3 SLA Literacy and Numeracy Information Bulletin](#).)
2. Literacy Performance Task Exemplars (A print version is available on the Teacher Dashboard—see below.)

Accessing the Digital Assessment Tools

The Assessment Guide and the Exemplars will be digitally available through the Teacher Dashboard during the SLA administration period (September 29-October 24, 2014). Information about accessing the Teacher Dashboard is located at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>

Contacts

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Office Hours:

Monday thru Friday, 8:15 a.m. to 4:30 p.m.

The office is open during the lunch hour.

For assistance with questions regarding the content, administration, or assessment of the performance task, contact Deanna Wiens, English Literacy SLA Team Leader (Deanna.Wiens@govab.ca).

SLA Grade 3 Literacy Performance Task Descriptors

2014 Pilot

Activity 1: What I Need to Do	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1	Comments
When assessing Activity 1, consider the extent to which the student <ul style="list-style-type: none">is aware of what is known and needs to be done (A)describes processes of thinking and communicating (A)	<input type="checkbox"/> In-depth description of what is known and needs to be done is provided. <input type="checkbox"/> A variety of ways to communicate effectively are described.	<input type="checkbox"/> Some specific details are used to describe what is known and needs to be done. <input type="checkbox"/> Several ways to communicate are described.	<input type="checkbox"/> General description of what is known and needs to be done is provided. <input type="checkbox"/> Appropriate ways to communicate are described.	<input type="checkbox"/> Minimal description of what is known and needs to be done is provided. <input type="checkbox"/> Minimal description of ways to communicate is provided.	<input type="checkbox"/> A description of what is known and needs to be done is missing. <input type="checkbox"/> A description of ways to communicate is missing.	
Activity 2: Make a Plan	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1	Comments
When assessing Activity 2, consider how effectively the student <ul style="list-style-type: none">represents information (S)	<input type="checkbox"/> The main idea and supporting details are represented effectively.	<input type="checkbox"/> The main idea and supporting details are represented using specific details.	<input type="checkbox"/> The main idea and supporting details are represented appropriately.	<input type="checkbox"/> The main idea and supporting details are minimally represented.	<input type="checkbox"/> The main idea and supporting details are missing.	
Activity 3: The Composition	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1	Comments
Content and Organization When assessing Content and Organization appropriate for the beginning of Grade 3, consider how effectively the student <ul style="list-style-type: none">establishes a main idea (S)uses supporting details (S)sequences writing (S)incorporates visual representations (pictures, charts, maps, graphs, cycles, and so on) (S) Length and complexity of the response must be considered.	<input type="checkbox"/> Information is creative and presents a well-supported main idea. <input type="checkbox"/> Details are relevant, precise, and consistently develop the topic. <input type="checkbox"/> Information is consistently presented in logical sequence. <input type="checkbox"/> Visual representations are appropriately integrated and demonstrate in-depth understanding.	<input type="checkbox"/> Information is intentionally chosen and presents a supported main idea. <input type="checkbox"/> Details are interesting, are specific, and effectively develop the topic. <input type="checkbox"/> Information is usually presented in logical sequence. <input type="checkbox"/> Visual representations are integrated and enhance the composition.	<input type="checkbox"/> Information is appropriate and provides some support for a main idea. <input type="checkbox"/> Details are general and develop the topic. <input type="checkbox"/> Information is generally presented in sequence. <input type="checkbox"/> Visual representations are present and support the composition.	<input type="checkbox"/> Information is vague and the main idea is inadequately developed. <input type="checkbox"/> Details are few and/or repetitive. <input type="checkbox"/> Information is fragmented, is disconnected, or lacks a logical sequence and may ramble or present as a list. <input type="checkbox"/> Visual representations are present but are ineffective and/or detract from the composition.	<input type="checkbox"/> Information is undeveloped or inappropriate, or the main idea is missing. <input type="checkbox"/> Details are scant. <input type="checkbox"/> Information is not sequenced and ideas are presented randomly. <input type="checkbox"/> Visual representations are misused or missing.	
Vocabulary When assessing Vocabulary appropriate for the beginning of Grade 3, consider the extent to which the student uses <ul style="list-style-type: none">connecting words and phrases (KU)descriptive language (S)topic-specific words (KU) Length and complexity of the response must be considered.	<input type="checkbox"/> A variety of connecting words and/or phrases consistently create coherence. <input type="checkbox"/> Specific, descriptive words are thoughtfully chosen and consistently used accurately. <input type="checkbox"/> Topic-specific words are consistently used accurately.	<input type="checkbox"/> Several different connecting words and/or phrases usually create coherence. <input type="checkbox"/> Interesting words are intentionally chosen and usually used accurately. <input type="checkbox"/> Topic-specific words are usually used accurately.	<input type="checkbox"/> Simple connecting words appropriately link ideas. <input type="checkbox"/> Words chosen are general and used appropriately. <input type="checkbox"/> Topic-specific words are sometimes used.	<input type="checkbox"/> Few connecting words are used. <input type="checkbox"/> Words chosen are vague and indicate a lack of vocabulary. <input type="checkbox"/> Topic-specific word use is limited.	<input type="checkbox"/> Connecting words are misused or missing. <input type="checkbox"/> Words chosen are sometimes inappropriate and/or misused. <input type="checkbox"/> Topic-specific words are misused or missing.	
Conventions When assessing Conventions appropriate for the beginning of Grade 3, consider the extent to which the student <ul style="list-style-type: none">controls sentence structure (KU)controls spelling (KU)uses capitalization correctly (KU)uses punctuation correctly (KU) Length and complexity of the response must be considered.	<input type="checkbox"/> Simple and compound sentences are written correctly and are consistently effective. <input type="checkbox"/> Spelling is essentially correct. Errors reflect risk-taking and phonetic spelling. <input type="checkbox"/> Capitalization of proper nouns and at the beginning of sentences is essentially correct. <input type="checkbox"/> End punctuation (periods and question marks) and commas (in a series) are essentially correct.	<input type="checkbox"/> Simple and compound sentences are written correctly and are usually effective. <input type="checkbox"/> Most words are spelled correctly. Uncommon words may be spelled phonetically. <input type="checkbox"/> Capitalization of proper nouns and at the beginning of sentences is usually correct. <input type="checkbox"/> End punctuation (periods and question marks) and commas (in a series) are usually correct.	<input type="checkbox"/> Simple and compound sentences are generally controlled. <input type="checkbox"/> Common words are generally spelled correctly. Unfamiliar and irregular words are spelled phonetically. <input type="checkbox"/> Capitalization of proper nouns and at the beginning of sentences is generally correct. <input type="checkbox"/> End punctuation (periods and question marks) and commas (in a series) are generally correct.	<input type="checkbox"/> Sentence structure is simple and/or lacks control. <input type="checkbox"/> Common and unfamiliar words are often spelled phonetically. <input type="checkbox"/> Use of correct capitalization is inconsistent. <input type="checkbox"/> Use of end punctuation and commas is inconsistent.	<input type="checkbox"/> Thought units are difficult to discern, and this severely impedes the meaning. <input type="checkbox"/> Words may be difficult to discern or may be spelled phonetically. <input type="checkbox"/> There is little evidence of correct capitalization. <input type="checkbox"/> There is little evidence of correct use of end punctuation and commas.	
Activity 4: Thinking About My Work	Response Quality 5	Response Quality 4	Response Quality 3	Response Quality 2	Response Quality 1	Comments
When assessing Activity 4, consider the extent to which the student critically assesses <ul style="list-style-type: none">personal strengths (A)areas for improvement (A)	<input type="checkbox"/> Meaningful understanding of personal strengths is expressed. <input type="checkbox"/> An area for improvement is thoughtfully identified.	<input type="checkbox"/> Specific understanding of a personal strength is expressed. <input type="checkbox"/> An area for improvement is identified and described.	<input type="checkbox"/> Basic understanding of personal strengths is expressed. <input type="checkbox"/> An area for improvement is identified.	<input type="checkbox"/> Minimal understanding of personal strengths is expressed. <input type="checkbox"/> An area for improvement is inadequately identified.	<input type="checkbox"/> Expression of personal strengths is missing. <input type="checkbox"/> Identification of an area for improvement is missing.	

Note: The Response Quality statements are descriptions that are ordered from the highest quality of response (Response Quality 5) to the lowest quality of response (Response Quality 1).

(A) – Awareness (A) is the personal understanding of literacy and the essential role it plays in everyone's life. Students determine how being literate enables them to create and express meaning. They use their literacy skills to represent what they know, what they are able to do, and what they need to learn.

(S) – Strategies (S) are deliberate actions, procedures, or processes. Students connect and select background knowledge and personal experiences to develop new understandings. They use effective and efficient strategies to acquire knowledge and understandings, to respond to knowledge and understandings, and to generate and share ideas and information.

(KU) – Knowledge and Understanding (KU) are the foundational building blocks of essential literacy concepts and skills. Students communicate to define and develop concepts, ideas, and understandings. They use their knowledge of structures, rules, and tools of language to communicate meaning. Students use diverse texts and media to develop concepts, ideas, and understandings.

Student Learning Assessment

SLA

English Literacy

Exemplars of Student Responses

Change the Empty Space 2014 Pilot

Assessment Sector

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Contents

Introduction	1
Performance Task at a Glance	2
Activity 1: What I Need to Do	3
Exemplar for Response Quality 1 Descriptors	4
Exemplar for Response Quality 2 Descriptors	5
Exemplar for Response Quality 3 Descriptors	6
Exemplar for Response Quality 4 Descriptors	7
Exemplar for Response Quality 5 Descriptors	8
Activity 2: Make a Plan	9
Exemplar for Response Quality 1 Descriptors	10
Exemplar for Response Quality 2 Descriptors	11
Exemplar for Response Quality 3 Descriptors	12
Exemplar for Response Quality 4 Descriptors	13
Exemplar for Response Quality 5 Descriptors	14
Activity 3: The Composition	15
Content and Organization	15
Vocabulary	16
Conventions	17
Exemplar for Response Quality 1 Descriptors: Empty	18
Exemplar for Response Quality 1 and 2 Descriptors: Music Store	20
Exemplar for Response Quality 1 and 2 Descriptors: The Wood Shop	22
Exemplar for Response Quality 1, 2, and 3 Descriptors: The Daycare	24
Exemplar for Response Quality 2 and 3 Descriptors: Pet Store	26
Exemplar for Response Quality 3 Descriptors: Picnic Area	29
Exemplar for Response Quality 3 and 4 Descriptors: A Park.....	32
Exemplar for Response Quality 3 and 4 Descriptors: Skateboard Park	35
Exemplar for Response Quality 4 Descriptors: A Lake	38
Exemplar for Response Quality 4 and 5 Descriptors: A Waterslide	41
Exemplar for Response Quality 5 Descriptors: Fascinating Park.....	44

continued

Activity 4: Thinking About My Work	47
Exemplar for Response Quality 1 Descriptors	48
Exemplar for Response Quality 2 Descriptors	49
Exemplar for Response Quality 3 Descriptors	50
Exemplar for Response Quality 4 Descriptors	51
Exemplar for Response Quality 5 Descriptors	52

Introduction

Teachers are required to assess student responses using the **Performance Task Descriptors** and the **Exemplars of Student Responses** which are both found on the *Teacher Dashboard*.

The assessment of student responses must be based solely on the **Performance Task Descriptors** and the **Exemplars of Student Responses**. Fairness and accuracy for all students are the most important requirements of the assessment process.

Performance Task Descriptors

The **Performance Task Descriptors** are a set of statements that can be used to describe the students' responses to each of the four activities in the Literacy Performance Task.

- The teacher will identify the performance task descriptors which best describe each student's responses. This information will be recorded using the **On-line Performance Task Descriptor**, which is located on the *Teacher Dashboard*.
- When all of the students' responses have been recorded, the teacher will submit this information to Alberta Education through the *Teacher Dashboard*.

Exemplars of Student Responses

The **Exemplars of Student Responses** (located on the *Teacher Dashboard*) are based on students' responses to the Performance Task. These responses provide a range of examples that illustrate the statements in the **Performance Task Descriptors**.

- A rationale that explains the connection between each example of student work and the **Performance Task Descriptors** is also provided.
- The **Exemplars of Student Responses** should be used in conjunction with the **Performance Task Descriptors** to assess a student's response to the four activities in the Performance Task.

How are the Performance Task Descriptors and Exemplars of Student Responses Created?

Several different working groups of educational consultants and grade 2, 3, and 4 teachers developed and validated the **Performance Task Descriptors**. They also selected and validated the **Exemplars of Student Responses**.

