2015 Pilot

Note: This document reflects the changes made in 2016.

Student Learning Assessment

SLA
Student Learning Assessment

Literacy

Performance Task: Support Documents

Create a School

Provincial Assessment Sector

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2015 Student Learning Assessment Pilot Performance Task: Support Documents – Literacy – Create a School

Bookmarks

The following bookmarks allow you to navigate to specific parts of this document. The bullets under each bookmark indicate the changes made in 2016 to this document.

Administration Guidelines for Teachers

- Screenshots of the presentation have been added to guide teachers during administration.

Performance Task Descriptors (Rubrics)

- Content and Organization (bullet 4 – "writes a coherent response") has been revised.

Exemplars of Student Responses

- Suggestions for Assessing Students' Responses (training paper) has been added.
- The term "Writing Profiles" has been introduced in student exemplars.
- Additional examples have been added to Appendix 1 – Clarification of Terms Used in the Literacy Performance Task Descriptors.

Student Templates

- The templates for the Make a Plan page and the Thinking About My Writing Project page have been updated.

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Create a School

Purpose of the Literacy 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 and areas for improvement.

The Literacy Performance Task is designed to engage students in a variety of activities that are based on outcomes in the current Grade 2 programs of study. These activities are constructed to incorporate thinking, viewing, peer discussions, writing, representing, and personal reflection.

Literacy Performance Task at a Glance

The Literacy Performance Task is composed of four activities that are designed to be completed in about 60–90 minutes. It is recommended that the Literacy Performance Task be administered during several short sessions. **Breaks may be taken at any time during the administration of the Literacy Performance Task.**

A. Presentation of Information

The purpose of this activity is to focus students' thinking and prepare them for the task. This is done through the presentation of information and class discussion.

B. Small Group Discussion and Planning

Students meet in small groups or work by themselves to plan their writing project.

C. Writing Time

Students work independently to complete their writing project, which may include visual representations.

D. Self-reflection

After students have completed their writing projects, they independently reflect on their work.

Teacher Tips

- ✓ The Literacy Performance Task can be completed over several short sessions or days.
- ✓ Teachers **should not** record any information for students to view and/or copy.
- ✓ Can students use dictionaries? The purpose of the Literacy Performance Task is to determine what students can write **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 should not use published or personal dictionaries during the Literacy Performance Task.

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Preparation for Administration of the Literacy Performance Task

1. **Review the Slide Show**
   - The Create a School Literacy Performance Task consists of four activities that are presented using six different slides.
     - ✓ Ensure the slide show can be projected onto a screen.
     - ✓ Ensure that the audio and video components function correctly.

2. **Prepare Student Materials**
   - Make a copy of the following documents for each student:
     - ✓ **Make a Plan**
     - ✓ **Thinking About My Writing Project**
     - ✓ Make copies of the blank templates for the writing project (optional).

Teacher Tips

- ✓ Students may use copies of the blank templates for **The Writing Project** or they may use their own paper.
- ✓ Teachers may preview the Literacy Performance Task Presentation and Exemplars of Student Responses prior to administering the task.

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Administering the Literacy Performance Task

A. Presentation of Information

Suggested time: 15–20 minutes
Note: ALL suggested times are guidelines; there is no time limit for the Literacy Performance Task.

Slide 1: Getting Started

Purpose: To focus the students' thinking and prepare them for the task.

- Display slide 1.

- Play the audio. (See page 10 for audio and video transcripts.)

Lead the class in a short discussion about the kinds of schools the students may be interested in creating.

Suggested discussion questions

- What kind of school would be interesting and exciting to you?
- What is something that you are interested in learning about or doing?
- Where could your school be located?
- What would you want to do in your school?

Read the following information to the class.

We are going to look at some pictures and listen to some other students talk about the kinds of interesting and exciting schools that they would like to create. You can use their ideas or your own ideas when you write about the kind of school you would like to create.

Teacher Tips

- ✓ Videos may be paused and/or replayed as many times as necessary.
- ✓ At any time during the presentation, teachers may explain, clarify, or discuss content with the students.

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Slide 2: Ideas for My Own School

- Display slide 2.

- Play the videos.

Lead the class in a short discussion about the information in the videos.

Use these questions whenever you believe they would be most effective (e.g., after each video and/or after viewing all of the videos).

Suggested discussion questions

- What kinds of schools did these children want to make?
- What do you think of their ideas?

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Slide 3: More Ideas for My Own School

- Display slide 3.

Read the following information to the class.

Let's find some more information that might help you decide what kind of school you will create.

- Play the videos.

Lead the class in a short discussion about the information in the videos.

Use these questions whenever you believe they would be most effective (e.g., after each video and/or after viewing all of the videos).

Suggested discussion questions

- What kinds of schools did these children want to make?
- What do you think of their ideas?
- What kinds of details would you include in your writing?

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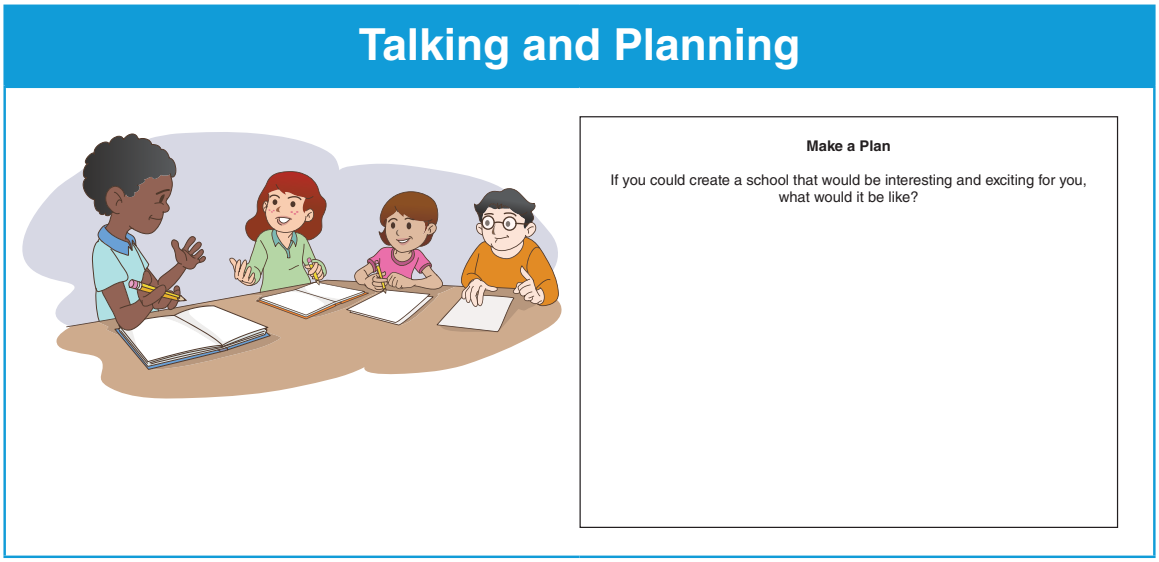
B. Small Group Discussion and Planning

Suggested time: 10–15 minutes

Slide 4: Talking and Planning

- Display slide 4.



Lead the class in a short discussion. Talk about the different kinds of schools students might like to create.

Use these questions whenever you believe they would be most effective (e.g., after each video and/or after viewing all of the videos).

Suggested discussion questions

- What kind of school would you like to create?
- What would you do at your school?

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- Small Group Discussion or Individual Planning Time
  (Distribute copies of **Make a Plan**.)

Read the following information to the class.

It is time to plan your writing project. You may meet with your classmates in groups of two to four or you may work on your own. During the planning time, you will need to do the following:

- ✓ Decide what kind of school you would like to create.
- ✓ Think about the activities you would like to do at your school.
- ✓ Include details about what your school will look like and where it will be located.
- ✓ Use words and/or pictures to record your ideas on the **Make a Plan** page.

You can watch the videos of the students talking about their interesting and exciting school ideas as many times as you would like.

If you are part of a group, remember to take turns and be respectful of others.

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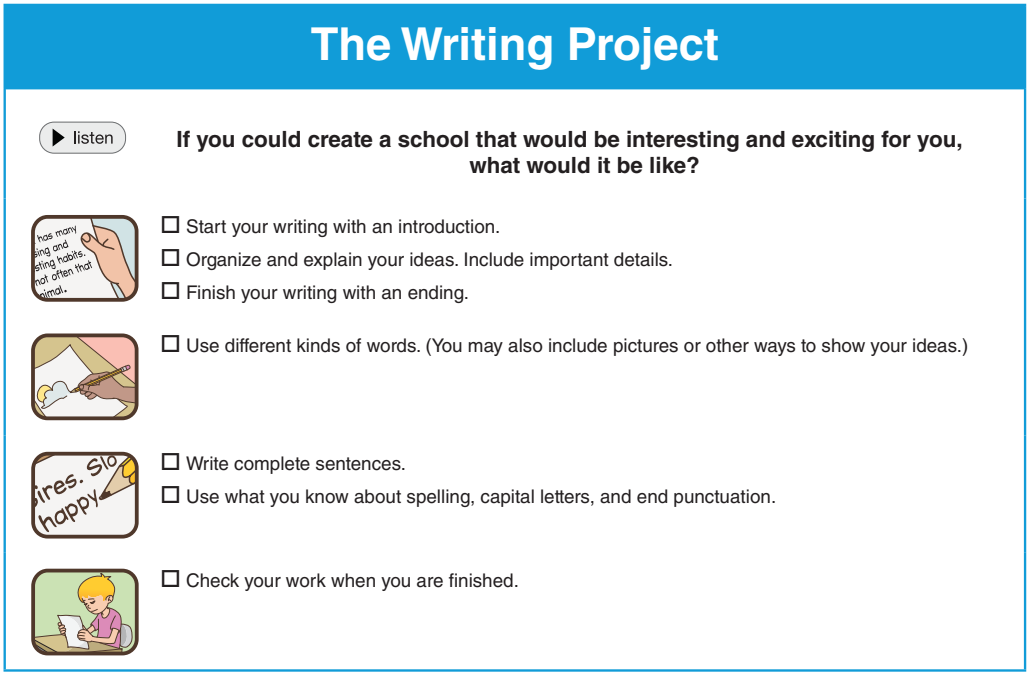
C. Writing Time

Suggested time: 30–40 minutes

Slide 5: The Writing Project

- Display slide 5.



- Play the audio.

Read the information on slide 5 to the class.

Suggestions

Explain the expectations on the checklist, if necessary. This checklist can be shown throughout the writing time so that students may refer to it.

Students may do their writing project using the optional writing templates or their own paper.

Teacher Tips

✓ Unfamiliar words from the presentation and words elicited by the students may be explained during discussion.

✓ Teachers may explain and discuss words that can be used to join ideas (connecting words), descriptive language (adjectives and adverbs), as well as words that can be used to develop ideas (nouns and verbs).