Exemplar Selection Working Group

The **Exemplars of Student Responses** are based on selections of student work, taken from field tests, which best illustrate the **Performance Task Descriptors**. Working-group members read a large sample of students' written responses to the performance task and select responses that best match the standards demonstrated by students at the beginning of Grade 3. The working group then writes rationales that explain the relationship between each Exemplar and the **Performance Task Descriptors**.

Exemplar Validation Working Group

The Exemplar Validation Working Group members review and approve the selected **Exemplars of Student Responses** and the rationales that have been prepared. This group ensures that the rationales accurately reflect the **Performance Task Descriptors** and verify that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the rationales so that teachers can accurately and reliably assess their students' responses.

Performance Task at a Glance

The Performance Task is composed of four activities, which are designed to be completed in about 60 minutes. It is recommended that the Performance Task be administered during several short sessions. Breaks may be taken any time during the administration of the Performance Task.

During the four activities in the Performance Task, students are asked to communicate their response to the following situation:

Change the Empty Space

Think about where you live and to imagine that there is an empty space near your home. Your community has asked you to give them some ideas about how to change the empty space so that more people will use it.

1. Activity 1: What I Need to Do

The purpose of this activity is to assess literacy awareness. Students **independently** communicate what they know and need to do in order to complete the Performance Task.

2. Activity 2: Make a Plan

After viewing a presentation and discussing their ideas as a class and in small groups, students **independently** plan their compositions.

3. Activity 3: The Composition

Students work **independently** to create their compositions which include visual representations.

4. Activity 4: Thinking About My Work

After students have completed their compositions, they **independently** reflect on their work.

Activity 1: What I Need to Do

The purpose of this activity is to assess literacy awareness. Students independently communicate what they know and need to do in order to complete the Performance Task.

When assessing Activity 1, consider the extent to which the student

- is aware of what is known and needs to be done
- describes processes of thinking and communicating

Descriptors for Activity 1

Response Quality 5	<ul style="list-style-type: none">• In-depth description of what is known and needs to be done is provided.• A variety of ways to communicate effectively are described.
Response Quality 4	<ul style="list-style-type: none">• Some specific details are used to describe what is known and needs to be done.• Several ways to communicate are described.
Response Quality 3	<ul style="list-style-type: none">• General description of what is known and needs to be done is provided.• Appropriate ways to communicate are described.
Response Quality 2	<ul style="list-style-type: none">• Minimal description of what is known and needs to be done is provided.• Minimal description of ways to communicate is provided.
Response Quality 1	<ul style="list-style-type: none">• A description of what is known and needs to be done is missing.• A description of ways to communicate is missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

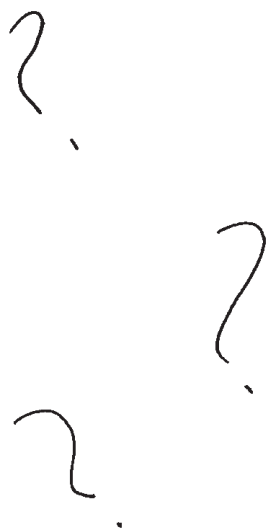

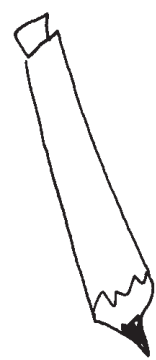
Exemplar for Response Quality 1 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 1	<ul style="list-style-type: none"> A description of what is known and needs to be done is missing (student responds using question marks).
Response Quality 1	<ul style="list-style-type: none"> A description of ways to communicate is missing (student responds with a picture of a pencil without an explanation of its purpose).

What I Need to Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
		

Exemplar for Response Quality 2 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 2	<ul style="list-style-type: none"> Minimal description of what is known ("add a FUN thing") and needs to be done ("School") is provided.
Response Quality 2	<ul style="list-style-type: none"> Minimal description of ways to communicate is provided ("We will Love our community").

What Do I Need To Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
I think I will need to add a FUN thing	School	think the community We will Love our community

Exemplar for Response Quality 3 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 3	<ul style="list-style-type: none"> General description of what is known ("What should I put in empty spaces?") and needs to be done ("get a book") is provided.
Response Quality 3	<ul style="list-style-type: none"> Appropriate ways to communicate are described ("I can make a web").

What Do I Need To Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
<p>Could I take the codes and stars and put them somewhere else?</p> <p>What should I put in empty spaces?</p>	<p>get a book</p> <p>Read a story</p>	<p>I can make a web</p> <p>I can use drawings</p>

Exemplar for Response Quality 4 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 4	<ul style="list-style-type: none"> Some specific details are used to describe what is known ("How much money does it cost?") and needs to be done ("Ask my dad").
Response Quality 4	<ul style="list-style-type: none"> Several ways to communicate are described ("Make a speech for the mayor").

What I Need to Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
<p>Who wants to us the space?</p> <p>How much money does it cost?</p>	<p>Ask my dad</p> <p>Internet</p> <p>Go to bank</p>	<p>Make a report for my teacher</p> <p>Make a speech for the mayer</p>

Exemplar for Response Quality 5 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 5	<ul style="list-style-type: none"> In-depth description of what is known ("Is someone else already planning to make something in the empty space?") and needs to be done ("Go to the internet and find information on building a garden") is provided.
Response Quality 5	<ul style="list-style-type: none"> A variety of ways to communicate effectively are described ("send out posters" and "try to talk to my friends").

What Do I Need To Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
<p>Are there animals living in this space?</p> <p>Is someone else already planning to make something in the empty space?</p> <p>How big is this space?</p>	<p>Go ask kids, parents, grand parents</p> <p>Go to the internet and find information on building a garden</p>	<p>-send out posters to tell people about the empty space</p> <p>-try to talk to my friends and take their ideas</p> <p>what do you think</p> <p>Empty Space</p>

Activity 2: Make a Plan

After viewing a presentation and discussing their ideas as a class and in small groups, students independently plan their compositions.

When assessing Activity 2, consider how effectively the student

- represents information

Descriptors for Activity 2

Response Quality 5	<ul style="list-style-type: none">• The main idea and supporting details are represented effectively.
Response Quality 4	<ul style="list-style-type: none">• The main idea and supporting details are represented using specific details.
Response Quality 3	<ul style="list-style-type: none">• The main idea and supporting details are represented appropriately.
Response Quality 2	<ul style="list-style-type: none">• The main idea and supporting details are minimally represented.
Response Quality 1	<ul style="list-style-type: none">• The main idea and supporting details are missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

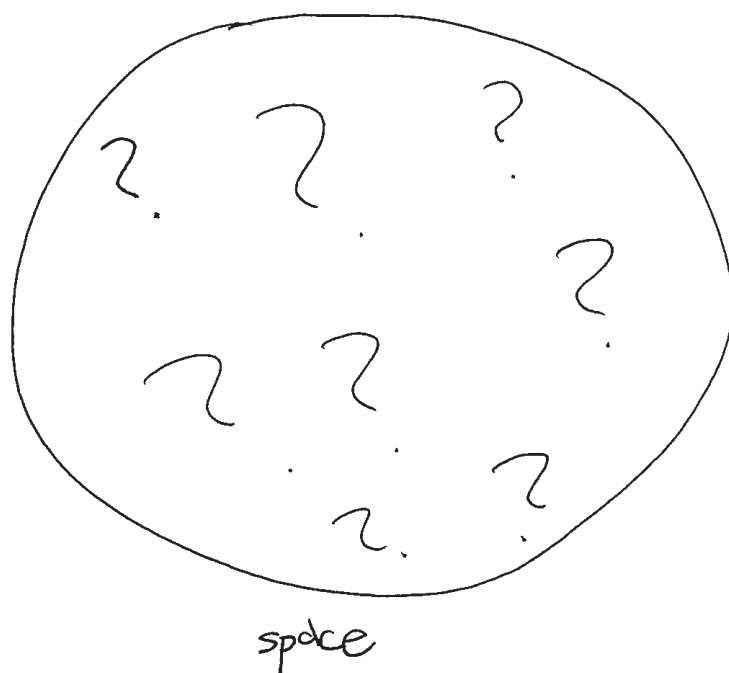
Exemplar for Response Quality 1 Descriptors

Activity 2: Make a Plan

A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 1	<ul style="list-style-type: none">The main idea and supporting details are missing (The purpose of the visual representation is unclear).

Make a Plan



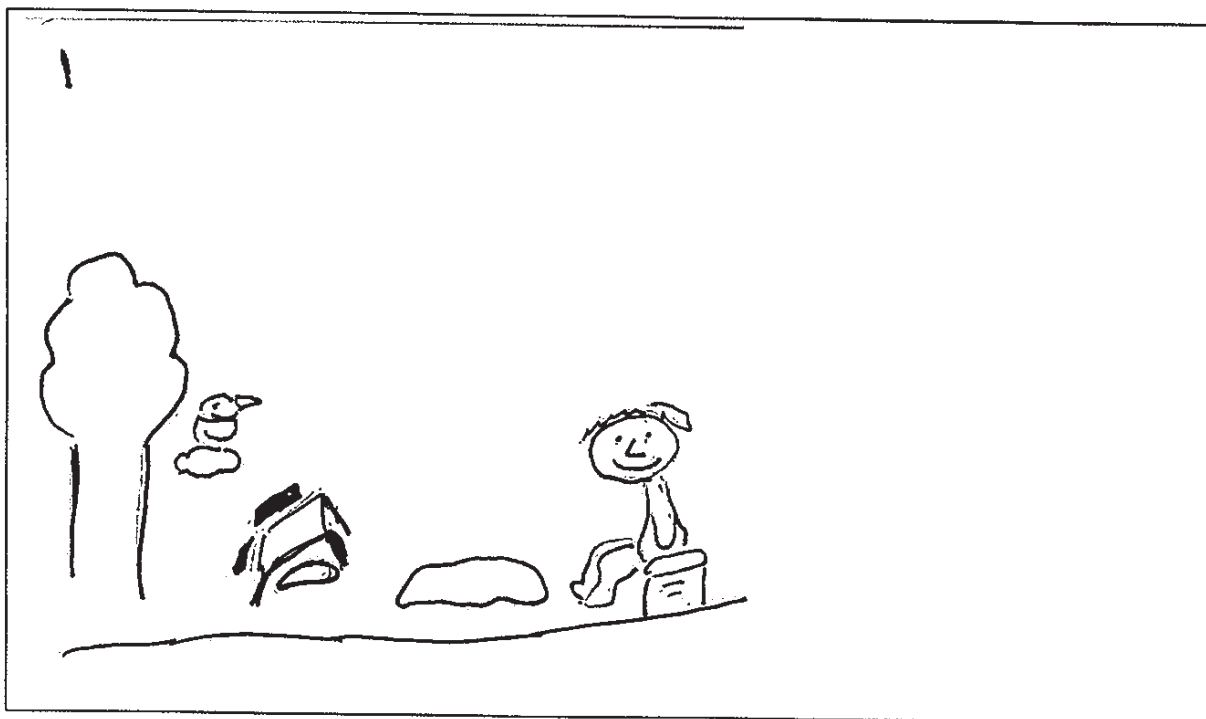
Exemplar for Response Quality 2 Descriptors

Activity 2: Make a Plan

A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 2	<ul style="list-style-type: none">The main idea and supporting details are minimally represented (The plan shows a picture but lacks connection to the main idea).

Make A Plan



Exemplar for Response Quality 3 Descriptors

Activity 2: Make a Plan

A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 3	<ul style="list-style-type: none">The main idea and supporting details are represented appropriately (The plan shows a list of basic ideas with some connection to the topic).

The Best Lego store

1. Lego movie

2 bricks

3. Popo

4. Lego toys

5 Lego friends

6. Lego houses

7. car

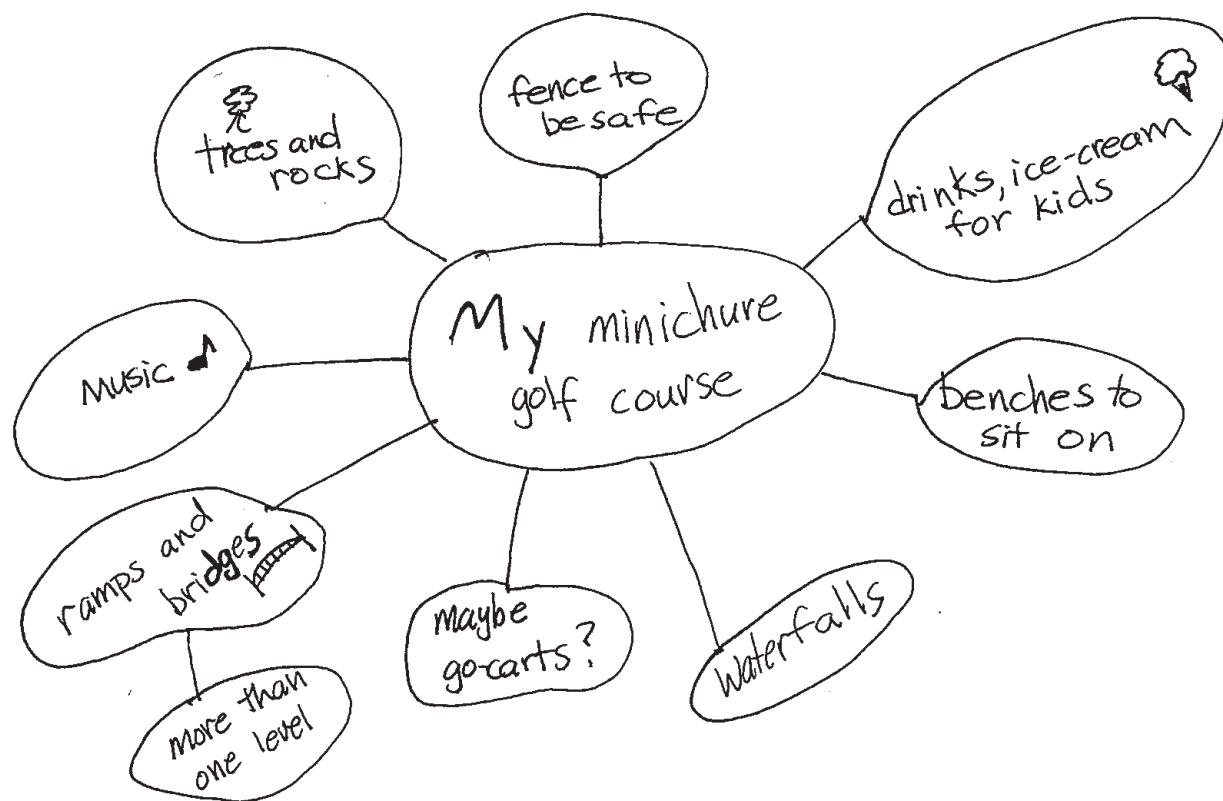
Exemplar for Response Quality 4 Descriptors

Activity 2: Make a Plan

A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 4	<ul style="list-style-type: none"> The main idea and supporting details are represented using specific details (the plan is organized in a web and contains specific details that support the main idea).

Make a Plan



Exemplar for Response Quality 5 Descriptors

Activity 2: Make a Plan

A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 5	<ul style="list-style-type: none"> The main idea and supporting details are represented effectively (The plan is organized in a chart and contains details which clearly support and develop the main idea).

Make a Plan

First part

<u>What?</u> change space	<u>When?</u> soon
<u>Where?</u> my community	<u>Why?</u> need more people to go their

Second part

How?
Bike Racetrak

1. Make a racetrak
2. Make hills
3. Make a lake
4. Make benches
5. Snak Stor
6. Fix-it shop for bikes

Do a picture

Activity 3: The Composition

Content and Organization

Students work independently to create their compositions which include visual representations.

When assessing Activity 3, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response.

Content and Organization

When assessing Content and Organization, consider how effectively the student

- establishes a main idea
- uses supporting details
- sequences writing
- incorporates visual representations (pictures, charts, maps, graphs, cycles, and so on)

Activity 3: Descriptors for Content and Organization	
Response Quality 5	<ul style="list-style-type: none"> • Information is creative and presents a well-supported main idea. • Details are relevant, precise, and consistently develop the topic. • Information is consistently presented in logical sequence. • Visual representations are appropriately integrated and demonstrate in-depth understanding.
Response Quality 4	<ul style="list-style-type: none"> • Information is intentionally chosen and presents a supported main idea. • Details are interesting, are specific, and effectively develop the topic. • Information is usually presented in logical sequence. • Visual representations are integrated and enhance the composition.
Response Quality 3	<ul style="list-style-type: none"> • Information is appropriate and provides some support for a main idea. • Details are general and develop the topic. • Information is generally presented in sequence. • Visual representations are present and support the composition.
Response Quality 2	<ul style="list-style-type: none"> • Information is vague and the main idea is inadequately developed. • Details are few and/or repetitive. • Information is fragmented, is disconnected or lacks a logical sequence and may ramble or present as a list. • Visual representations are present but are ineffective and/or detract from the composition.
Response Quality 1	<ul style="list-style-type: none"> • Information is undeveloped or inappropriate, or the main idea is missing. • Details are scant. • Information is not sequenced and ideas are presented randomly. • Visual representations are misused or missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 3: The Composition Vocabulary

Students work independently to create their compositions which include visual representations.

When assessing Activity 3, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response.

Vocabulary

When assessing Vocabulary, consider the extent to which the student uses

- connecting words and phrases
- descriptive language
- topic-specific words

Activity 3: Descriptors for Vocabulary	
Response Quality 5	<ul style="list-style-type: none"> • A variety of connecting words and/or phrases consistently create coherence. • Specific, descriptive words are thoughtfully chosen and consistently used accurately. • Topic-specific words are consistently used accurately.
Response Quality 4	<ul style="list-style-type: none"> • Several different connecting words and/or phrases usually create coherence. • Interesting words are intentionally chosen and usually used accurately. • Topic-specific words are usually used accurately.
Response Quality 3	<ul style="list-style-type: none"> • Simple connecting words appropriately link ideas. • Words chosen are general and used appropriately. • Topic-specific words are sometimes used.
Response Quality 2	<ul style="list-style-type: none"> • Few connecting words are used. • Words chosen are vague and indicate a lack of vocabulary. • Topic-specific word use is limited.
Response Quality 1	<ul style="list-style-type: none"> • Connecting words are misused or missing. • Words chosen are sometimes inappropriate and/or misused. • Topic-specific words are misused or missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Activity 3: The Composition Conventions

Students work independently to create their compositions which include visual representations.

When assessing Activity 3, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response.

Conventions

When assessing Conventions, consider the extent to which the student

- controls sentence structure
- controls spelling
- uses capitalization correctly
- uses punctuation correctly

Activity 3: Descriptors for Conventions	
Response Quality 5	<ul style="list-style-type: none"> • Simple and compound sentences are written correctly and are consistently effective. • Spelling is essentially correct. Errors reflect risk-taking and phonetic spelling. • Capitalization of proper nouns and at the beginning of sentences is essentially correct. • End punctuation (periods and question marks) and commas (in a series) are essentially correct.
Response Quality 4	<ul style="list-style-type: none"> • Simple and compound sentences are written correctly and usually effective. • Most words are spelled correctly. Uncommon words may be spelled phonetically. • Capitalization of proper nouns and at the beginning of sentences is usually correct. • End punctuation (periods and question marks) and commas (in a series) are usually correct.
Response Quality 3	<ul style="list-style-type: none"> • Simple and compound sentences are generally controlled. • Common words are generally spelled correctly. Unfamiliar and irregular words are spelled phonetically. • Capitalization of proper nouns and at the beginning of sentences is generally correct. • End punctuation (periods and question marks) and commas (in a series) are generally correct.
Response Quality 2	<ul style="list-style-type: none"> • Sentence structure is simple and/or lacks control. • Common and unfamiliar words are often spelled phonetically. • Use of correct capitalization is inconsistent. • Use of end punctuation and commas is inconsistent.
Response Quality 1	<ul style="list-style-type: none"> • Thought units (sentences) are difficult to discern, and this severely impedes the meaning. • Words may be difficult to discern or may be spelled phonetically. • There is little evidence of correct capitalization. • There is little evidence of correct use of end punctuation and commas.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Exemplar for Response Quality 1 Descriptors: Empty

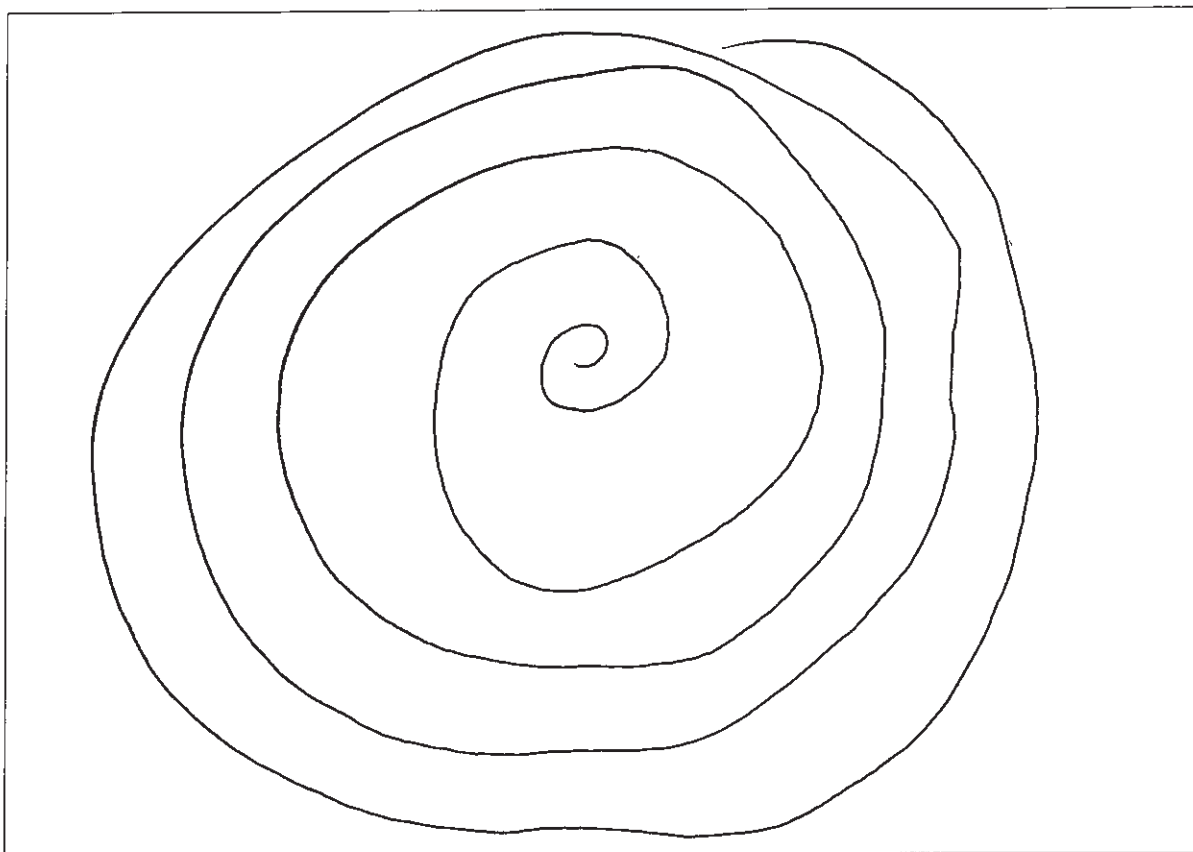
Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 1 Response Quality 1 Response Quality 1 Response Quality 1	Content and Organization <ul style="list-style-type: none"> Information is undeveloped and the main idea is missing (“Emtee spas iz Emptee”). Details are scant (“What too boo” and “chanj it”). Information and ideas are presented randomly (very few ideas are presented). Visual representations are misused.
Response Quality 1 Response Quality 1 Response Quality 1	Vocabulary <ul style="list-style-type: none"> Connecting words are missing. Words chosen are sometimes inappropriate (“chanj it”). Topic-specific words are missing (there is no indication of how the space can be changed).
Response Quality 1 Response Quality 1 Response Quality 1 Response Quality 1	Conventions <ul style="list-style-type: none"> Thought units are difficult to discern. Words are spelled phonetically (“Emtee” for “empty,” “iz” for “is,” and “chanj” for “change”). Little evidence of correct use of capitalization. Little evidence of correct use of end punctuation and commas.

Length and complexity must be considered.