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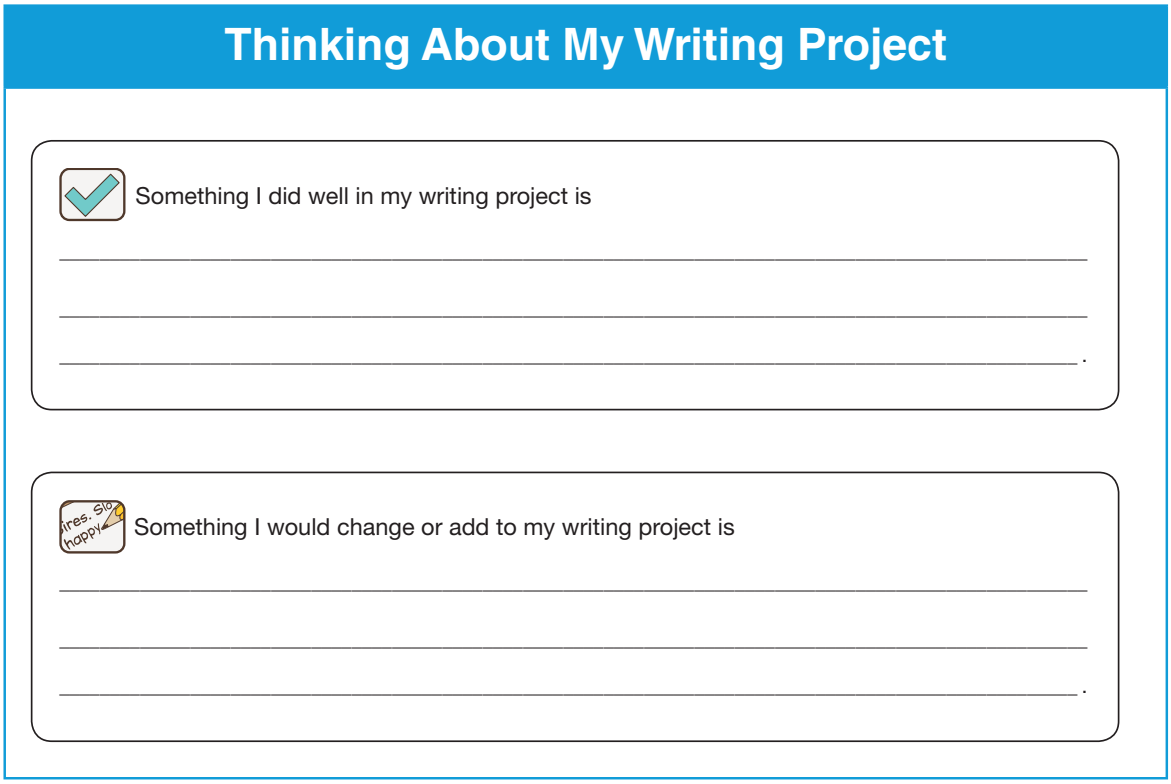
D. Self-reflection

Suggested time: 5–10 minutes

Slide 6: Thinking About My Writing Project
(Distribute copies of **Thinking About My Writing Project**.)

- Display slide 6.



You may read and discuss the sentence starters for the students.

Students independently complete the sentences on the **Thinking About My Writing Project** page. This student self-reflection page may be completed any time after the students have finished the writing project.

Teacher Tip

✓ Teachers may choose to use the student self-reflection to help students develop further insight into their own writing.

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Audio and Video Transcripts

Slide 1 – Audio Script:

Boys and girls, we are going to be thinking, talking, and writing about this question: **If you could create a school that would be interesting and exciting for you, what would it be like?** Before you answer this question, your teacher will ask you some questions and show you some information that will help you decide what kind of interesting and exciting school you would like to create.

Slide 2 – Audio/Video Scripts:

Child 1: I think staying active and being healthy is important. I want to move around while I learn. I will create a school that has a huge activity area with many places to exercise. It will have equipment like a climbing wall and a pool with waterslides. There will be enough room for students to enjoy games and different kinds of sports. At my school, I will play and learn all day.

Child 2: I've always wondered what it would be like to go to a school that is out of this world! So, the school I create will be a space station where I will learn about the sun, the planets, and how to live and travel in space. I might even discover a new star or walk on the moon! At my school, I will find out what it's like to live and learn in outer space.

Child 3: I'm very interested in tropical rainforests. I will create a school that is hidden in the tall, leafy trees. I will study large bats, playful monkeys, colourful birds, and flying insects. Between rainstorms, I might also look for different kinds of frogs and snakes. At my school, I will explore the rainforest and learn its secrets!

Slide 3 – Audio/Video Scripts:

Child 4: I like to draw, read, and write. I will create a school with quiet, comfortable spaces where students can think about ideas, listen to music, paint pictures, and maybe even write a story. There will be many books, musical instruments, and art materials. My school will be peaceful. I will be able to relax, dream, and learn how to make beautiful things.

Child 5: I think it would be exciting to go to northern Canada and create a school with no walls, doors, or windows. I will make a school that is completely outdoors! I will see polar bears, seals, and maybe even whales. I want to paddle through the icy Arctic water in a kayak. I might even learn how to build a fire and cook my own food. At my school, I will learn about the northern lights and find out what it is like to live where it is very cold.

Child 6: Wouldn't it be fun to learn in a school that's under the sea? The school I create will be a small submarine. It will take me deep into the ocean waters. I will take pictures of fish, turtles, and seahorses. I will swim into underwater caves where strange-looking creatures live. Sometimes I will put on my deep sea diving suit, leave my submarine school, and learn about life on the bottom of the ocean.

Slide 5 – Audio/Video Script:

You may use the information you have seen and heard as well as your own ideas when you answer this question: **If you could create a school that would be interesting and exciting for you, what would it be like?**

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Assessing the Literacy Performance Task

The Literacy Performance Task has been designed to support classroom teachers. It could be assessed at the local level and used during teacher, student, and parent conversations.

Literacy Performance Task Descriptors and Exemplars of Student Responses

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

1. Literacy Performance Task Descriptors (rubric): statements that describe the characteristics of written responses

2. Literacy Performance Task Exemplars: a set of students' written responses that demonstrate how the Literacy Performance Task Descriptors should be applied when assessing a student responses

Contacts

Technical Support for Administration of Literacy Performance Task Assessment
Telephone: 780-427-5318
Toll-free within Alberta: 310-0000
Email: cshelpdesk@gov.ab.ca
Office Hours: Monday through 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 Literacy Performance Task, contact Julia Lee-Schuppli, English Literacy SLA Team Leader (Julia.LeeSchuppli@gov.ab.ca).

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SLA Grade 3 Literacy Performance Task Descriptors

The Writing Project	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Content and Organization When assessing **Content and Organization**, consider how effectively the student					
• introduces the topic (3.3.2)*	☐ The introduction is **compelling**.	☐ The introduction is **clearly expressed**.	☐ The introduction is **predictable**.	☐ The introduction is **unfocused**.	☐ The introduction **does not address the task** or it is **missing**.
• uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1)	☐ The topic is developed using **insightful** and **convincing** ideas and details.	☐ The topic is developed using **relevant** and **interesting** ideas and details.	☐ The topic is developed using **general** but **satisfactory** ideas and details.	☐ The topic is partially developed using **unclear** and/or **repetitive** ideas and details.	☐ Ideas and details are **scant** or **missing**.
• concludes the writing (3.3.2)	☐ The conclusion is **skillfully** constructed.	☐ The conclusion is **effectively** constructed.	☐ The conclusion is **appropriately** constructed.	☐ The conclusion is **contrived**, **unclear**, and/or **superficial**.	☐ The conclusion is **unrelated to the topic** or it is **missing**.
• writes a coherent response (1.2.2)	☐ The writing is **consistently** coherent.	☐ The writing is **frequently** coherent.	☐ The writing is **generally** coherent.	☐ The writing is **seldom** coherent; ideas may ramble or be presented as a list.	☐ The writing is **not** coherent; ideas, if provided, are randomly presented.
Vocabulary When assessing **Vocabulary**, consider how effectively the student					
• uses connecting words (4.2.2)	☐ Connecting words are **skillfully** used to link ideas.	☐ Connecting words are **effectively** used to link ideas.	☐ Connecting words are **predictably** used to link ideas.	☐ Connecting words are **repetitively** or **inconsistently** used to link ideas.	☐ Connecting words are **misused** and/or **missing**. Ideas are not linked.
• uses descriptive language (2.4.2, 4.1.9)	☐ Descriptive language is **vivid**.	☐ Descriptive language is **specific**.	☐ Descriptive language is **simple**.	☐ Descriptive language is **vague**, **awkward**, and/or **seldom used**.	☐ Descriptive language is **not used**.
• uses words to develop ideas (4.2.3, 5.1.5)	☐ Word choice is **precise**.	☐ Word choice is **effective**.	☐ Word choice is **appropriate**.	☐ Word choice **lacks precision**.	☐ **Few** or **no words** are chosen.
Conventions When assessing **Conventions**, consider the extent to which the student					
• uses sentences that represent complete thoughts (4.2.1)	☐ Sentences **consistently** represent complete thoughts.	☐ Sentences **frequently** represent complete thoughts.	☐ Sentences **generally** represent complete thoughts.	☐ Sentences **seldom** represent complete thoughts.	☐ Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**.
• uses capitalization correctly (4.2.8)	☐ Capitalization of proper nouns and the beginnings of sentences is **consistently** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **frequently** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **generally** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **seldom** correct.	☐ There is **little** or **no evidence** of correct capitalization.
• uses punctuation correctly (4.2.9, 4.2.10)	☐ End punctuation (periods and question marks) and commas (in a series) are **consistently** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **frequently** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **generally** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **seldom** correct.	☐ There is **little** or **no evidence** of the correct use of end punctuation and commas.
• controls spelling (4.2.5, 4.2.6, 4.2.7)	☐ Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **consistently** spelled correctly or phonetically.	☐ Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.	☐ Common words are **generally** spelled correctly; high-frequency irregular words and uncommon words are **generally** spelled correctly or phonetically.	☐ Common words are **seldom** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **seldom** spelled phonetically.	☐ Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

*All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

2015 Pilot—Create a School
Revised 2016

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Performance Task Exemplars of Student Responses

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Create a School—Exemplars
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Clarification of QUALITATIVE Terms in the Literacy Performance Task Descriptors 35

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Introduction

Teachers can assess student responses to the Literacy Performance Task using the Literacy Performance Task Descriptors (rubric) and this Exemplars of Student Responses, which are both located at https://public.education.alberta.ca/assessment/.

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

Literacy Performance Task Descriptors
The Literacy Performance Task Descriptors are a set of statements that can be used to describe the students' responses to The Writing Project in the Literacy Performance Task.

- The teacher will identify the Literacy Performance Task Descriptors that best describe each student's responses.
- If a student used a learning support when responding to the Literacy Performance Task (see page 12 of the *General Information Bulletin* for detailed information about learning supports), the punctuation, capitalization, and spelling in the student's response should not be assessed using the Literacy Performance Task Descriptors.

Exemplars of Student Responses
The Exemplars of Student Responses are based on students' responses to the Literacy Performance Task. These responses provide a range of examples that illustrate the statements in the Literacy Performance Task Descriptors. A rationale that explains the connection between each example of student work and the Literacy Performance Task Descriptors is also provided.

The Exemplars of Student Responses should be used in conjunction with the Literacy Performance Task Descriptors to assess a student's response to The Writing Project.

Training Paper
The Training Paper is included in the Exemplars of Student Responses. Teachers can use the Training Paper to become more familiar with the application of the Literacy Performance Task Descriptors and Exemplars of Student Responses when assessing student work. A rationale is provided to support the use of the Training Paper.

How Were the Literacy Performance Task Descriptors and Exemplars of Student Responses Created?
Several different working groups of educational consultants and grades 2, 3, and 4 teachers developed and validated the Literacy 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, that best illustrate the Literacy Performance Task Descriptors. Working-group members read a large sample of students' written responses to the Literacy Performance Task and selected responses that best match the standards demonstrated by students at the beginning of Grade 3. The working group then wrote rationales that explain the relationship between each exemplar and the Literacy Performance Task Descriptors.

Exemplar Validation Working Group
The members of the Exemplar Validation Working Group reviewed and approved the selected Exemplars of Student Responses and the rationales that were prepared. This group ensured that the rationales accurately reflect the Literacy Performance Task Descriptors and verified that appropriate and accurate references were made to student work. Working-group members also strove to ensure that there is clarity within the rationales so that teachers can accurately and reliably assess their students' responses.

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Literacy Performance Task at a Glance

The Literacy Performance Task is composed of four activities that are designed to be completed in about 60–90 minutes. It is recommended that the Literacy Performance Task be administered during several short sessions. **Breaks may be taken at any time during the administration of the Literacy Performance Task.**

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

> **Create a School**
>
> If you could create a school that would be interesting and exciting for you, what would it be like?

A. Presentation of Information
The purpose of this activity is to focus students' thinking and prepare the students for the task. This is done through the presentation of information and class discussion.

B. Small Group Discussion and Planning
Students meet in small groups or work by themselves to plan their writing project.

C. Writing Time
Students work independently to complete their writing project, which may include visual representations.

D. Self-reflection
After students have completed their writing projects, they independently reflect on their work.

Getting Started

▶ listen

If you could create a school that would be interesting and exciting for you, what would it be like?