Exemplar for Response Quality 1 Descriptors: Empty – continued



Emtee zpdz iz Emtee what
too boo changj it. changj it

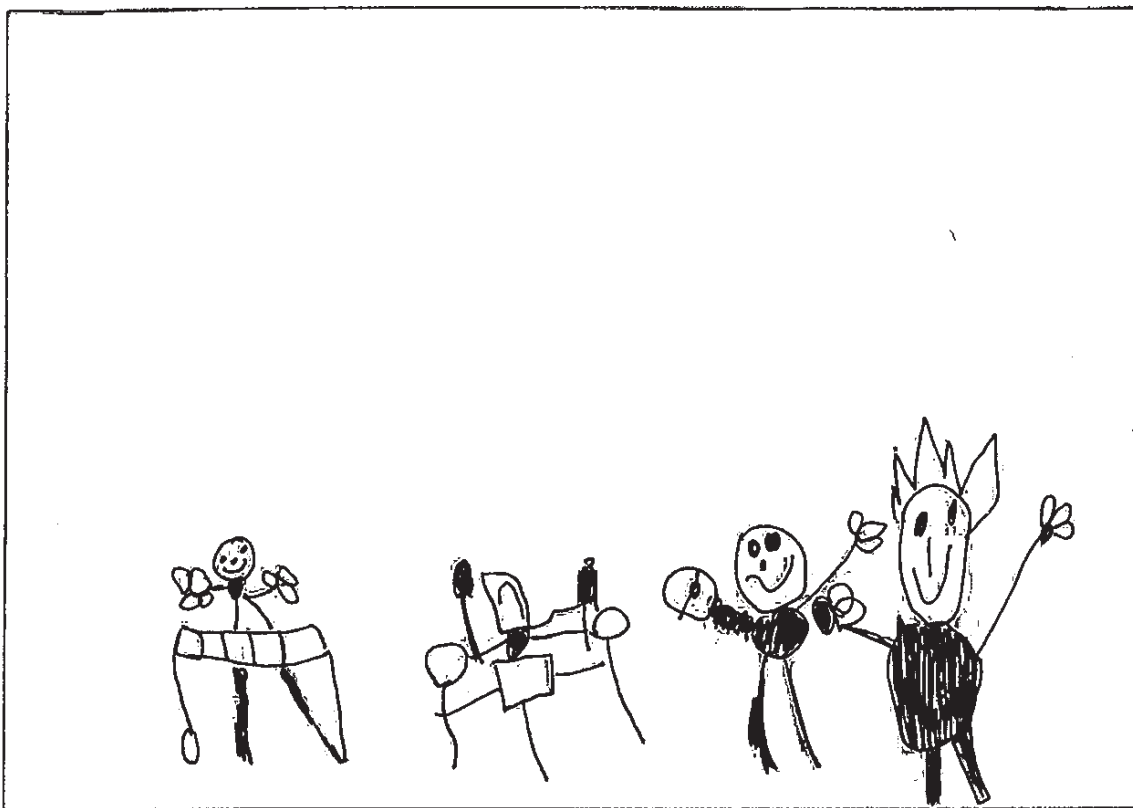
Exemplar for Response Quality 1 and 2 Descriptors: Music Store

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 1 Response Quality 1 Response Quality 1 Response Quality 2	Content and Organization <ul style="list-style-type: none"> Information is undeveloped and the main idea is missing (kids want to have a music store, have their own concert show, have proud parents). Details are scant (“musik stor,” “onw band,” and “our mum and dad”). Information and ideas are presented randomly (some sequencing of ideas is evident but it is ineffective). Visual representations are present but are ineffective.
Response Quality 2 Response Quality 2 Response Quality 2	Vocabulary <ul style="list-style-type: none"> Few connecting words are used (“and den” and “becaues”). Words chosen are vague and indicate a lack of vocabulary (“kids,” “can by ther one band,” and “whent”). Topic-specific word use is limited (“ideea,” “band” and “consrt sho”).
Response Quality 2 Response Quality 1 Response Quality 1 Response Quality 1	Conventions <ul style="list-style-type: none"> Sentence structure is simple and lacks control. Words are difficult to discern or spelled phonetically (“hf” for “have,” “den” for “then,” and “cud” for “could”). Little evidence of correct use of capitalization. Little evidence of correct use of end of sentence punctuation and commas.

Length and complexity must be considered.



My idea is a muzik store for kids
can be ther one band. and den we cut
hif our one consrt shg!. Ov the kids
that whent to the stor becuz den
our mum and dad will be proud ov us.

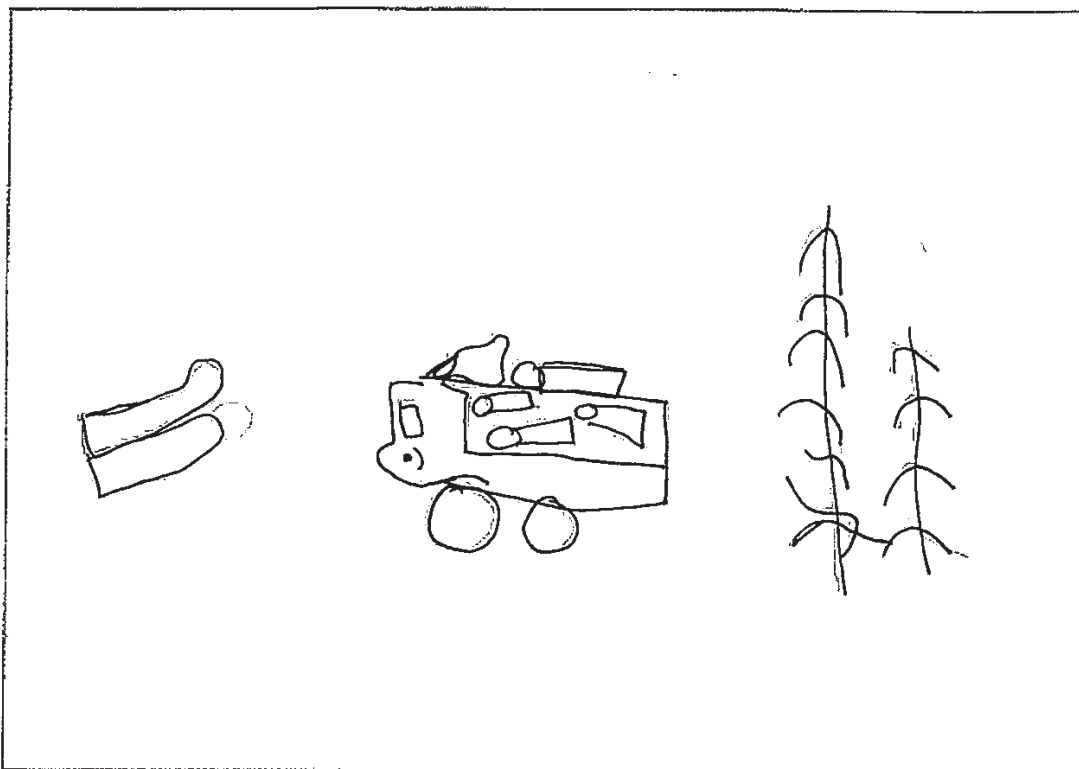
Exemplar for Response Quality 1 and 2 Descriptors: The Wood Shop

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 2 Response Quality 2 Response Quality 2 Response Quality 2	Content and Organization <ul style="list-style-type: none"> Information is vague and the main idea is inadequately developed (town needs a wood shop so the people can use the wood). Details are few and repetitive (“we can slis wood,” “we can cut Big Logs,” and “peplo woob Like it”). Information is fragmented, rambles, and presents as a list (“we could slis wood ande carv wood and we can slis wood ... we can carv the logs”). Visual representations are present but are ineffective and detract from the composition.
Response Quality 1 Response Quality 2 Response Quality 2	Vocabulary <ul style="list-style-type: none"> Connecting words are misused (“and” is repetitively used throughout the writing). Words chosen are vague and indicate a lack of vocabulary (“cut,” “big trucks,” and “another plas”). Topic-specific word use is limited (“wood,” “carv,” and “logs”).
Response Quality 2 Response Quality 2 Response Quality 1 Response Quality 1	Conventions <ul style="list-style-type: none"> Sentence structure is simple and lacks control. Common and unfamiliar words are spelled phonetically (“sholld” for “should,” “slis” for “slice,” and “cuking” for “cooking”). Little evidence of correct use of capitalization (“Small Logs” and “Big Logs”). Little evidence of correct use of end punctuation and commas.

Length and complexity must be considered.



Dear, Town I think our town should have a wood shop because we could slice wood and carve wood and we can slice wood and we could cut up big logs up it and we can take small logs of it and we can cut big logs up it and we can carve the logs and we can drive the big trucks and take them away another place and we can use them for cooking and we can go to the wood shop and get more wood and I think the people would like it because they could pick up big logs from John

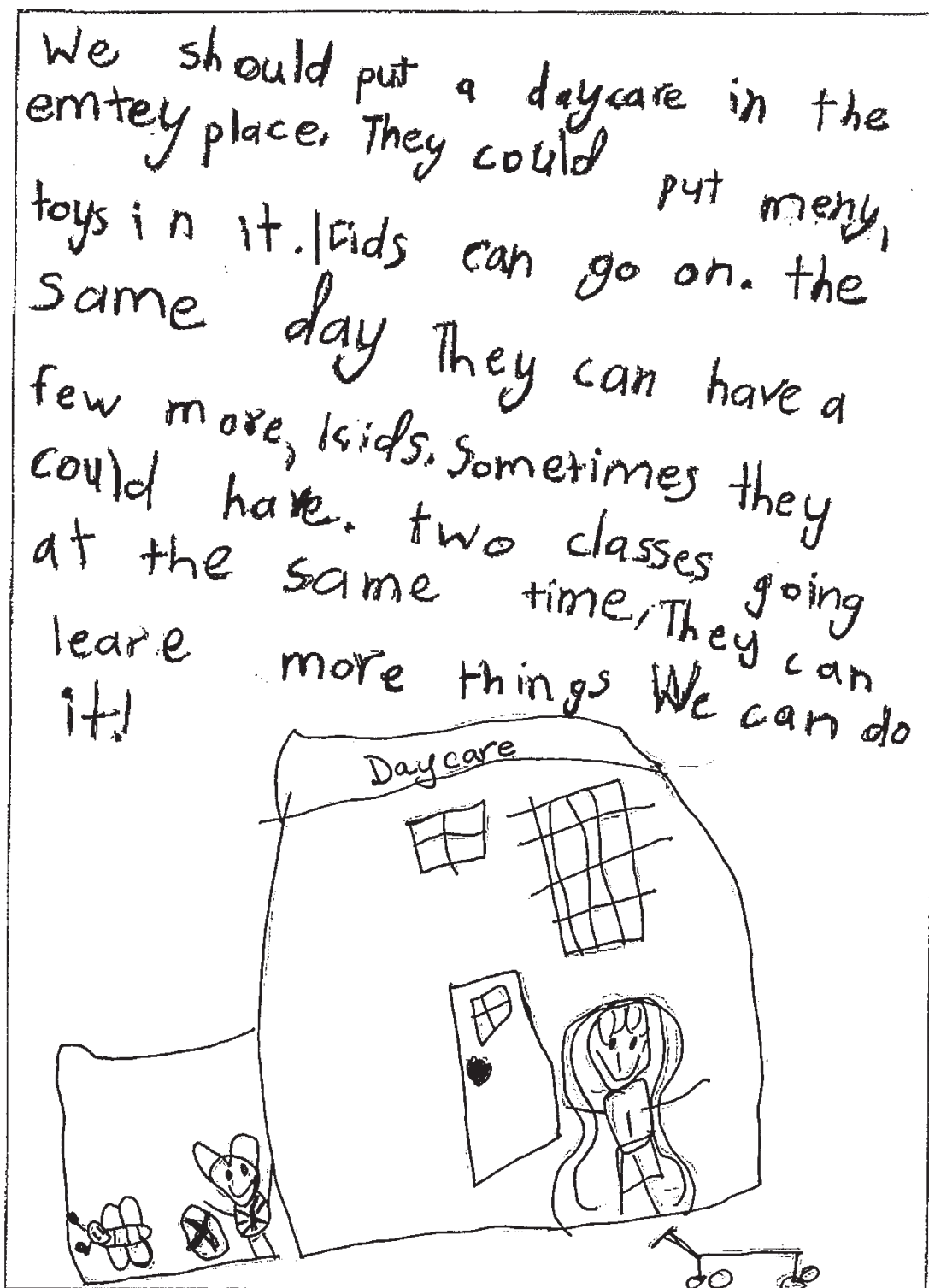
Exemplar for Response Quality 1, 2, and 3 Descriptors: The Daycare

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 2 Response Quality 2 Response Quality 2 Response Quality 3	Content and Organization <ul style="list-style-type: none"> • Information is vague and the main idea is inadequately developed (many children will come to play and learn in the daycare). • Details are few (“meny toys,” “few more kids,” and “leare more things”). • Information is fragmented, disconnected and lacks a logical sequence (“Kids can go on the same day. They can have a few more kids.”). • Visual representations are present and support the composition.
Response Quality 1 Response Quality 2 Response Quality 2	Vocabulary <ul style="list-style-type: none"> • Connecting words are missing. • Words chosen are vague and indicate a lack of vocabulary (“put,” “same day,” and “leare more”). • Topic-specific word use is limited (“toys,” “kids,” and “classes”).
Response Quality 2 Response Quality 3 Response Quality 3 Response Quality 2	Conventions <ul style="list-style-type: none"> • Sentence structure is simple. • Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically (“emtey” for “empty,” “meny” for “many,” and “leare” for “learn”). • Capitalization at the beginning of sentences is generally correct. • Inconsistent use of end punctuation and commas.