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Suggestions for Assessing Students' Responses

1. Read the student response.

2. Using the Literacy Performance Task Descriptors, determine whether the response is below the Adequate level (Limited or Insufficient Evidence), is at the Adequate level (Adequate), or exceeds the Adequate level (Proficient or Excellent).

   - This is the holistic part of your assessment. It is a starting point.

3. Determine which exemplar(s) is most similar to the response you are assessing.

   - This ensures that your assessment of the response is aligned with the provincial standard.

4. Refine your assessment of the response by determining which descriptors in the categories of Content and Organization, Vocabulary, and Conventions provide the most accurate description of the response.

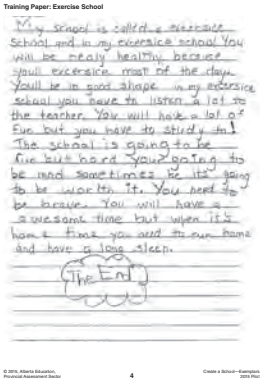
   - This requires thoughtful analysis of the response using both the descriptors and the exemplars.

Recording Your Assessment of a Written Response

On a copy of the Literacy Performance Task Descriptors, you may choose to highlight the descriptors that best describe the student's response. This will provide a succinct representation or "writing profile" of a student's writing skills at the beginning of Grade 3. All the descriptors are based on outcomes from the Grade 2 English Language Arts Program of Studies.

An example of how to create a "writing profile" is below.

Student Response



Training Paper: Exercise School

My school is called a exercise School and in my exercise school You will be really healthy because youll excersice most of the day. Youll be in good shape in my exercise school you have to listen a lot to the teacher. You will have a lot of fun but you have to study too! The school is going to be fun but hard. Your going to be mad sometimes but it's going to be worth it. You need to be brave. You will have a awesome time but when it's bed time you need to run home and have a long sleep.

The End

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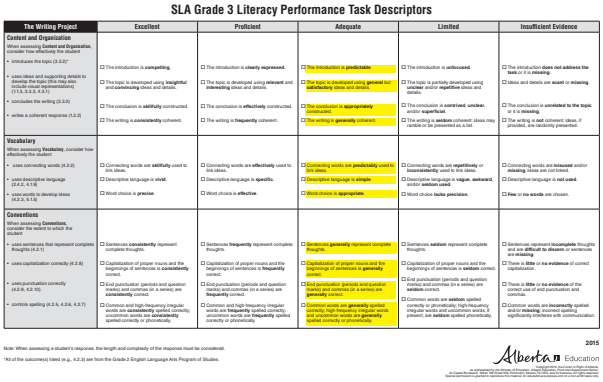
Writing Profile Based on Student Response



SLA Grade 3 Literacy Performance Task Descriptors

The Writing Project	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Content and Organization When assessing **Content and Organization**, consider how effectively the student • introduces the topic (3.3.2)* • uses ideas and supporting details to develop the topic (ideas may also include visual and/or oral cues) (1.1.3, 3.3.3, 4.3.1) • concludes the writing (3.3.2) • writes a coherent response (1.2.2)	☐ The introduction is **compelling**. ☐ The topic is developed using **insightful** and **convincing** ideas and details. ☐ The conclusion is **skillfully** constructed. ☐ The writing is **consistently** coherent.	☐ The introduction is **clearly expressed**. ☐ The topic is developed using **relevant** and **interesting** ideas and details. ☐ The conclusion is **effectively** constructed. ☐ The writing is **frequently** coherent.	☐ The introduction is **predictable**. ☐ The topic is developed using **general** but **satisfactory** ideas and details. ☐ The conclusion is **appropriately** constructed. ☐ The writing is **generally** coherent.	☐ The introduction is **unfocused**. ☐ The topic is partially developed using **unclear** and/or **repetitive** ideas and details. ☐ The conclusion is **contrived**, **unclear**, and/or **superficial**. ☐ The writing is **seldom** coherent; ideas may ramble or be presented as a list.	☐ The introduction **does not address the task** or it is **missing**. ☐ Ideas and details are **scant** or **missing**. ☐ The conclusion is **unrelated to the topic** or it is **missing**. ☐ The writing is **not** coherent; ideas, if provided, are randomly presented.
Vocabulary When assessing **Vocabulary**, consider how effectively the student • uses connecting words (4.2.2) • uses descriptive language (3.4.2, 4.1.8) • uses words to develop ideas (4.2.3, 5.1.6)	☐ Connecting words are **skillfully** used to link ideas. ☐ Descriptive language is **vivid**. ☐ Word choice is **precise**.	☐ Connecting words are **effectively** used to link ideas. ☐ Descriptive language is **specific**. ☐ Word choice is **effective**.	☐ Connecting words are **predictably** used to link ideas. ☐ Descriptive language is **simple**. ☐ Word choice is **appropriate**.	☐ Connecting words are **repetitively** or **inaccurately** used to link ideas. ☐ Descriptive language is **vague**, **awkward**, and/or **seldom used**. ☐ Word choice **lacks precision**.	☐ Connecting words are **misused** and/or **missing**; ideas are not linked. ☐ Descriptive language is **not used**. ☐ **Few** or **no words** are chosen.
Conventions When assessing **Conventions**, consider the extent to which the student • uses sentences that represent complete thoughts (4.2.1) • uses capitalization correctly (4.2.6) • uses punctuation correctly (4.2.6, 4.2.10) • controls spelling (4.2.3, 4.2.6, 4.2.7)	☐ Sentences **consistently** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **consistently** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **consistently** correct. ☐ Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **consistently** spelled correctly or phonetically.	☐ Sentences **frequently** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **frequently** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **frequently** correct. ☐ Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.	☐ Sentences **generally** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **generally** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **generally** correct. ☐ Common words are **generally** spelled correctly; high-frequency irregular words and uncommon words are **generally** spelled correctly or phonetically.	☐ Sentences **seldom** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **seldom** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **seldom** correct. ☐ Common words are **seldom** spelled correctly; irregular words and uncommon words, if present, are **seldom** spelled phonetically.	☐ Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**. ☐ There is **little** or **no evidence** of correct capitalization. ☐ There is **little** or **no evidence** of the correct use of end punctuation and commas. ☐ Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

*All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

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How to Use the Training Paper

Teachers can use the Training Paper to become more familiar with the application of the Literacy Performance Task Descriptors (rubric) and Exemplars of Student Responses when assessing student work. A rationale is provided to support the use of the Training Paper. The Training Paper is an exemplar of one student's response, and it can be used to support the assessment of your own students' responses. The Training Paper for this Literacy Performance Task is on page 4.

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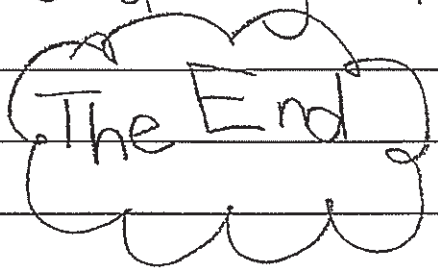
Training Paper: Exercise School

My school is called a excersice School and in my excersice school You will be realy healthy because youll excersice most of the day. Youll be in good shape in my excersice school you have to listen a lot to the teacher. You will have a lot of fun but you have to study to! The school is going to be fun but hard your going to be mad sometimes be its going to be worlth it. You need to be brave. You will have a a wesome time but when it's home time you need to run home and have a long sleep.



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SLA Grade 3 Literacy Performance Task Descriptors

The Writing Project	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Content and Organization When assessing **Content and Organization**, consider how effectively the student					
• introduces the topic (3.3.2)*	☐ The introduction is **compelling**.	☐ The introduction is **clearly expressed**.	☐ The introduction is **predictable**.	☐ The introduction is **unfocused**.	☐ The introduction **does not address the task** or it is **missing**.
• uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1)	☐ The topic is developed using **insightful** and **convincing** ideas and details.	☐ The topic is developed using **relevant** and **interesting** ideas and details.	☐ The topic is developed using **general** but **satisfactory** ideas and details.	☐ The topic is partially developed using **unclear** and/or **repetitive** ideas and details.	☐ Ideas and details are **scant** or **missing**.
• concludes the writing (3.3.2)	☐ The conclusion is **skillfully** constructed.	☐ The conclusion is **effectively** constructed.	☐ The conclusion is **appropriately** constructed.	☐ The conclusion is **contrived**, **unclear**, and/or **superficial**.	☐ The conclusion is **unrelated to the topic** or it is **missing**.
• writes a coherent response (1.2.2)	☐ The writing is **consistently** coherent.	☐ The writing is **frequently** coherent.	☐ The writing is **generally** coherent.	☐ The writing is **seldom** coherent; ideas may ramble or be presented as a list.	☐ The writing is **not** coherent; ideas, if provided, are randomly presented.
Vocabulary When assessing **Vocabulary**, consider how effectively the student					
• uses connecting words (4.2.2)	☐ Connecting words are **skillfully** used to link ideas.	☐ Connecting words are **effectively** used to link ideas.	☐ Connecting words are **predictably** used to link ideas.	☐ Connecting words are **repetitively** or **inconsistently** used to link ideas.	☐ Connecting words are **misused** and/or **missing**. Ideas are not linked.
• uses descriptive language (2.4.2, 4.1.9)	☐ Descriptive language is **vivid**.	☐ Descriptive language is **specific**.	☐ Descriptive language is **simple**.	☐ Descriptive language is **vague**, **awkward**, and/or **seldom used**.	☐ Descriptive language is **not used**.
• uses words to develop ideas (4.2.3, 5.1.5)	☐ Word choice is **precise**.	☐ Word choice is **effective**.	☐ Word choice is **appropriate**.	☐ Word choice **lacks precision**.	☐ **Few** or **no words** are chosen.
Conventions When assessing **Conventions**, consider the extent to which the student					
• uses sentences that represent complete thoughts (4.2.1)	☐ Sentences **consistently** represent complete thoughts.	☐ Sentences **frequently** represent complete thoughts.	☐ Sentences **generally** represent complete thoughts.	☐ Sentences **seldom** represent complete thoughts.	☐ Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**.
• uses capitalization correctly (4.2.8)	☐ Capitalization of proper nouns and the beginnings of sentences is **consistently** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **frequently** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **generally** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **seldom** correct.	☐ There is **little** or **no evidence** of correct capitalization.
• uses punctuation correctly (4.2.9, 4.2.10)	☐ End punctuation (periods and question marks) and commas (in a series) are **consistently** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **frequently** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **generally** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **seldom** correct.	☐ There is **little** or **no evidence** of the correct use of end punctuation and commas.
• controls spelling (4.2.5, 4.2.6, 4.2.7)	☐ Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **consistently** spelled correctly or phonetically.	☐ Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.	☐ Common words are **generally** spelled correctly; high-frequency irregular words and uncommon words are **generally** spelled correctly or phonetically.	☐ Common words are **seldom** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **seldom** spelled phonetically.	☐ Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

*All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

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Rationale for Training Paper

Exercise School (105 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("My school is called a excersice school and in my excersice school You will be realy healthy because youll excersice most of the day.").
Adequate	• The topic is developed using general but satisfactory ideas and details ("be in good shape," "you have to listen," "you have to study," and "going to be fun but hard").
Adequate	• The conclusion is appropriately constructed ("You will have a awesome time but when it's home time you need to run home and have a long sleep.").
Adequate	• The writing is generally coherent. Although the ideas are appropriately developed, the information about being mad and brave is not logically organized. This interrupts the continuity of the response.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas ("and," "because," and "but").
Adequate	• Descriptive language is simple ("realy healthy," "good," "a lot," "awesome," and "long").
Adequate	• Word choice is appropriate ("listen," "mad sometimes," "worlth it," "brave," and "run home").
	Conventions
Adequate	• Sentences generally represent complete thoughts.
Adequate	• Capitalization of proper nouns and the beginnings of sentences is generally correct.
Adequate	• End punctuation (periods and question marks) and commas (in a series) are generally correct (Note: Commas in a series are not present, but the correct use of end punctuation is generally evident. This fulfills the requirements for Adequate.)
Adequate	• Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically ("excersice" for "exercise," "realy" for "really," and "worlth" for "worth").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Literacy Performance Task Descriptors
Content and Organization

When assessing The Writing Project, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response. The length and complexity of the response must be considered.