Length and complexity must be considered.

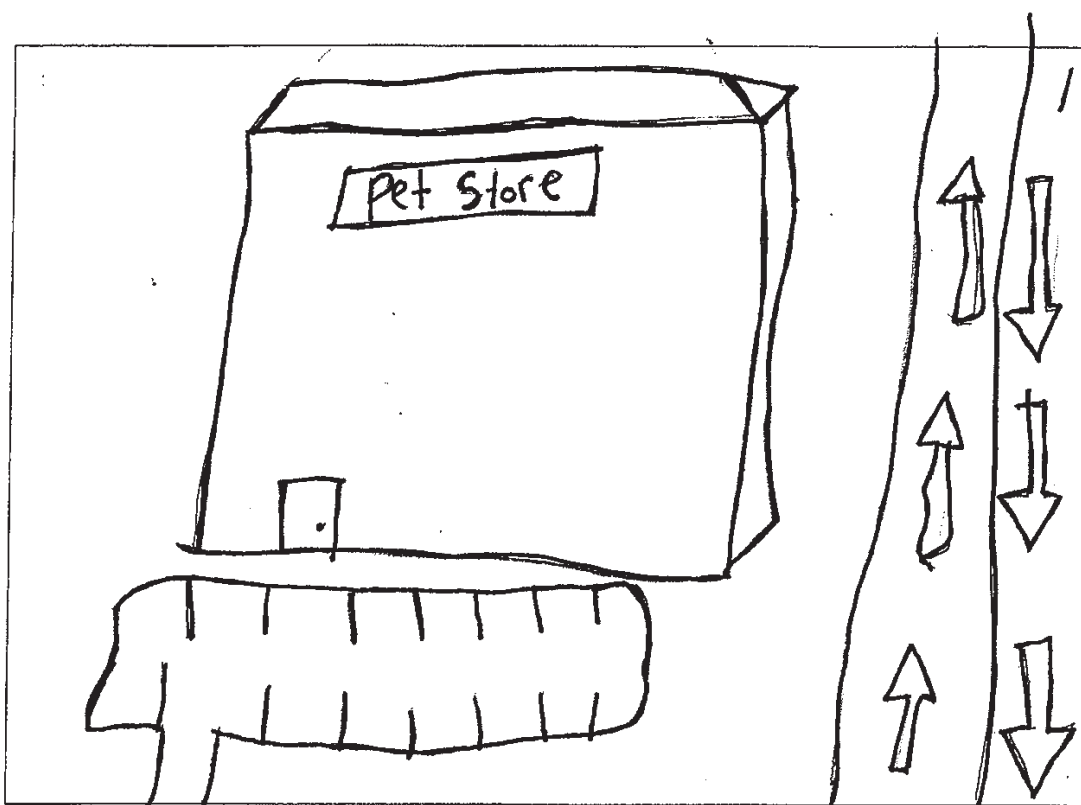


Exemplar for Response Quality 2 and 3 Descriptors: Pet Store

Activity 3: The Composition

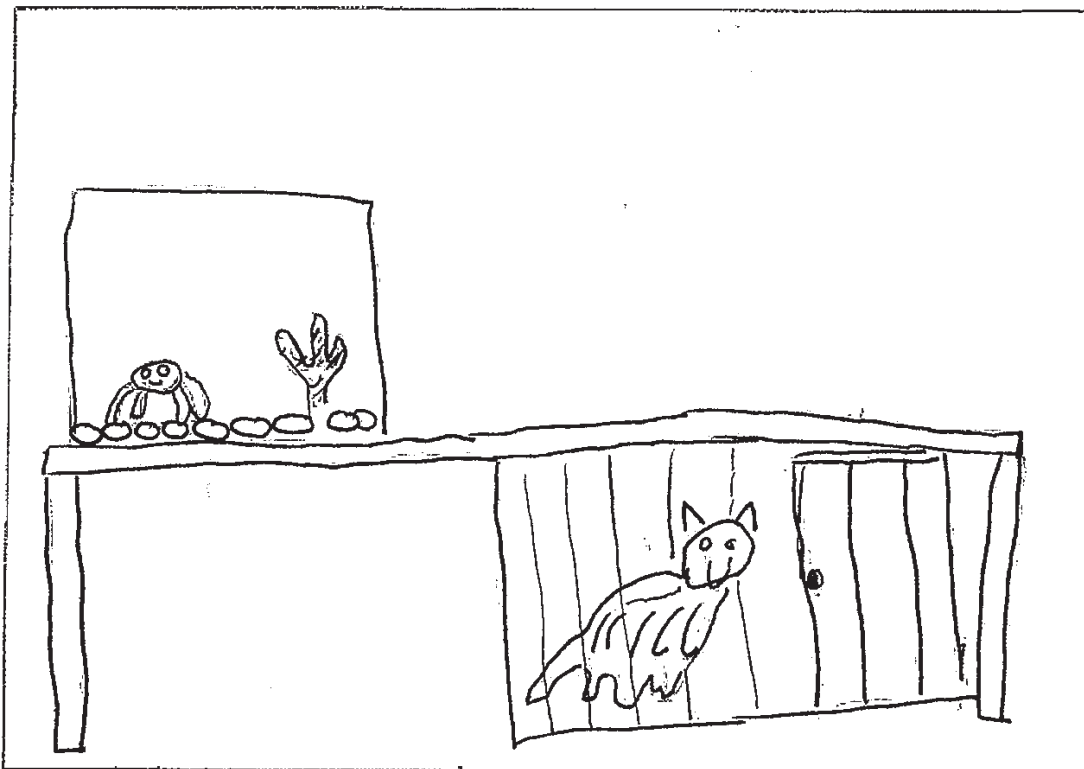
Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 3 Response Quality 3 Response Quality 2 Response Quality 3	Content and Organization <ul style="list-style-type: none"> Information is appropriate and provides some support for a main idea (the kids want a pet from the pet store, parents finally agree, kids get two dogs). Details are general and develop the topic (“fish rabbits cats ...,” “herd in the news,” and “coler broun”). Information lacks a logical sequence. Visual representations are present and support the composition.
Response Quality 2 Response Quality 3 Response Quality 3	Vocabulary <ul style="list-style-type: none"> Few connecting words are used (“Then” and “so they”). Words chosen are general and used appropriately (“askt,” “whent,” and “both”). Topic-specific words are sometimes used (“pet store,” “spiders,” and “baby puppy”).
Response Quality 2 Response Quality 3 Response Quality 2 Response Quality 2	Conventions <ul style="list-style-type: none"> Sentence structure is simple. Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically (“askt” for “asked,” “parints” for “parents,” and “candch” for “changed”). Inconsistent use of correct capitalization. Inconsistent use of end punctuation and commas.



I would have a pet store in the empty space. There are fish rabbits cats spiders and puppies. the kids askt to have a pet. there parints would say no. Then the mom herd in the news the empty space. Had a pct store with more pets so they candch her mide and said yes. all the kids

continued



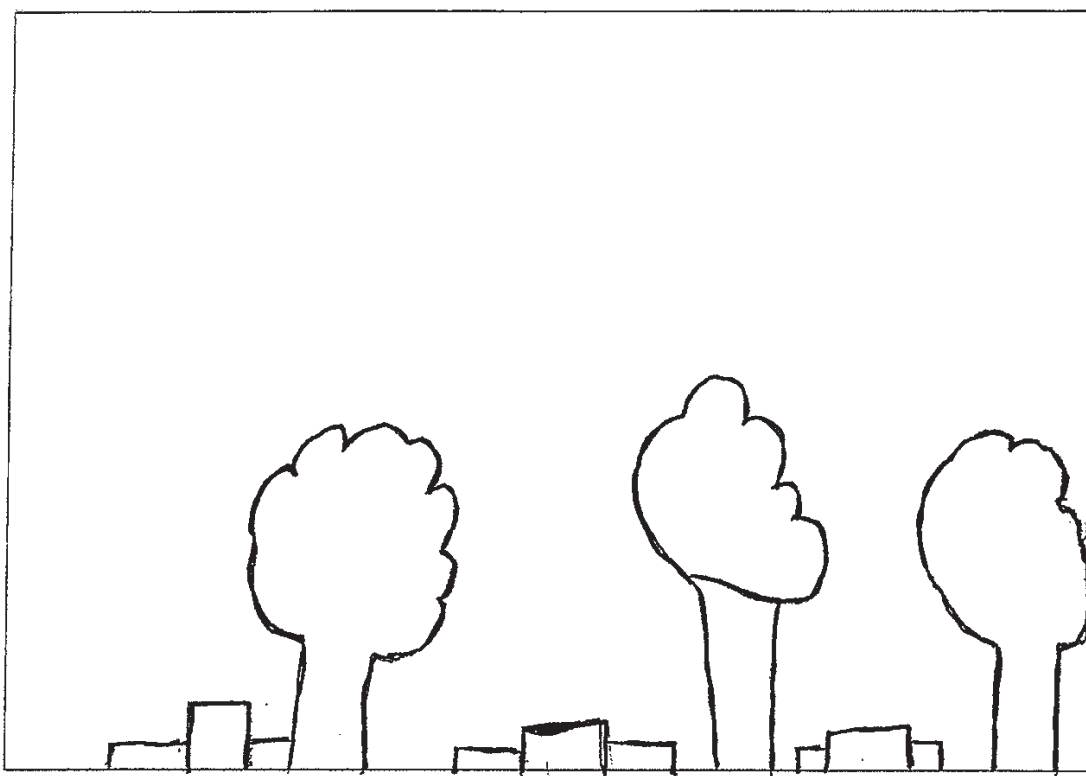
when there she saw two dogs. one
was a girl the other was a boy
she got both of them then they
had a baby puppy. One baby puppy
it was the color brown.

Exemplar for Response Quality 3 Descriptors: Picnic Area

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

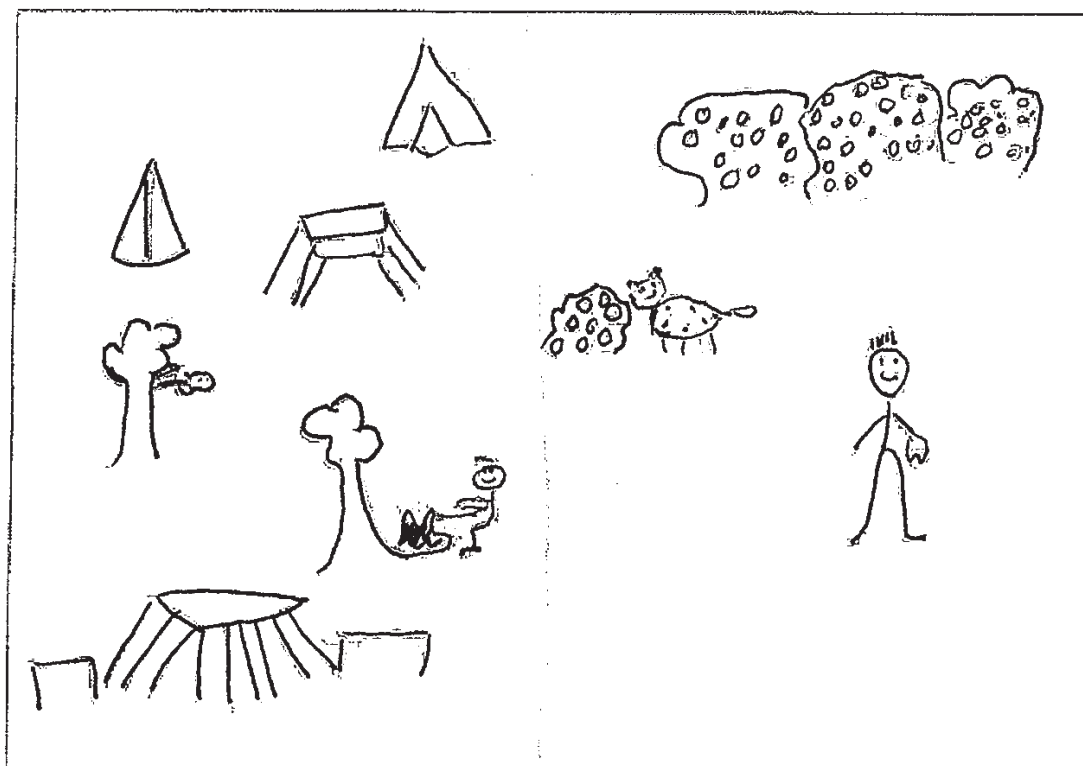
	Descriptors
Response Quality 3 Response Quality 3 Response Quality 3 Response Quality 3	Content and Organization <ul style="list-style-type: none"> Information is appropriate and provides some support for a main idea (build a picnic area, families and animals will come to eat there and spend time together). Details are general and develop the topic (“tabels and trees,” “pik berrys,” and “make the air cleaner”). Information is generally presented in sequence (will build a picnic area that people and animals can enjoy). Visual representations are present and support the composition.
Response Quality 3 Response Quality 3 Response Quality 3	Vocabulary <ul style="list-style-type: none"> Simple connecting words appropriately link ideas (“so,” “becaues,” and “when”). Words chosen are general and used appropriately (“need,” “help,” and “spend time”). Topic-specific words are sometimes used (“tabels,” “community,” and “vagcashon”).
Response Quality 3 Response Quality 3 Response Quality 3 Response Quality 3	Conventions <ul style="list-style-type: none"> Simple and compound sentences are generally controlled. Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically (“piknic” for “picnic,” “poeple” for “people,” and “vagcashon” for “vacation”). Capitalization at the beginning of sentences is generally correct. End punctuation and commas are generally correct.