Content and Organization
When assessing **Content and Organization**, consider how effectively the student
- introduces the topic (3.3.2)*
- uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1)
- concludes the writing (3.3.2)
- writes a coherent response (1.2.2)

	Literacy Performance Task Descriptors for Content and Organization
Excellent	• The introduction is **compelling**. • The topic is developed using **insightful** and **convincing** ideas and details. • The conclusion is **skillfully** constructed. • The writing is **consistently** coherent.
Proficient	• The introduction is **clearly expressed**. • The topic is developed using **relevant** and **interesting** ideas and details. • The conclusion is **effectively** constructed. • The writing is **frequently** coherent.
Adequate	• The introduction is **predictable**. • The topic is developed using **general** but **satisfactory** ideas and details. • The conclusion is **appropriately** constructed. • The writing is **generally** coherent.
Limited	• The introduction is **unfocused**. • The topic is partially developed using **unclear** and/or **repetitive** ideas and details. • The conclusion is **contrived**, **unclear**, and/or **superficial**. • The writing is **seldom** coherent; ideas may ramble or be presented as a list.
Insufficient Evidence	• The introduction **does not address the task** or it is **missing**. • Ideas and details are **scant** or **missing**. • The conclusion is **unrelated to the topic** or it is **missing**. • The writing is **not** coherent; ideas, if provided, are randomly presented.

Note: When assessing a student's response, the length and complexity of the response must be considered.

***All of the outcome(s) listed (e.g., 4.3.1) are from the Grade 2 English Language Arts Program of Studies.**

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Literacy Performance Task Descriptors
Vocabulary

Vocabulary
When assessing **Vocabulary**, consider how effectively the student
- uses connecting words (4.2.2)*
- uses descriptive language (2.4.2, 4.1.9)
- uses words to develop ideas (4.2.3, 5.1.5)

	Literacy Performance Task Descriptors for Vocabulary
Excellent	• Connecting words are **skillfully** used to link ideas. • Descriptive language is **vivid**. • Word choice is **precise**.
Proficient	• Connecting words are **effectively** used to link ideas. • Descriptive language is **specific**. • Word choice is **effective**.
Adequate	• Connecting words are **predictably** used to link ideas. • Descriptive language is **simple**. • Word choice is **appropriate**.
Limited	• Connecting words are **repetitively** or **inconsistently** used to link ideas. • Descriptive language is **vague**, **awkward**, and/or **seldom used**. • Word choice **lacks precision**.
Insufficient Evidence	• Connecting words are **misused** and/or **missing**. Ideas are not linked. • Descriptive language is **not used**. • **Few** or **no words** are chosen.

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Literacy Performance Task Descriptors
Conventions

Conventions
When assessing **Conventions**, consider the extent to which the student
- uses sentences that represent complete thoughts (4.2.1)*
- uses capitalization correctly (4.2.8)
- uses punctuation correctly (4.2.9, 4.2.10)
- controls spelling (4.2.5, 4.2.6, 4.2.7)

	Literacy Performance Task Descriptors for Conventions
Excellent	• Sentences **consistently** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **consistently** correct. • End punctuation (periods and question marks) and commas (in a series) are **consistently** correct. • Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **consistently** spelled correctly or phonetically.
Proficient	• Sentences **frequently** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **frequently** correct. • End punctuation (periods and question marks) and commas (in a series) are **frequently** correct. • Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.
Adequate	• Sentences **generally** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **generally** correct. • End punctuation (periods and question marks) and commas (in a series) are **generally** correct. • Common words are **generally** spelled correctly; high-frequency irregular words and uncommon words are **generally** spelled correctly or phonetically.
Limited	• Sentences **seldom** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **seldom** correct. • End punctuation (periods and question marks) and commas (in a series) are **seldom** correct. • Common words are **seldom** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **seldom** spelled phonetically.
Insufficient Evidence	• Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**. • There is **little** or **no evidence** of correct capitalization. • There is **little** or **no evidence** of the correct use of end punctuation and commas. • Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

***All of the outcome(s) listed (e.g., 4.2.8) are from the Grade 2 English Language Arts Program of Studies.**

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Student Exemplar—Writing Profile 1: Computer School

My school will be a giant computer that is located in Space. At this school children will do Science projects and art. What would I like to do in my School? Go to the project room! in this room, kids can build models and draw pictures. Every once in a while kids put on their Space suits and they get thrown out of the school and they have some zero gravity fun! While they are having zero gravity fun all the teachers prepare to bring their students to the art museum. About one hour later the kids come back into the spaceship and they go to the art museum. When the kids are in the art museum looking at the drawings the teachers prepare lunch. In this school they eat different foods like Chocolate Covered moon rocks and Space dust cookies and for the drinks they have Purple cheese milk. After lunch the kids go to bed after a full day of art and Science. They love their school in space! Wouldn't you like it too?

Rationale for Student Exemplar—Writing Profile 1

Computer School (176 words)

	Literacy Performance Task Descriptors
	Content and Organization
Proficient	• The introduction is clearly expressed ("My school will be a giant computer that is located in space. At this school children will do science projects and art.").
Excellent	• The topic is developed using insightful and convincing ideas and details ("Go to the project room," "kids are in the art museum," "teachers prepare lunch," and "eat different foods").
Excellent	• The conclusion is skillfully constructed ("After lunch the kids go to bed after a full day of art and science. They love their school in space! Wouldn't you like it too?").
Excellent	• The writing is consistently coherent. It always makes sense because the ideas about Computer School are organized purposefully. The school activities described by the writer are well developed and all the ideas are related.
	Vocabulary
Excellent	• Connecting words are skillfully used to link ideas ("in this room," "Every once in awhile," "About one hour later," and "after a full day").
Excellent	• Descriptive language is vivid ("zero gravity fun," "chocolate covered moon rocks," "space dust cookies," and "purple cheese milk").
Excellent	• Word choice is precise ("build models," "put on their space suits," "get thrown out," and "looking at the drawings").
	Conventions
Excellent	• Sentences consistently represent complete thoughts.
Excellent	• Capitalization of proper nouns and the beginnings of sentences is consistently correct.
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct. (Note: Commas in a series are not present, but the consistently correct use of end punctuation in a response of this length and complexity fulfills the requirements for Excellent.)
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly.

Note: When assessing a student's response, the length and complexity of the response must be considered.

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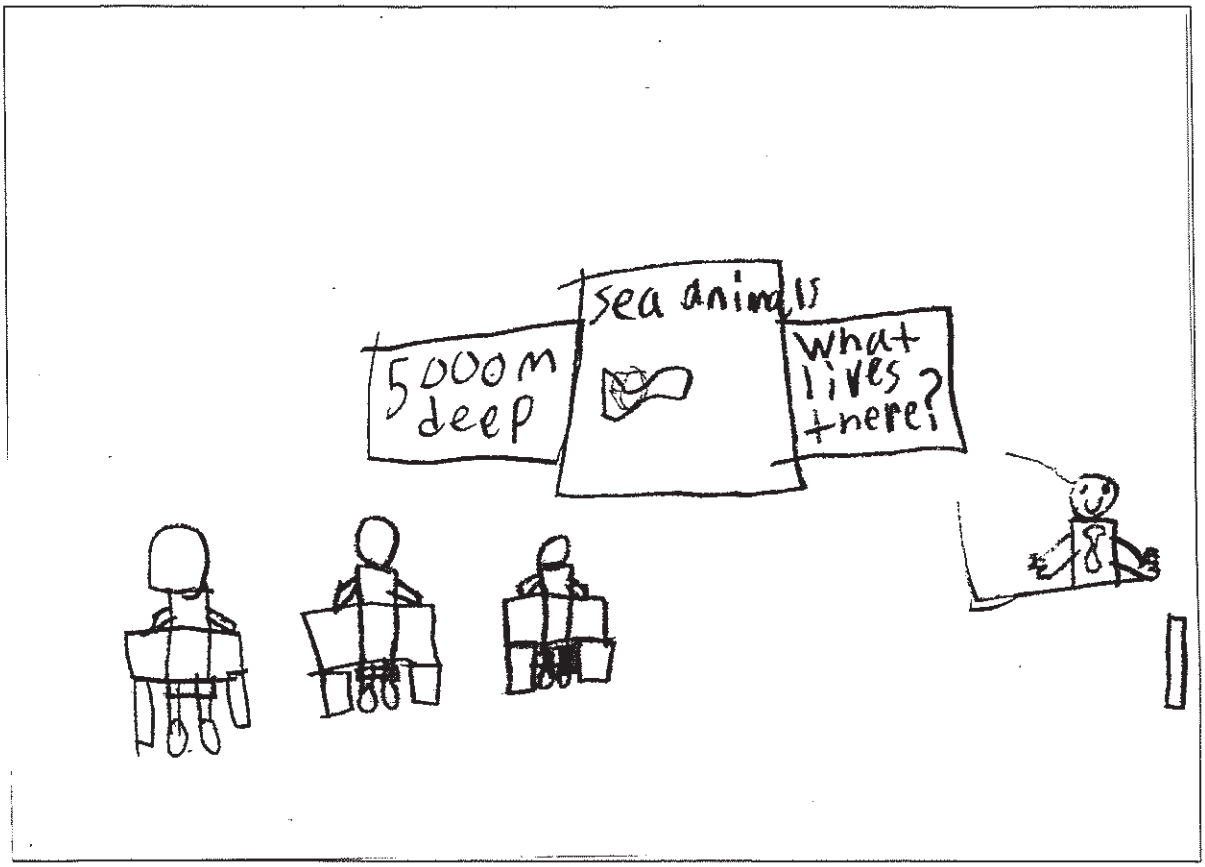
Student Exemplar—Writing Profile 2: Ocean School



I really like Sea animals and I thought I Should share my love with the world. I would create a School on the Coast of Nova Scotia. You would learn about the ocean and it's animals. It would be Shaped like a giant whale and the entrense would be located under the mouth. each class would

learn about different depths of the ocean. Occasionally you could go to the ocean and swim kayak and go in a submerine and explore the ocean. In the school there would be a gym, pool and a Indoor Playground that would have 12 slides, 3 floors, and a place to build with different materials. there would be a sports team called the beluga's and it would partisipate in soccer, hockey, and softball. teachers would wear sea animal themed clothes and would encourage children to do there best work. kids would have fun, learn, and play. In fact I want my school to be enjoyed by kids and teachers. It is a Peaceful Place and a fun one.