I would use the empty space by building a picnic area there with tables and trees. More people need to use this space so let's make the picnic area smaller. They can come pick berries in this space this will help families because they can spend time together. Animals will eat

continued

Exemplar for Response Quality 3 Descriptors: Picnic Area – continued



berries there to this will help them,
lots of trees will help our
community and this will make the
air cleaner more people will
come here to eat when
they go on vacation.

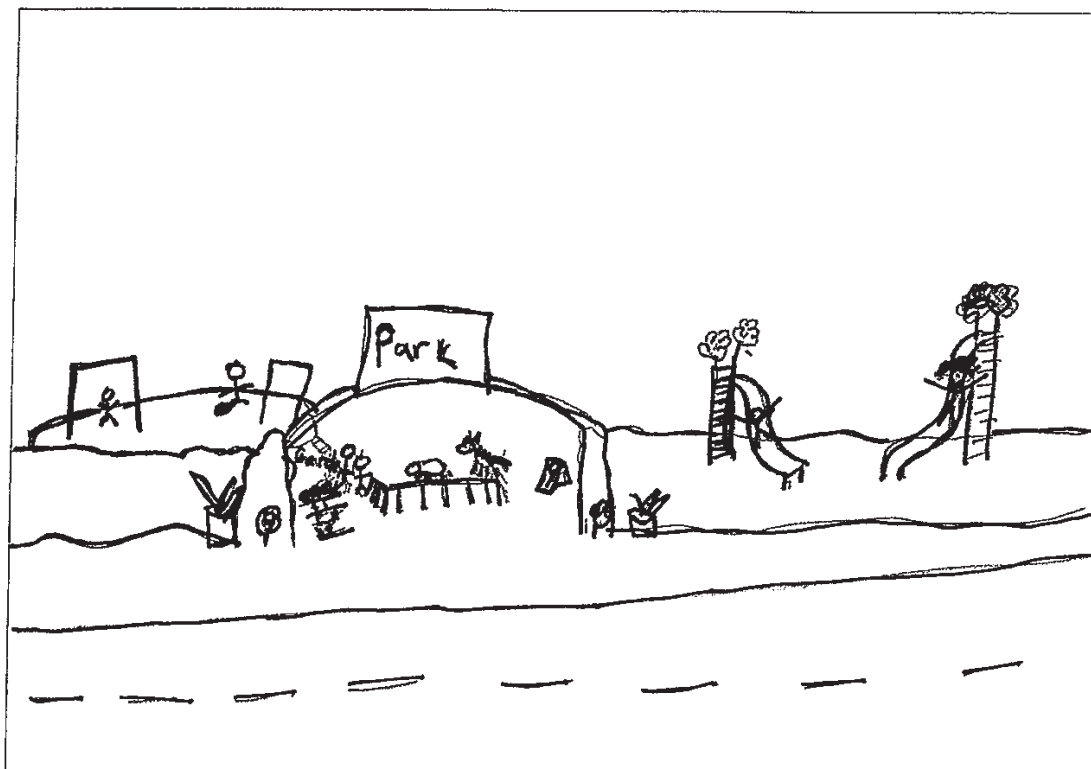
Exemplar for Response Quality 3 and 4 Descriptors: A Park

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 3 Response Quality 3 Response Quality 3 Response Quality 3	Content and Organization <ul style="list-style-type: none"> Information is appropriate and provides some support for a main idea (empty space will be a park with animals and plants, people will have fun in the park and be healthy). Details are general and develop the topic (“big feeld,” “people can pet them,” and “fresh air”). Information is generally presented in sequence (animals in the petting zoo, plants keep the air clean, people will enjoy the animals and work outside in the fresh air). Visual representations are present and support the composition.
Response Quality 3 Response Quality 3 Response Quality 3	Vocabulary <ul style="list-style-type: none"> Simple connecting words appropriately link ideas (“because,” “and,” and “then”). Words chosen are general and used appropriately (“visit,” “hethee,” and “think”). Topic-specific words are sometimes used (“petting zoo,” “communitys,” “familytime,” and “fresh air”).
Response Quality 3 Response Quality 4 Response Quality 4 Response Quality 4	Conventions <ul style="list-style-type: none"> Simple and compound sentences are generally controlled (“The petting zoo is big and fun” and “The emty space will bring people there, to enjoin the Animals and they can work outside in the fresh air”). Most words are spelled correctly. Uncommon words are spelled phonetically (“feeld” for “field,” “hethee” for “healthy,” and “reely” for “really”). Capitalization at the beginning of sentences is usually correct. End punctuation and commas are usually correct.

Exemplar for Response Quality 3 and 4 Descriptors: A Park – continued



I have changed the empty space into a park with animals and plants, flowers, slides, a garden and a big field. I think it will help people because they can have fun in the park. They can visit the Animals in the park.

I have a petting zoo with food for the animals, who will eat it and people can pet them. The petting zoo is big and fun. The animals can ^{stay} be there if they eat. The plants will keep the air clean every day in our communitys.

I think people should not always be inside the house. They should come to the park every day. I think if the people would have a place to live in, then have more family time. I think that sliding is very much fun. The empty space will

continued

Exemplar for Response Quality 3 and 4 Descriptors: A Park – continued

bring people there, to enjoy the Animals and they can work outside
in the fresh air. I really wish this could happen anytime soon!
I think that everyone should be here in my park!

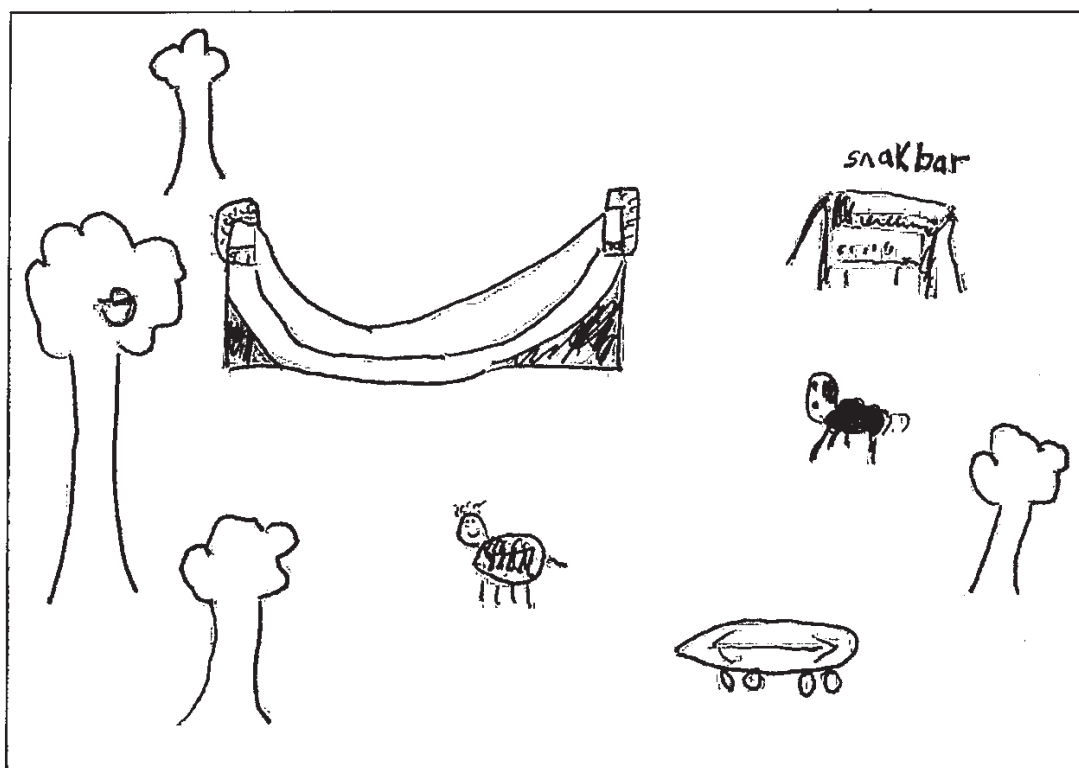
Exemplar for Response Quality 3 and 4 Descriptors: Skateboard Park

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 4 Response Quality 4 Response Quality 4 Response Quality 4	Content and Organization <ul style="list-style-type: none"> Information is intentionally chosen and presents a supported main idea (wants to build a skateboard park with ramps and a snack bar for teachers and kids to enjoy; some space for trees and animals). Details are interesting, specific, and effectively develop the topic (“hot Summer days,” “4 or 5 or 6 feet long,” “PS no free refilse!,” and “space for the big trees and furry animals”). Information is usually presented in logical sequence (includes where to build, what to build, reasons to build, details of the skateboard park, and why people will enjoy it). Visual representations are integrated and enhance the composition.
Response Quality 4 Response Quality 4 Response Quality 4	Vocabulary <ul style="list-style-type: none"> Several different connecting words and phrases usually create coherence (“because,” “or,” “but,” “just incase”, and “So”). Interesting words are intentionally chosen and usually used accurately (“great idea,” “relylly thersty,” “cool ramps,” and “furry animals”). Topic-specific words are usually used accurately (“lunch Recess.” “snak bar,” and “free refilse”).
Response Quality 4 Response Quality 3 Response Quality 3 Response Quality 4	Conventions <ul style="list-style-type: none"> Simple and compound sentences are written correctly (“If I could billd eney thing in the open space nere my house I would put a cool skatbord park” and “it can be 4 or 5 or 6 feet long”). Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically (“eney” for “any,” “nere” for “near,” “snak” for “snack,” and “thersty” for “thirsty”). Capitalization at the beginning of sentences is generally correct. End punctuation and commas are usually correct.

If I could build anything in the open space near my house I would put a cool skateboard park. I would put a skateboard park because on hot summer days the other kids and teachers in my school can go skateboarding after school, or at lunch recess. It will also be a great idea to build a skateboard park because it will be as fun as the water park, but it will be close



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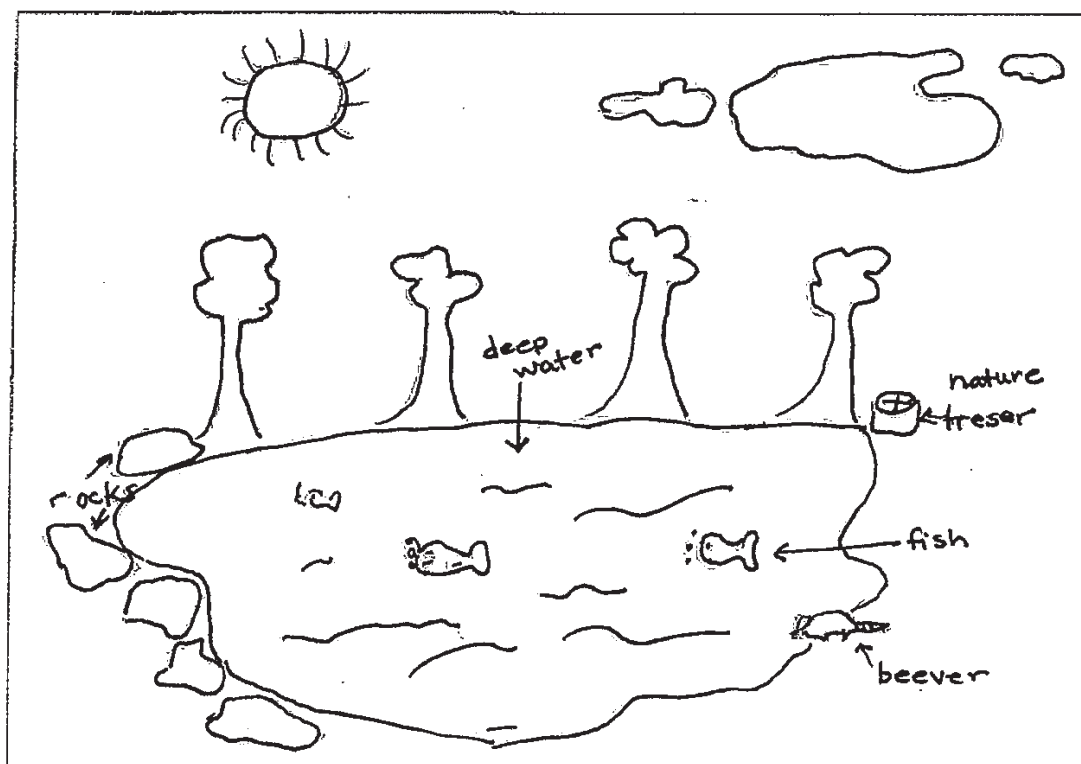
to my home. it can be 4 or 5 or 6 feet long. it might even have snack bar just incase they get really thirsty or hungry. PS no free refilse! Just for fun we can put 1 or 2 cool ramps, and there still some space for the big trees and furry animals. So there you have it some reasons why it will be fun to make a skateboard park.