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Rationale for Student Exemplar—Writing Profile 2

Ocean School (171 words)

	Literacy Performance Task Descriptors
	Content and Organization
Excellent	• The introduction is compelling ("I really like sea animals and I thought I should share my love with the world. I would create a school on the coast of Nova Scota. You would learn about the ocean and it's animals.").
Excellent	• The topic is developed using insightful and convincing ideas and details ("the entrense would be located under the mouth," "go to the ocean and swim," "go in a submerine," "a sports team called the beluga's," and "encourage children to do there best work"). The visual representation enhances the details in the writing.
Proficient	• The conclusion is effectively constructed ("Kids would have fun, learn, and play. In fact I want my school to be enjoyed by kids and teachers. It is a Peaceful Place and a fun one.").
Proficient	• The writing is frequently coherent. It often makes sense because most of the ideas about the Ocean School are organized logically; however, the placement of the information about the sports team interrupts the logical continuity of the response.
	Vocabulary
Excellent	• Connecting words are skillfully used to link ideas ("and I thought," "Occasionally," "In the school," and "In fact").
Excellent	• Descriptive language is vivid ("shaped like a giant whale," "different materials," and "sea animal themed clothes").
Excellent	• Word choice is precise ("coast," "depths of the ocean," "explore," "a Indoor Playground," and "partisipate").
	Conventions
Excellent	• Sentences consistently represent complete thoughts.
Proficient	• Capitalization of proper nouns and the beginnings of sentences is frequently correct.
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct ("would have 12 slides, 3 floors, and a place to build" and "partisipate in soccer, hockey, and softball").
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically ("Nova Scota" for "Nova Scotia," "entrense" for "entrance," and "submerine" for "submarine").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Student Exemplar— Writing Profile 3: Active School

I think that it is important to be active You need to move around every day so I would like to create a school that has a rope to clime and make you stronger. We can also have a pool with a diving board and a water slide. Ascpeshotey we should have rock climbing walls so you can reach the top of the school that would be ausume. We can have monkey bares then you would be like a monkey. Exspeshotey you can go tite roping from your hose to your school because you would be so good at it You will each have a exer sizing ball You will bouns soh. When you are done excer cizing You can go into a hot tub. I will have over 100 game boards so you will be smarter then your parents. We will have canoe races Your arms will go so fast. You can go zip line diving you will be so hi and scared but it will be so osume and amazing

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Rationale for Student Exemplar—Writing Profile 3

Active School (173 words)

	Literacy Performance Task Descriptors
	Content and Organization
Proficient	• The introduction is clearly expressed (“I think that it is importent to be active. You need to move around every day so I would like to create a school that has a rope to clime and make you stronger.”).
Proficient	• The topic is developed using relevant and interesting ideas and details (“a pool with a diving board and a water slide,” “you can reach the top of the school,” “go tite roping from your hose to your school,” and “you will be smarter then your parents”).
Limited	• The conclusion is unclear (“You can go zip line diving you will be so hi and scared but it will be so osume and amazing”).
Adequate	• The writing is generally coherent. It usually makes sense because the ideas are organized in a straightforward manner. However, the information about board games and canoe races is not organized logically. This interrupts the continuity of the response.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas (“Ascpesholey,” “so,” “then,” “because,” and “When”). (Note: Although the writer uses the word “Asepesholey/ Exspesholey” twice, it is not effectively used to connect ideas.)
Proficient	• Descriptive language is specific (“stronger,” “like a monkey,” “smarter,” “scared,” and “osume and amazing”).
Proficient	• Word choice is effective (“move around,” “bouns so hi,” “excer cizing,” and “arms will go so fast”).
	Conventions
Proficient	• Sentences frequently represent complete thoughts.
Excellent	• Capitalization of proper nouns and the beginnings of sentences is consistently correct.
Proficient	• End punctuation (periods and question marks) and commas (in a series) are frequently correct. (Note: Commas in a series are not present, but the correct use of end punctuation is frequently evident in this response. This fulfills the requirements for Proficient.)
Proficient	• Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically (“Exspesholey” for “Especially” and “osume” for “awesome”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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I would create a school where we would learn about mammals by what it has to say, like an elephant. We would use magic to say our language. The animal would say how it lives. The rooms would look like the animals natural habitat. The school would be located in the middle of a huge field. It would have to be located some where warm, for winter animals we would use magic to make it cold. It would be a little chilli for the animals. We would make the teachers use the magic. The the teachers can wear what ever they'd like. for recess we would play with any animal. The dangerouse animals are trained to be nice, for the animals who carry diselse would wear a special suit. My school is called Magic Mammal school. My school is 2 years old. We would also learn magical spells. This is the best school you could ever asked for.

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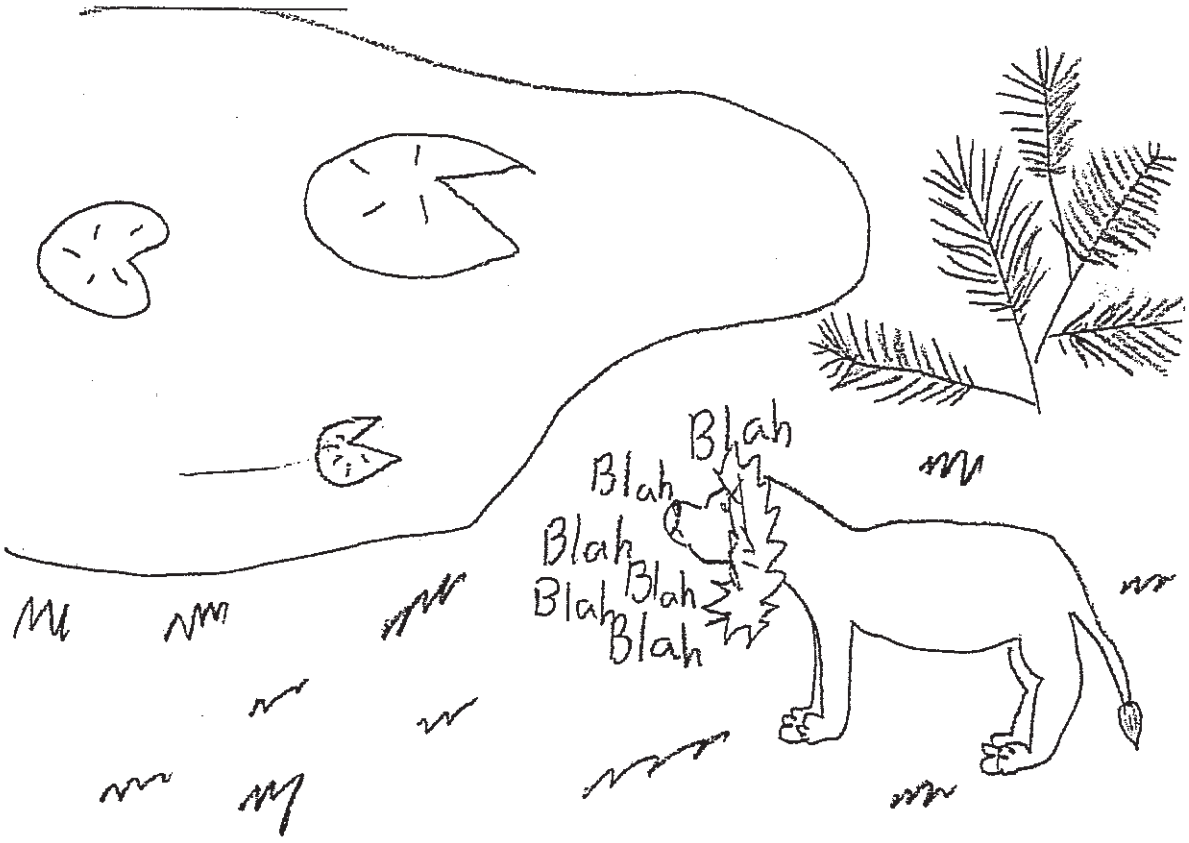
Student Exemplar—Writing Profile 4: Mammal School



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Rationale for Student Exemplar—Writing Profile 4

Mammal School (158 words)

	Literacy Performance Task Descriptors
	Content and Organization
Proficient	• The introduction is clearly expressed (“I would create a school where we would learn about mammals by what it has to say, like an elephant. We would use magic to say our language.”).
Proficient	• The topic is developed using relevant and interesting ideas and details (“located in the middle of a huge field,” “use magic to make it cold,” “animals are trained to be nice,” and “learn magical spells”). The visual representation provides some support for the details in the writing.
Adequate	• The conclusion is appropriately constructed (“This is the best school you could ever asked for.”).
Adequate	• The writing is generally coherent. It usually makes sense; however, some of the ideas are not logically organized. For example, the placement of the information about recess and animals with diseases interrupts the continuity of the response.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas (“like,” “for,” and “also”).
Proficient	• Descriptive language is specific (“natural habitat,” “a little chilli,” “dangerouse animals,” and “Magic Mammal school”).
Proficient	• Word choice is effective (“located some where warm,” “use the magic,” “carry diseise,” and “wear a special suit”).
	Conventions
Proficient	• Sentences frequently represent complete thoughts.
Excellent	• Capitalization of proper nouns and the beginnings of sentences is consistently correct.
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct. (Note: Commas in a series are not present, but the correct use of end punctuation is consistently evident in this response. This fulfills the requirements for Excellent.)
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically (“chilli” for “chilly,” “dangerouse” for “dangerous,” and “disiese” for “disease”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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Student Exemplar—Writing Profile 5: Mexico School

I'd like my School in Mexico because I love the outdoors! it needs colrful fish in the reef So that We can look at them! There will be Fruit So that We can eat it! Sharks So that we can look at them. Whales So that We can look at them also! There are Boats So that We can Sale in them and lern about new fish! And there is an Ocean So that We can swim in because We are close to the Ocean and because I love Swimming! My School Will be in the Soft Sand. There will be 30 Kids in our Class and the School will be a ginormes tree house!

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Rationale for Student Exemplar—Writing Profile 5

Mexico School (115 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("I'd like my school in Mexico because I love the outdoors!").
Adequate	• The topic is developed using general but satisfactory ideas and details ("There will be Fruit so that We can eat it," "Sharks…," "Whales…," "Boats…," and "close to the ocean").
Adequate	• The conclusion is appropriately constructed ("There will be 30 kids in our class and the school will be a jinormus tree house!").
Adequate	• The writing is generally coherent. It usually makes sense because the ideas about Mexico School are organized in a simple and straightforward manner.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas ("because," "also," and "and"). (Note: Although the words "so that" are present, repetitive use makes them ineffective. This fulfills the requirements for Adequate.)
Adequate	• Descriptive language is simple ("colrful fish," "soft sand," and "jinormus tree house").
Adequate	• Word choice is appropriate ("in the reef," "look at them," "can sale," and "love swimming").
	Conventions
Adequate	• Sentences generally represent complete thoughts. (Some sentence fragments are used: "Sharks so that we can look at them" and "Whales so that we can look at them also.").
Adequate	• Capitalization of proper nouns and the beginnings of sentences is generally correct. (Note: Capitals are incorrectly placed in the middle of sentences.)
Proficient	• End punctuation (periods and question marks) and commas (in a series) are frequently correct. (Note: Commas in a series are not present, but the correct use of end punctuation is frequently evident in this response. Although exclamation marks are frequently used, this is evidence that the writer understands that the end of a sentence requires a punctuation mark. This fulfills the requirements for Proficient.)
Proficient	• Common words are frequently spelled correctly; high-frequency irregular words and uncommon words are frequently spelled correctly or phonetically ("colrful" for "colourful," "sale" for "sail," and "lern" for "learn").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Student Exemplar—Writing Profile 6: Art School

I want to have an Art School and muzic school so people will sing Draw paint and color painting's will be hung up on the wall. people will see Kids butiful paintings on the wall. And Kids will learn how to do muzic. They can play the drums and play the flute. They can do other things like go to the gym and Exersize. They can run all Around a circle and They can rock clime The Kids will learn and have lots of fun.