Exemplar for Response Quality 4 Descriptors: A Lake

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 4 Response Quality 4 Response Quality 4 Response Quality 4	Content and Organization <ul style="list-style-type: none"> Information is intentionally chosen and presents a supported main idea (the lake will provide fresh water for the people, animals will live in the lake, the community will enjoy wildlife and nature, and it will be fun to explore). Details are interesting, specific, and effectively develop the topic (“fresh water,” “difforet creters,” “swim and dive,” and “nature tresers”). Information is usually presented in logical sequence (make a lake that gives us fresh water, animals can live there, people will explore, people will love the beauty of the water and it will give joy to the animals). Visual representations are integrated and enhance the composition.
Response Quality 4 Response Quality 4 Response Quality 4	Vocabulary <ul style="list-style-type: none"> Several different connecting words and phrases usually create coherence (“because,” “Even,” and “so that”). Interesting words are intentionally chosen and usually used accurately (“swim and dive,” “buty of water,” and “fasinating”). Topic-specific words are usually used accurately (“fresh water,” “wildlife and nature,” and “look for nature tresers”).
Response Quality 4 Response Quality 4 Response Quality 4 Response Quality 4	Conventions <ul style="list-style-type: none"> Simple and compound sentences are written correctly and are usually effective (“Even beavers can swim and dive in the lake” and “This lake makes me excited because I can not wate to explor!”). Most words are spelled correctly. Uncommon words are spelled phonetically (“injoy” for “enjoy,” “rely” for “really,” and “hole” for “whole”). Capitalization at the beginning of sentences is usually correct. End punctuation and commas are usually correct (some overuse of exclamation marks at the end of the composition).



I would use the empty space by the town to make a lake. It will help people because it gives us fresh water to enjoy. It will help animals because they can live in the lake. It will help our Community enjoy wildlife and nature. I rely, rely, rely like this because more people will use it to explore in the

continued

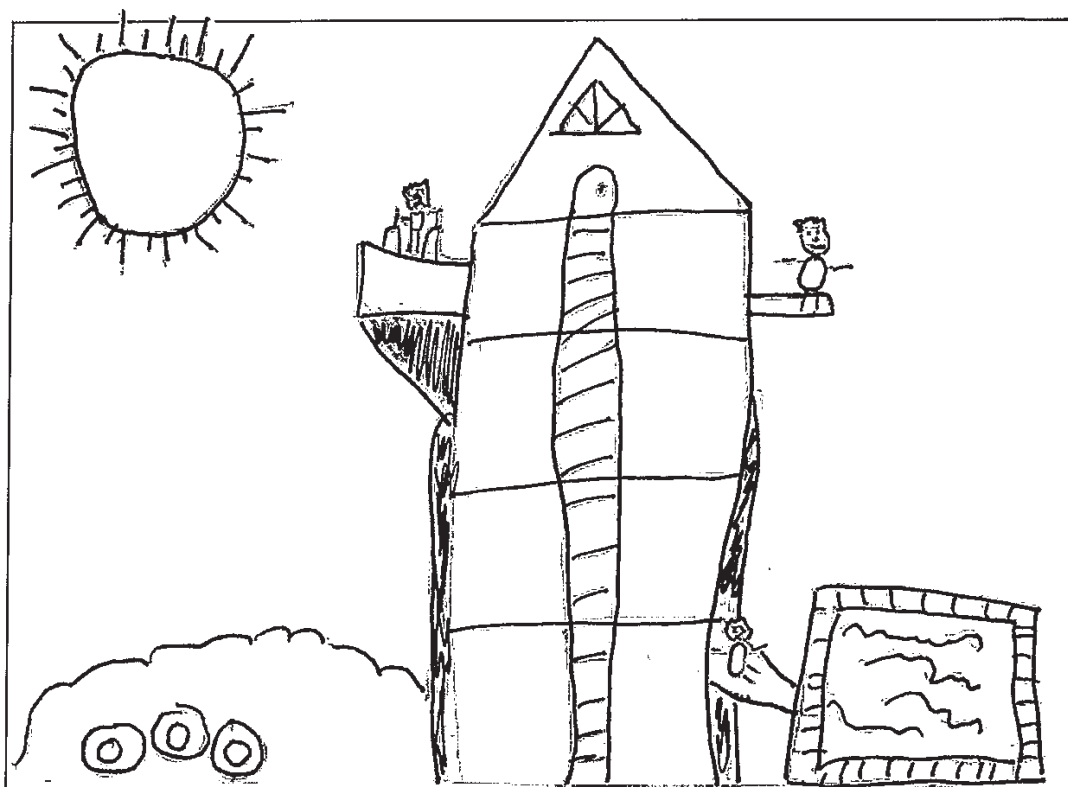
water and see lots of different
creatures. There will be lots of fish
that enjoy the beautiful water! Even
beavers can swim and dive in the lake.
More people will come so that they
can love and enjoy the beauty of water.
This lake makes me excited because
I can not wait to explore! My lake
can get the whole community
out of the city to look for
nature treasures! It will be fascinating to
find all the animals in the lake! The lake is
going to be deep and big! It can give
joy to the animals that live there!

Exemplar for Response Quality 4 and 5 Descriptors: A Waterslide

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 4 Response Quality 5 Response Quality 5 Response Quality 4	Content and Organization <ul style="list-style-type: none"> Information is intentionally chosen and presents a supported main idea (the waterslide is described including how it will be built, and the fun the friends will have on it). Details are relevant, precise, and consistently develop the topic (“four stories,” “yellow metal poles,” “steep staircase,” and “pile of innertoobs”). Information is consistently presented in logical sequence (writer describes the waterslide from the bottom to the top, creating a visual map for the reader). Visual representations are integrated and enhance the composition.
Response Quality 4 Response Quality 4 Response Quality 5	Vocabulary <ul style="list-style-type: none"> Several different connecting words and phrases usually create coherence (“At the bottom,” “On the third level,” and “As you move up to the top”). Interesting words are intentionally chosen and usually used accurately (“Purple Unicorn,” “winding staircase,” “stand strait,” and “black flap”). Topic-specific words are consistently used accurately (“four stories,” “next level,” “concreet,” “balcony,” and “wide open pool”).
Response Quality 5 Response Quality 4 Response Quality 5 Response Quality 5	Conventions <ul style="list-style-type: none"> Simple and compound sentences are written correctly and are consistently effective (“Wave to your friends!” and “Once you get on one, you can slide down to the wide open pool”). Most words are spelled correctly. Uncommon words are spelled phonetically (“concreet” for “concrete,” “strait” for “straight,” and “entranse” for “entrance”). Capitalization of proper nouns and the beginning of sentences is essentially correct. End of sentence punctuation and commas are essentially correct. Risk taking is evident (use of a colon and parentheses).



This is my idea:

I want to build a water slide. It will have four stories. I think it should be called Purple Unicorn. At the bottom there will be stairs going to the next level. It should be on concrete so it will stand straight. The water slide will be bright purple, with yellow metal poles to keep it up. There will be a winding staircase to reach the other stories. On the third level, there is a diving board that a large pool waits at the bottom. (see page 42)

continued

before.) A steep staircase with a black flap to come out goes to the second story, again. (A small pool of water is around that.) As you move up to, on the fourth story on the right side there is a balcony, over looking the rest of the park. Wave to your friends! Beside the entrance, there is a pile of inner tubes. Once you get on one, you can slide down to the wide open pool.

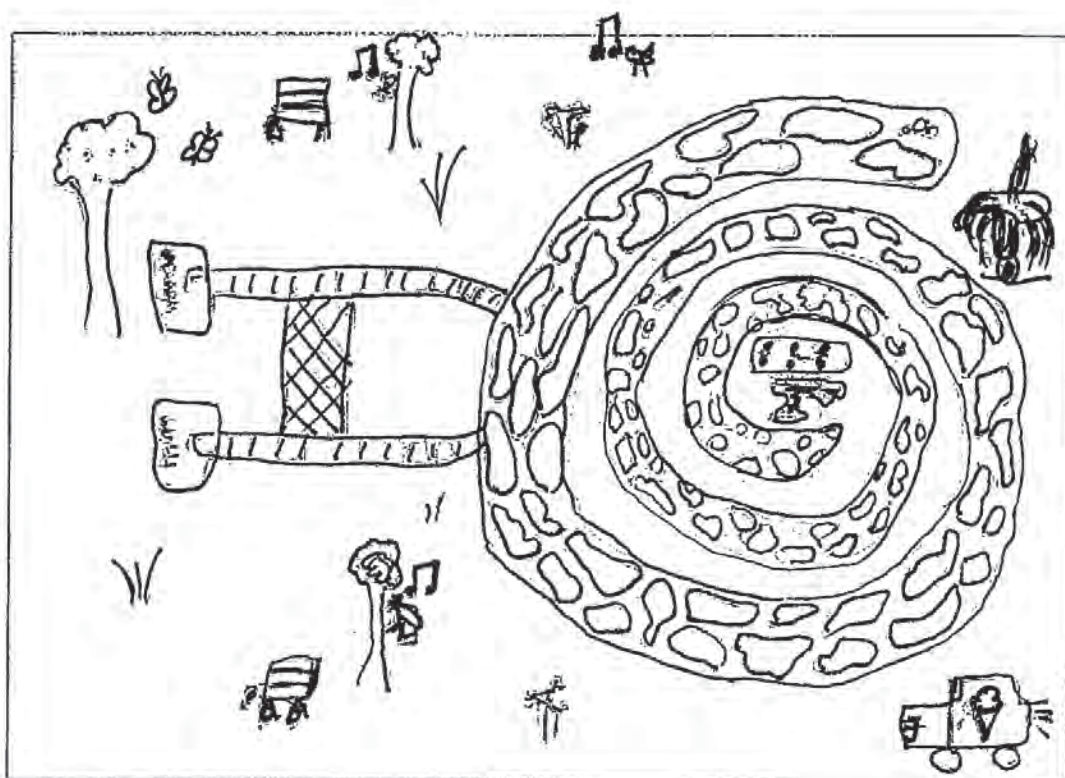
Exemplar for Response Quality 5 Descriptors: Fascinating Park

Activity 3: The Composition

Students work independently to create their compositions which include visual representations.

	Descriptors
Response Quality 5 Response Quality 5 Response Quality 5 Response Quality 5	Content and Organization <ul style="list-style-type: none"> Information is creative and presents a well-supported main idea (description of a park with detailed information regarding its structure and design; vivid sensory images are created). Details are relevant, precise, and consistently develop the topic (“leaves will change colour,” “gentle birds will sing peacefully,” “trees will attract butterflies,” and “special occasions”). Information is consistently presented in logical sequence (writer takes us on a visual and sensory tour of the park). Visual representations are appropriately integrated and demonstrate in-depth understanding.
Response Quality 5 Response Quality 5 Response Quality 5	Vocabulary <ul style="list-style-type: none"> A variety of connecting words and phrases consistently create coherence (“Not a mall, nor zoo, definatly not a rink,” “Plus, it would be useful,” “Surrounding it,” and “There are also”). Specific, descriptive words are thoughtfully chosen and consistently used accurately (“Plants will sway,” “crystal clear, white stone fountain,” and “hear water softly trickling”). Topic-specific words are consistently used accurately (“brick pathway,” “statues,” “spiral walkway,” and “appreciated by everyone”).
Response Quality 5 Response Quality 5 Response Quality 5 Response Quality 5	Conventions <ul style="list-style-type: none"> Simple and compound sentences are written correctly and are consistently effective (“Surrounding it will be trees” and “In the fall, the bright colourful leaves will crunch under your feet”). Spelling is essentially correct. Errors reflect risk-taking and phonetic spelling (“definatly” for “definitely,” “turquise” for “turquoise,” and “ocasions” for “occasions”). Capitalization of proper nouns and the beginning of sentences is essentially correct. End of sentence punctuation and commas are essentially correct. Risk taking is evident (use of “ex.” and parentheses).

In an empty space, I would choose a fascinating park. Not a mall, nor zoo, definitely not a rink. I would choose a park because everyone except pets would use it. Plus, it would be useful and it would look beautiful. Plants will sway, leaves will change colour, and the gentle birds will sing peacefully. The songs will gracefully glide through your ears.



continued

Surrounding it will be trees. In the fall, the bright colourful leaves will crunch under your feet. The trees will attract butterflies that will flutter their colourful wings. From the crystal clear, white stone fountain you will hear water softly trickling. If you follow the brick pathway, you will find the turquoise statues. In the middle of the spiral walkway, there is going to be a flower garden. There are also chairs that grandparents sit down. This park is to be appreciated by everyone. The ice cream truck comes for special occasions only. (e.g. Mother's Day, Valentine's Day, New Years and other!) There will music and dancing and games.

Activity 4: Thinking About My Work

The purpose of this activity is to assess literacy awareness. Students independently communicate their personal strengths and areas requiring improvement. Students can communicate their understanding in writing or they may express it orally to the teacher who records it in writing.

When assessing Activity 4, consider the extent to which the student critically assesses

- personal strengths
- areas for improvement

Descriptors for Activity 4

Response Quality 5	<ul style="list-style-type: none">• Meaningful understanding of personal strengths is expressed.• An area for improvement is thoughtfully identified.
Response Quality 4	<ul style="list-style-type: none">• Specific understanding of a personal strength is expressed.• An area for improvement is identified and described.
Response Quality 3	<ul style="list-style-type: none">• Basic understanding of personal strengths is expressed.• An area for improvement is identified.
Response Quality 2	<ul style="list-style-type: none">• Minimal understanding of personal strengths is expressed.• An area for improvement is inadequately identified.
Response Quality 1	<ul style="list-style-type: none">• Expression of personal strengths is missing.• Identification of an area for improvement is missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

Exemplar for Response Quality 1 Descriptors


Activity 4: Thinking About My Work

A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.


	Descriptor
Response Quality 1	• Expression of personal strengths is missing (The response is a sad face and a question mark).
Response Quality 1	• Identification of an area for improvement is missing (The response is a smiling face).

Thinking About My Work


My favourite part of my work is



One thing I did well is



If I did these activities again I would



Exemplar for Response Quality 2 Descriptors

Activity 4: Thinking About My Work

A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 2	• Minimal understanding of personal strengths is expressed ("periods").
Response Quality 2	• An area for improvement is inadequately identified ("nothing").

Thinking About My Work

My favourite part of my work is

the park

One thing I did well is

periods

If I did this task again I would

nothing

- Scribed by the teacher

Note: The student responded orally and the student's responses were recorded by the teacher.

Exemplar for Response Quality 3 Descriptors

Activity 4: Thinking About My Work

A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 3	• Basic understanding of personal strengths is expressed ("giving good reasons").
Response Quality 3	• An area for improvement is identified ("adding interesting words").

Thinking About My Work

My favourite part of my work is

a hospital

One thing I did well is

giving good reasons

If I did this task again I would

adding interesting words.

Exemplar for Response Quality 4 Descriptors

Activity 4: Thinking About My Work

A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 4	<ul style="list-style-type: none"> Specific understanding of a personal strength is expressed ("I used lots of good words and spelled really good words").
Response Quality 4	<ul style="list-style-type: none"> An area for improvement is identified and described ("Add more pictures and details and give more reasons").

Thinking About My Work

My favourite part of my work is

The part about the swimming pool because it is fun and interesting.

One thing I did well is

I used lots of good words and spelled really good words.

If I did these activities again I would

Add more pictures and details and give more reasons.

Exemplar for Response Quality 5 Descriptors

Activity 4: Thinking About My Work

A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 5	<ul style="list-style-type: none"> Meaningful understanding of personal strengths is expressed ("gardning center because I love gardning" and "interesting sentences that made sense").
Response Quality 5	<ul style="list-style-type: none"> An area for improvement is thoughtfully identified ("add more juicy words and longer sentences").

Thinking About My Work

My favourite part of my work is

The gardning center because I love
gardning and watering plants.

One thing I did well is

I used interesting sentences that made
sense.

If I did this task again I would

add more writing. I would read it over and
add more juicy words and longer sentences.

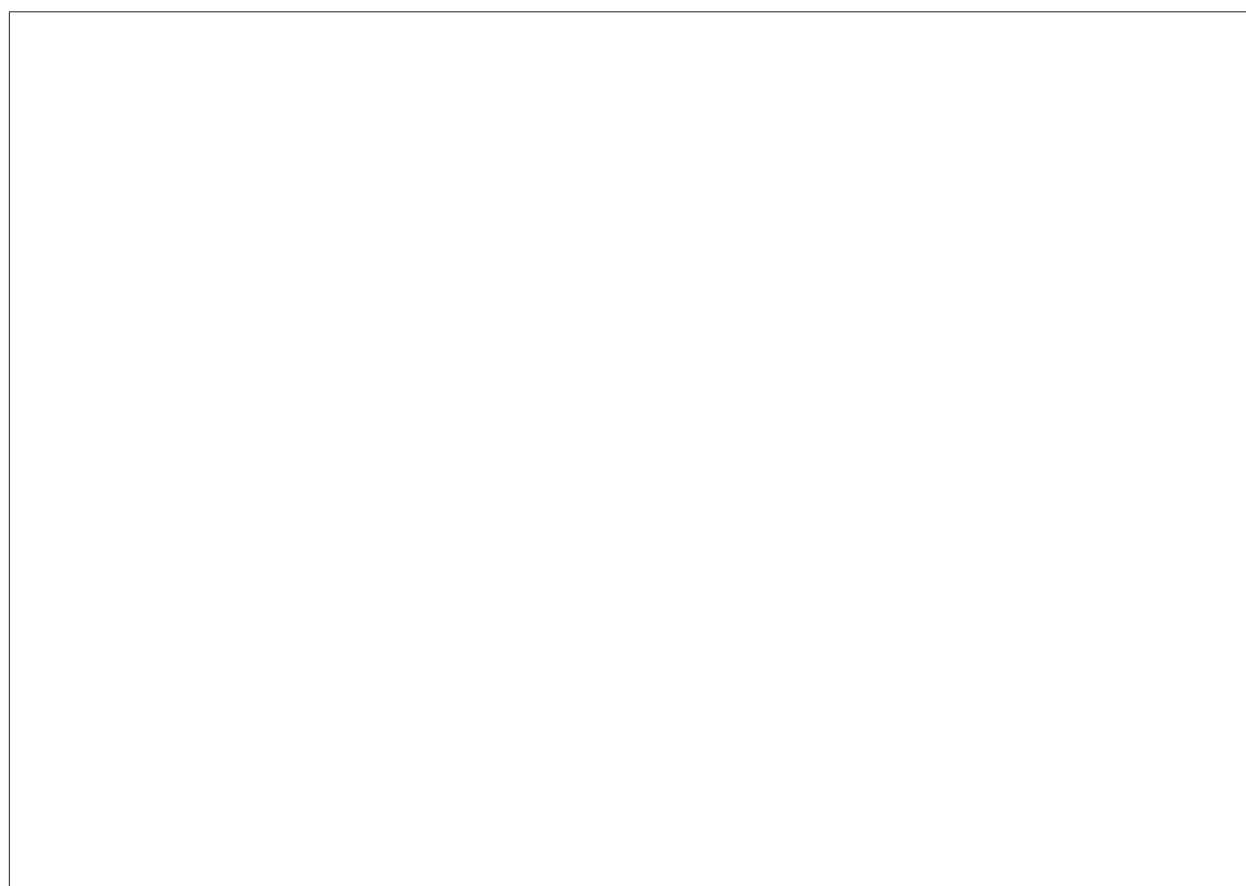
What I Need to Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?

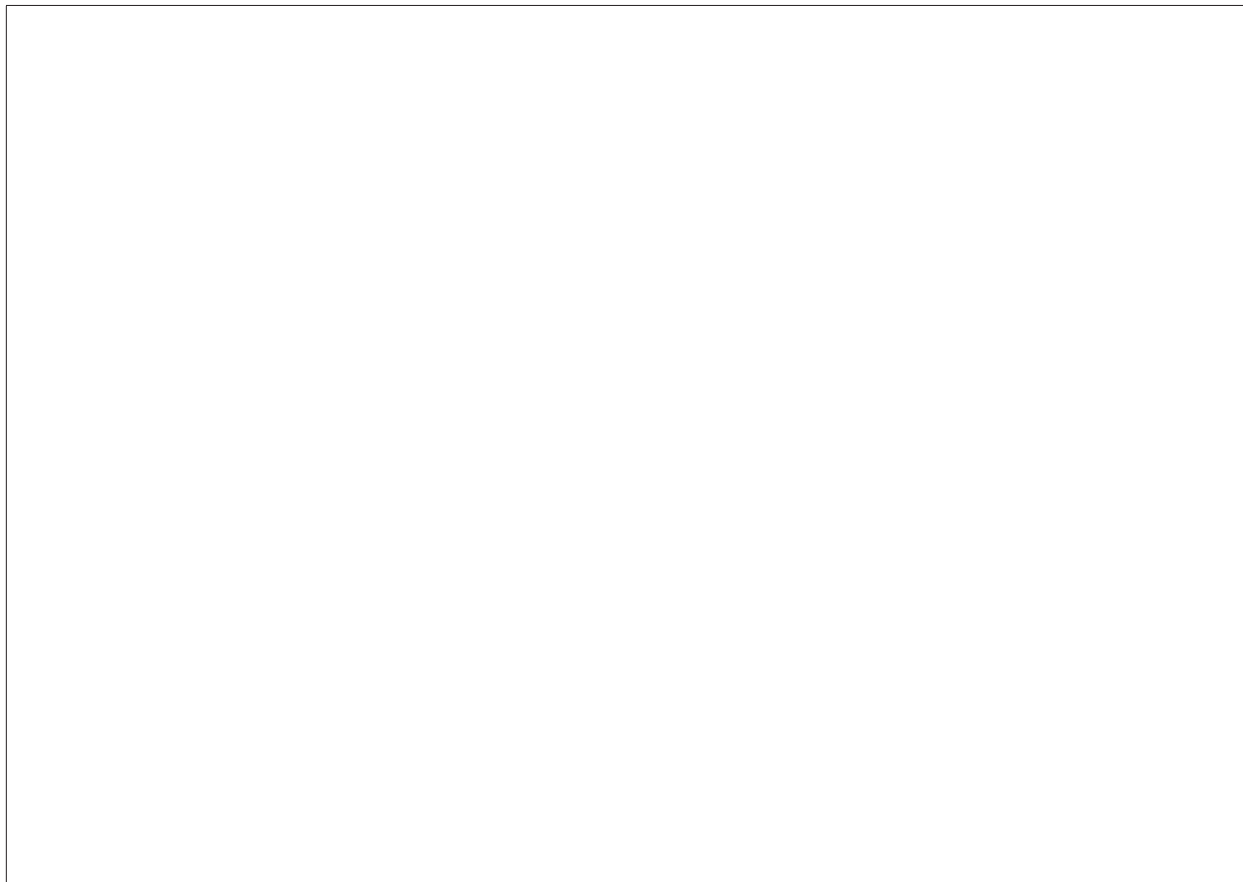
Make a Plan

[illegible]

Activity 3: The Composition



Activity 3: The Composition



Activity 3: The Composition

Thinking About My Work

My favourite part of my work is

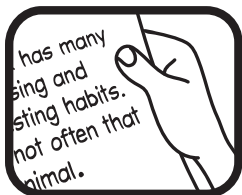
One thing I did well is

If I did these activities again I would

The Task



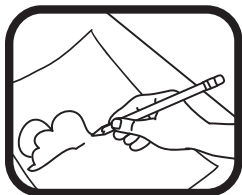
Plan and organize your ideas.



Present your ideas using interesting words and sentences.



Use what you know about spelling, capital letters, and periods.



Include pictures or other ways to show your ideas.



Check your work when you are finished.