Rationale for Student Exemplar—Writing Profile 6

Art School (85 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable (“I want to have an Art School and muzic school so people will sing Draw paint and color”).
Adequate	• The topic is developed using general but satisfactory ideas and details (“painting’s will be hung up on the wall,” “play the drums and play the flute,” and “go to the gym and Exersize”).
Adequate	• The conclusion is appropriately constructed (“The Kids will learn and have lots of fun.”).
Adequate	• The writing is generally coherent. It usually makes sense because the ideas about the Art School are organized in a simple and straightforward manner.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas (“so,” “And,” and “like”).
Adequate	• Descriptive language is simple (“butiful paintings” and “lots of fun”).
Adequate	• Word choice is appropriate (“hung up,” “do other things,” “all Around a circle,” and “rock clime”).
	Conventions
Adequate	• Sentences generally represent complete thoughts.
Adequate	• Capitalization of proper nouns and the beginnings of sentences is generally correct.
Adequate	• End punctuation (periods and question marks) and commas (in a series) are generally correct. (Note: Commas in a series are not present, but the correct use of end punctuation is generally evident. This fulfills the requirements for Adequate.)
Adequate	• Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically (“muzic” for “music,” “butiful” for “beautiful,” and “Exersize” for “Exercise”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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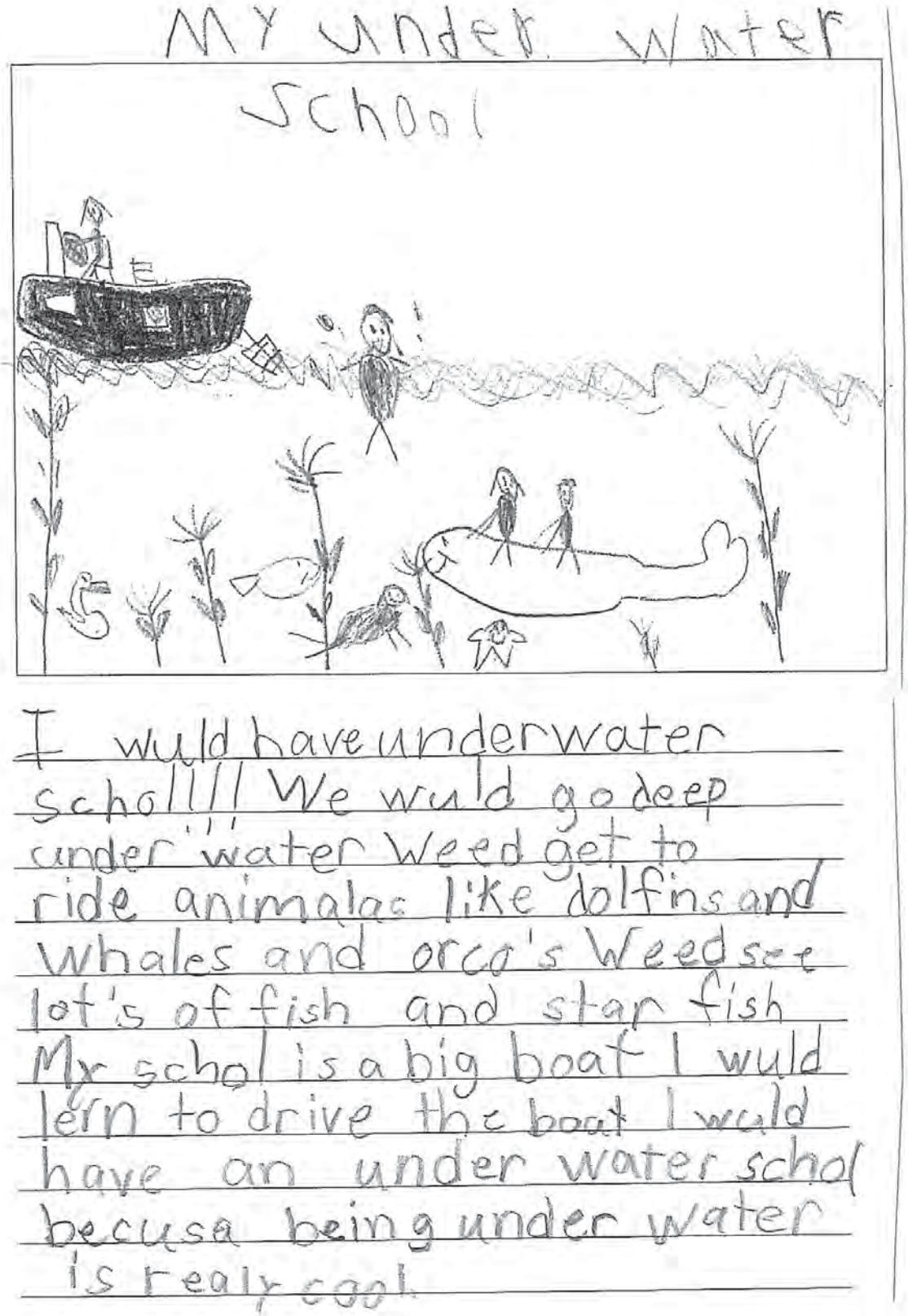
Student Exemplar—Writing Profile 7: My Under Water School



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Rationale for Student Exemplar—Writing Profile 7

My Under Water School (57 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable (“I wuld have underwater schol!!!”).
Adequate	• The topic is developed using general but satisfactory ideas and details (“go deep under water,” “ride animalas,” “see lot’s of fish,” and “drive the boat”.) The visual representation supports the details provided in the writing.
Adequate	• The conclusion is appropriately constructed (“I wuld have an under water schol becusa being under water is realy cool.”).
Adequate	• The writing is generally coherent. Although the ideas are appropriately developed, the information about the school existing as a boat and as an under water school are not logically organized. This interrupts the continuity of the response.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas (“like,” “and,” and “becusa”).
Adequate	• Descriptive language is simple (“lot’s of fish,” “big boat,” and “realy cool”).
Adequate	• Word choice is appropriate (“dolfins and whales and orco’s,” “star fish,” “drive the boat,” and “being under water”).
	Conventions
Adequate	• Sentences generally represent complete thoughts.
Adequate	• Capitalization of proper nouns and the beginnings of sentences is generally correct.
Limited	• End punctuation (periods and question marks) and commas (in a series) are seldom correct.
Adequate	• Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically (“wuld” for “would,” “schol” for “school,” “Weed” for “We’d,” and “becusa” for “because”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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Student Exemplar—Writing Profile 8: Sports School

My Schol wuld be a sports Schol with fun sports and helthy foods and Swimming and runningand Brake dansing and scince and a jungula nd lurning and reading and alive pandasand dogs. after it is bilt Kids can come and lurn and play and read.

Rationale for Student Exemplar—Writing Profile 8

Sports School (46 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable (“My Schol wuld be a sports schol with fun sports and helthy foods”).
Limited	• The topic is partially developed using ideas that are unclear because details are not provided (“and swimming and running and Brake dansing and scince and a junguland lurning and reading and alive pandas and dogs”).
Limited	• The conclusion is superficial (“after it is bilt kids can come and lurn and play and read.”).
Limited	• The writing is seldom coherent. It rarely makes sense because the ideas in Sports School are ineffectively organized and are presented as a rambling list.
	Vocabulary
Limited	• Connecting words are repetitively used to link ideas (“and” is used repetitively).
Limited	• Descriptive language is seldom used (“fun sports” and “helthy foods”).
Adequate	• Word choice is appropriate (“swimming and running,” “Brake dansing,” and “bilt”).
	Conventions
Limited	• Sentences seldom represent complete thoughts. (Note: The response is mainly one run-on sentence.)
Limited	• Capitalization of proper nouns and the beginnings of sentences is seldom correct.
Limited	• End punctuation (periods and question marks) and commas (in a series) are seldom correct.
Adequate	• Common words are generally spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are generally spelled phonetically (“helthy” for “healthy,” “Brake” for “break,” “scince” for “science,” “bilt” for “built,” and “lurn” for “learn”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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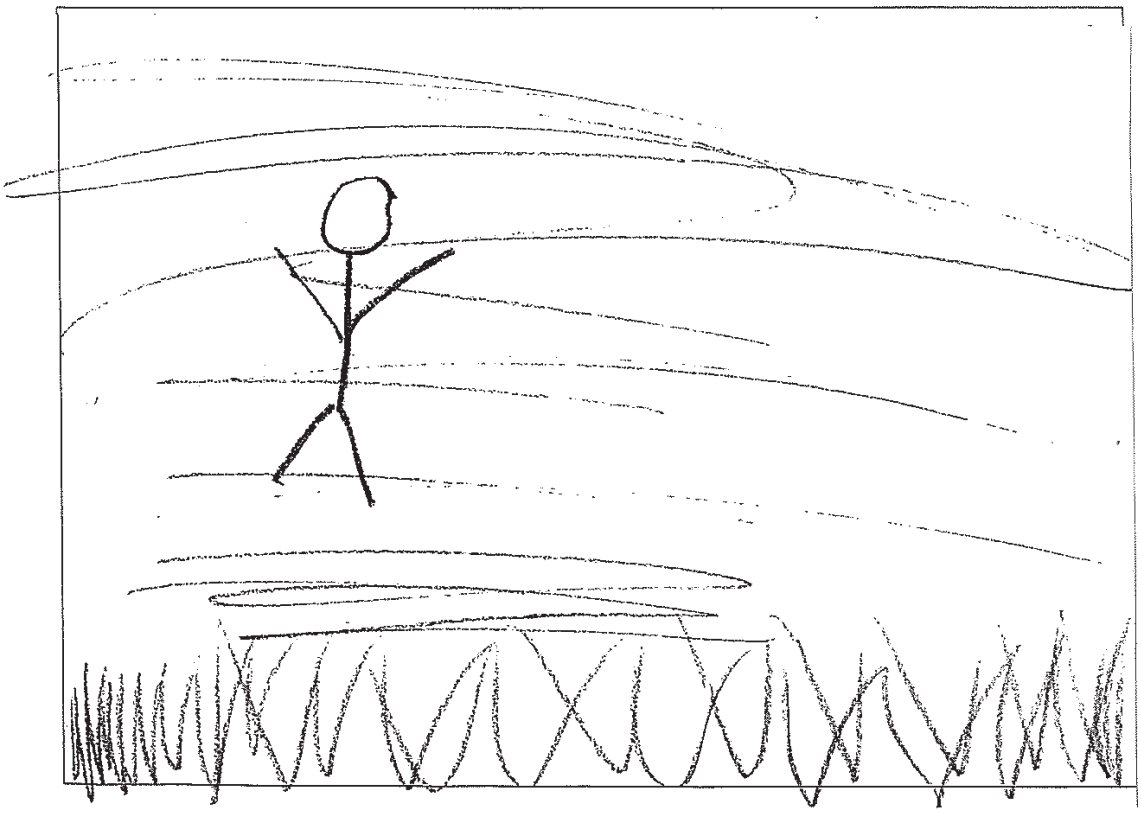
Student Exemplar—Writing Profile 9: Outside School

My School is out side School.
It is outside It is worm and
you were swims soos.



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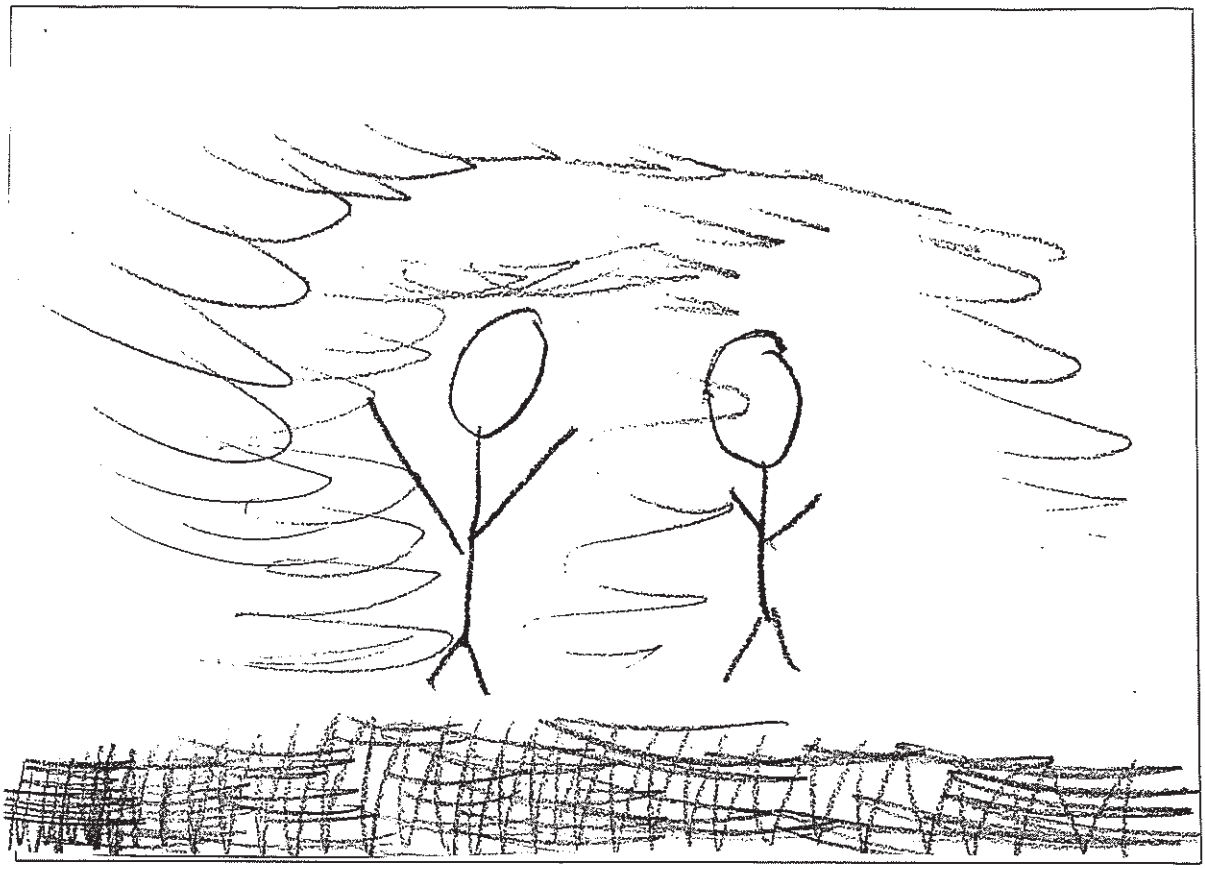
Student Exemplar—Writing Profile 9: Outside School



I em runing in the gras with mid B.F.F. She is KATlyn and She is CUming to mia Brithday I can't wate.

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Rationale for Student Exemplar—Writing Profile 9

Outside School (39 words)

	Literacy Performance Task Descriptors
	Content and Organization
Limited	• The introduction is unfocused (“My School is out side school. It is outside”).
Limited	• The topic is partially developed but ideas and details are unclear (“It is worm,” “She is KAtlyn,” “She is Caming to mia Brithday”). The visual representation provides few supporting details.
INS	• The conclusion is unrelated to the topic (“She is Caming to mia Brithday I can’t wate”).
Limited	• The writing is seldom coherent. It rarely makes sense because the limited number of ideas in Outside School are randomly presented.
	Vocabulary
Limited	• Connecting words are inconsistently used (“and” is used twice).
Limited	• Descriptive language is vague and seldom used (“out side,” “worm,” and “swims soos”).
Limited	• Word choice lacks precision (“runing,” “gras,” and “caming”).
	Conventions
Limited	• Sentences represent complete thoughts, but the length and complexity of the response must be considered.
Limited	• Capitalization of proper nouns and the beginnings of sentences is seldom correct.
Limited	• End punctuation (periods and question marks) and commas (in a series) are seldom correct.
Limited	• Common words are seldom spelled correctly or phonetically (“em” for “am,” “gras” for “grass,” and “mia” for “my”); high-frequency irregular words and uncommon words, if present, are seldom spelled phonetically (“worm” for “warm,” “Caming” for “coming,” and “Brithday” for “Birthday”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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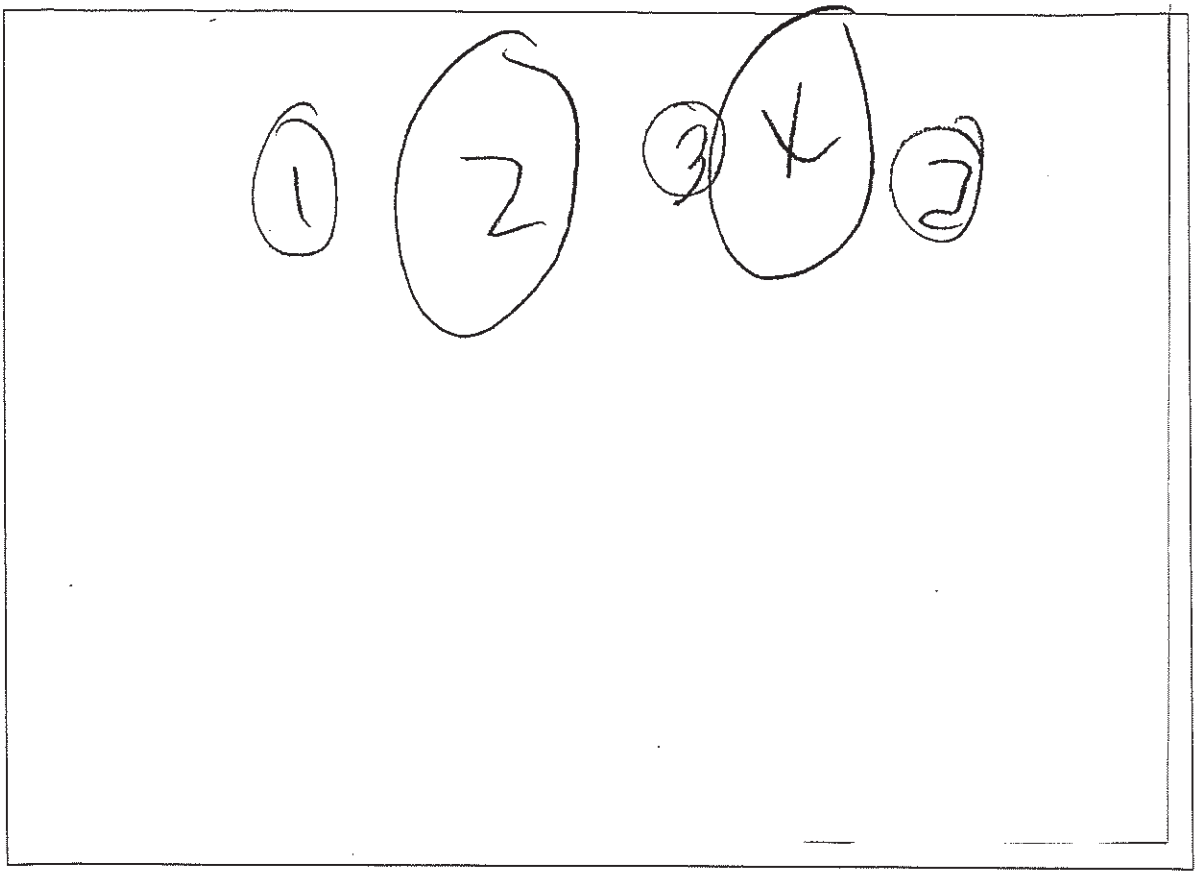
Student Exemplar—Writing Profile 10: Pizza School



1 2 3 4 2

I Mad a Diss
for me Delcis
I Like MX Diss
Is a Yom
Yes Yo

Rationale for Student Exemplar—Writing Profile 10

Pizza School (16 words)

	Literacy Performance Task Descriptors
	Content and Organization
INS	• The introduction does not address the task (“I mad a pizz for me”).
INS	• Ideas and details are scant, ideas are randomly presented (“Delcis,” “I Like My pizz is a yom,” and “Yes Yo”). The visual representation provides few details.
INS	• The conclusion is missing.
INS	• The writing is not coherent. There are not enough ideas presented for the response to make sense.
	Vocabulary
INS	• Connecting words are missing. Ideas are not linked.
INS	• Descriptive language is not used.
INS	• Few words are chosen.
	Conventions
INS	• Sentences represent incomplete thoughts and are difficult to discern.
INS	• There is little evidence of correct capitalization.
INS	• There is no evidence of the correct use of end punctuation and commas.
INS	• Common words are incorrectly spelled; incorrect spelling significantly interferes with communication.

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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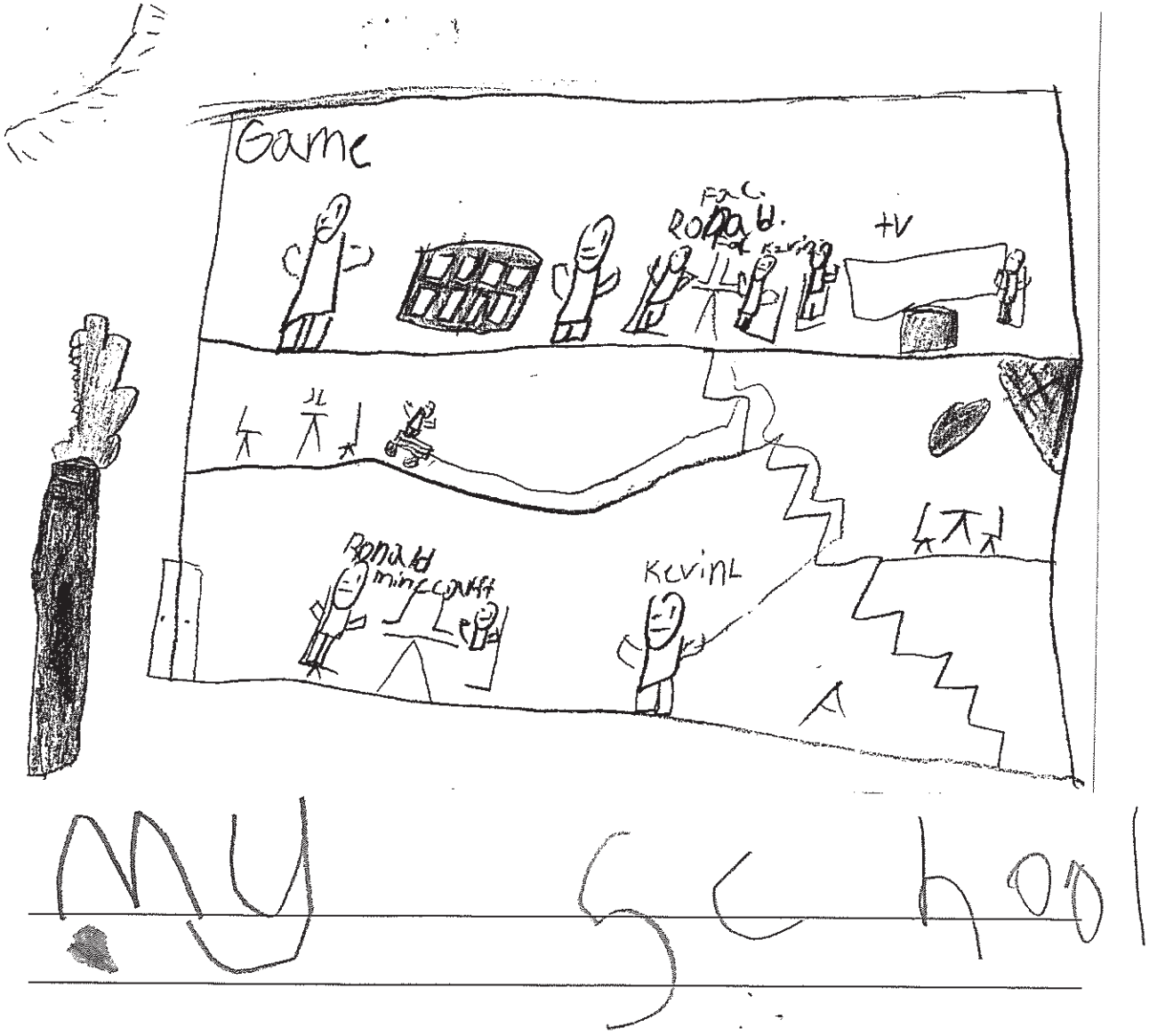
Student Exemplar—Writing Profile 11: My School



Rationale for Student Exemplar—Writing Profile 11

My School (2 words)

	Literacy Performance Task Descriptors
	Content and Organization
INS	• The introduction does not address the task or it is missing (“my school”).
INS	• Ideas and details are scant (few details are provided in the visual representation).
INS	• The conclusion is missing.
INS	• The writing is not coherent. Although some ideas are provided in the visual representation, the organization of the ideas requires the reader to make many inferences in order to make sense of the response.
	Vocabulary
INS	• Connecting words are missing.
INS	• Descriptive language is not used.
INS	• Few words are chosen (“my school”).
	Conventions
INS	• Sentences are missing.
INS	• There is no evidence of correct capitalization.
INS	• There is no evidence of the correct use of end punctuation and commas.
INS	• Common words are missing.

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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Appendix 1—Clarification of Terms Used in the Literacy Performance Task Descriptors

This information provides more detailed explanations of some terms used in the Literacy Performance Task Descriptor statements.

Definition of KEY Terms

The term **Coherent** refers to the unity of the entire text. Coherence is created through the organization and development of content. A text is coherent if it makes sense.

Clarification of QUANTITATIVE Terms in the Literacy Performance Task Descriptors

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Consistently	**Frequently**	**Generally**	**Seldom**	**Little evidence**
Evidence is always present; one or two "slips" may occur, but there are many examples of comprehensive understanding.	Evidence is often present; there are minor inconsistencies throughout the response.	Evidence is commonly present, particularly in less complex parts of the response; inconsistencies are obvious.	Evidence is rarely present; there are numerous inconsistencies and/or there is minimal evidence of understanding.	There is not enough evidence to make an accurate assessment.

Clarification of QUALITATIVE Terms in the Literacy Performance Task Descriptors

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Compelling Introduction	**Clearly Expressed Introduction**	**Predictable Introduction**	**Unfocused Introduction**	**Little Evidence of an Introduction**
The beginning creates or stimulates strong interest.	The beginning is explicitly stated and some elaboration is included.	The beginning is straightforward and basic.	The beginning is vague, unclear, and/or lacking a clear purpose or direction.	The beginning does not relate to the task or it is missing.

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Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Insightful Ideas and Details	**Relevant Ideas and Details**	**Satisfactory Ideas and Details**	**Repetitive/ Unclear Ideas and Details**	**Scant Ideas and Details**
Ideas and details demonstrate a complete understanding of the topic; information is purposefully included and may be persuasive.	Ideas and details provide pertinent information; they are logical and focused.	Ideas and details adequately fulfill the requirements of the task; they are appropriate but basic.	Some ideas and details may be satisfactory but they are restated repeatedly, presented as a list, and/or they are vague and confusing.	One or two ideas/ details are presented. They may or may not be related to the topic.
Skillfully Constructed Conclusion	**Effectively Constructed Conclusion**	**Appropriately Constructed Conclusion**	**Contrived or Superficial Conclusion**	**Unrelated Conclusion**
The conclusion purposefully ties the ideas from the response together; it may echo the introduction, challenge the reader, or pose a question.	The conclusion logically ties the main ideas from the response together; it is a focused summary of the response.	The conclusion summarizes the response by restating the main idea, or it is a general statement that is clearly connected to the ideas in the response.	The conclusion is incomplete or has minimal support in the response. It may be vaguely related to the topic and/or the connection is strained.	The conclusion has no connection to the details or ideas in the response.
Skillful Connecting Words	**Effective Connecting Words**	**Predictable Connecting Words**	**Repetitive or Inconsistent Connecting Words**	**Misused or Missing Connecting Words**
The connecting phrases or words that link one idea to the next are purposefully used (e.g., after that, as long as, as well as, especially, even though, every once in a while, except, finally, for example, hopefully, in fact, instead of, mainly, occasionally, of course, on the other hand, usually, whenever).	The connecting phrases or words that link one idea to the next are logically used (e.g., before that, besides, finally, first, last, maybe, next, now, second, since, soon, so that, still, that, too, without, yet).	The connecting words used to link ideas are basic (e.g., also, and, because, but, if, like, or, so, then, when, with).	The connecting words are used **repetitively** to link ideas (e.g., and, so, then).	**N/A**

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Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Vivid Descriptive Language	**Specific Descriptive Language**	**Simple Descriptive Language**	**Awkward/Vague Descriptive Language**	**Misused or Missing Descriptive Language**
The descriptive language (adjectives, adverbs, language patterns, and sounds) creates distinct and striking mental images; it is expressive and/or memorable (e.g., the glittering golden sun, as frosty as a winter day).	The descriptive language (adjectives, adverbs, language patterns, and sounds) creates some interesting mental images; it is explicit and/or effective (e.g., the bright shiny sun, as cold as a popsicle).	The descriptive language (adjectives, adverbs, language patterns, and sounds) is basic, appropriate, and straightforward (e.g., the yellow sun, cold like snow).	The descriptive language (adjectives, adverbs, language patterns, and sounds) is not effectively used or well-planned; it is imprecise and/or unclear (e.g., the yellow ball thing, real cold).	**N/A**
Precise Word Choice	**Effective Word Choice**	**Appropriate Word Choice**	**Word Choice Lacks Precision**	**Misused or Missing Words**
The words (usually nouns and verbs) used to develop ideas are purposeful, explicit, accurate, and sophisticated (e.g., Siberian tiger, grins, pounce).	The words (usually nouns and verbs) used to develop ideas are meaningful, relevant, and focused (e.g., tiger, smiles, skips over).	The words (usually nouns and verbs) used to develop ideas are simple, straightforward, and predictable (e.g., large stripy cat, looks happy, jumps).	The words (usually nouns and verbs) used to develop ideas are ineffective, vague, and do little to sustain interest (e.g., cat, fun and funny, goes up).	**N/A**

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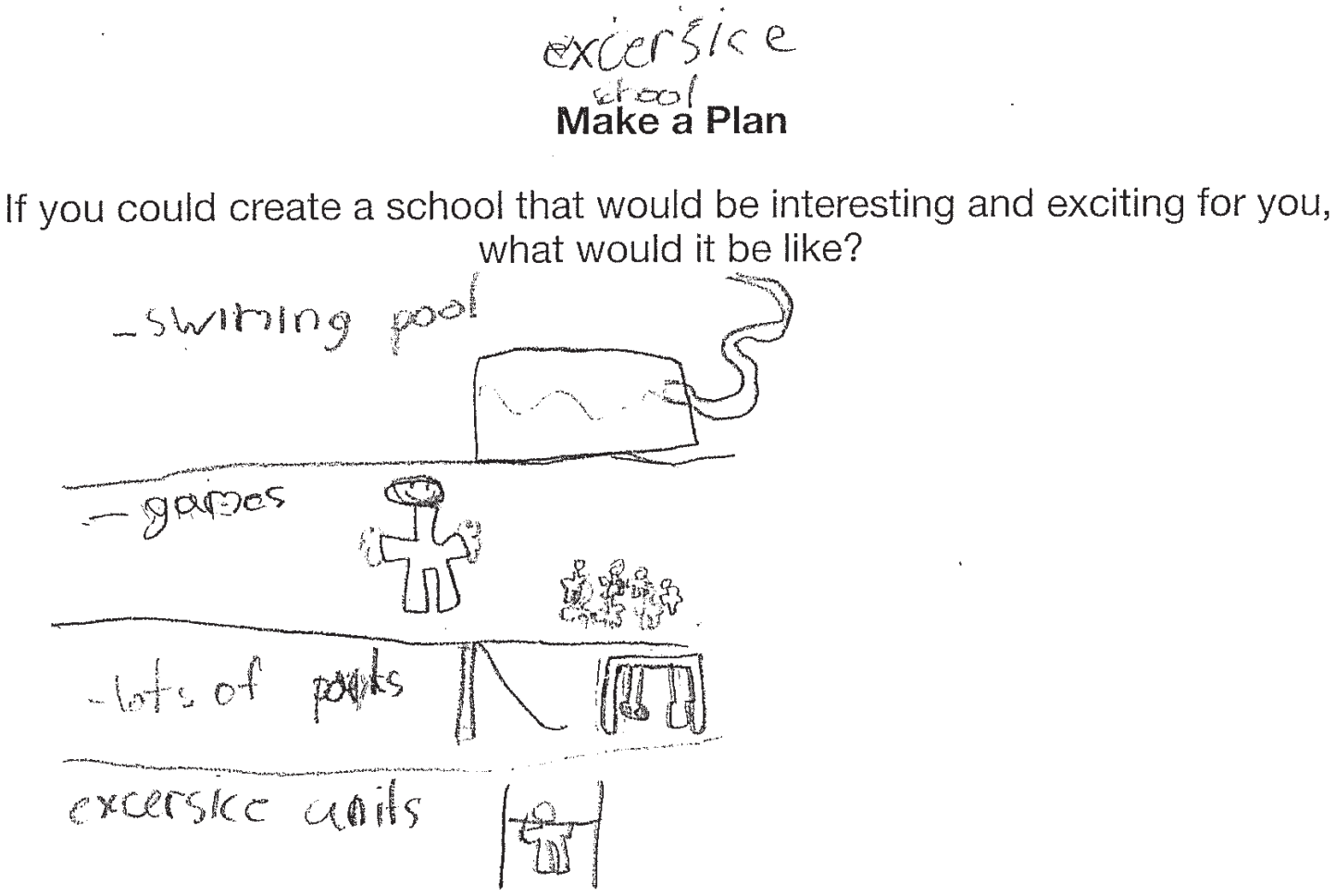
Appendix 2—Samples of Students' Responses

Make a Plan

These samples of students' responses to the *Make a Plan* activity represent some of the approaches they took when they planned their writing projects. The samples are included for informational purposes only and are not intended to be used as an assessment tool.

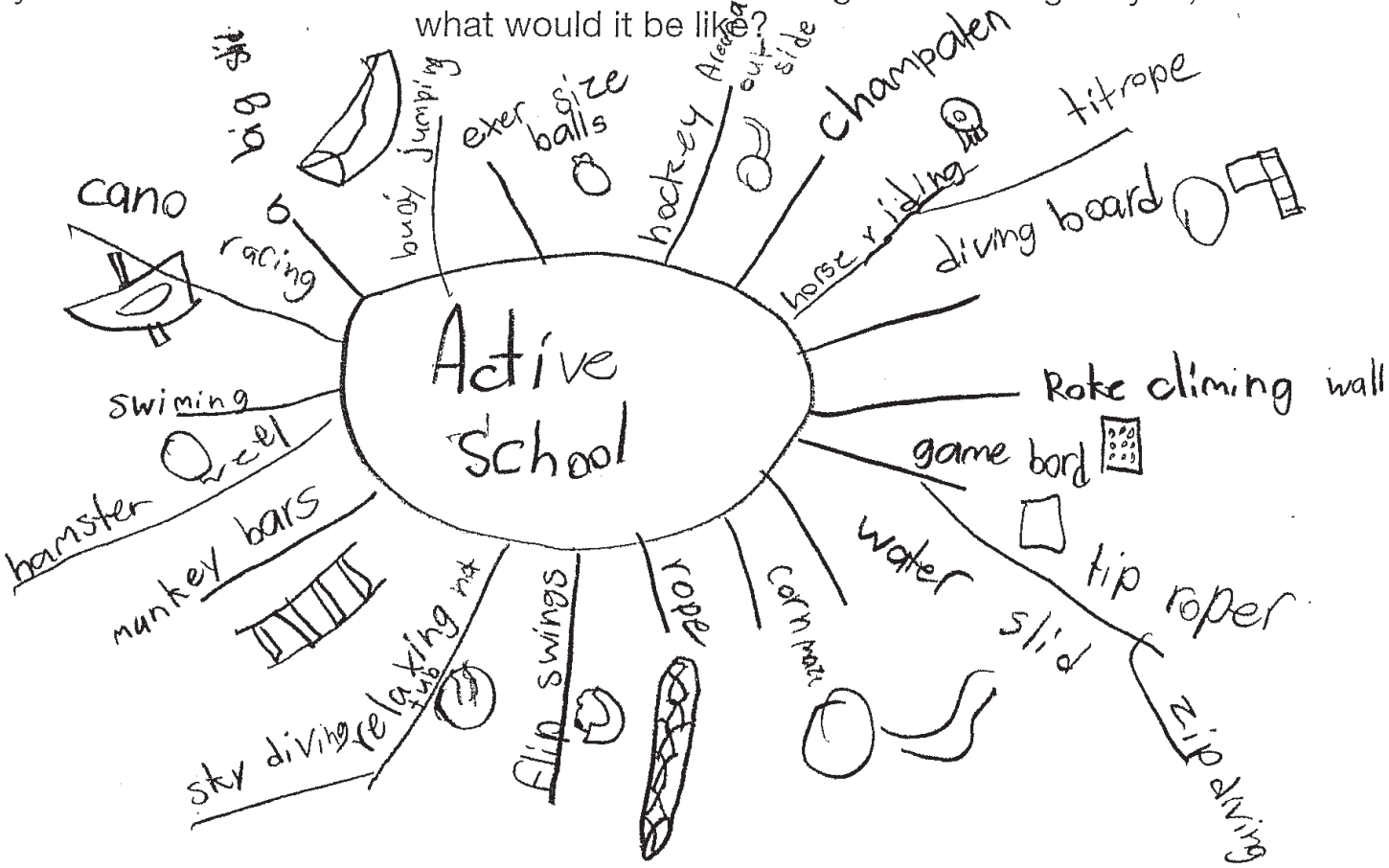
Sample 1



Sample 2

Make a Plan

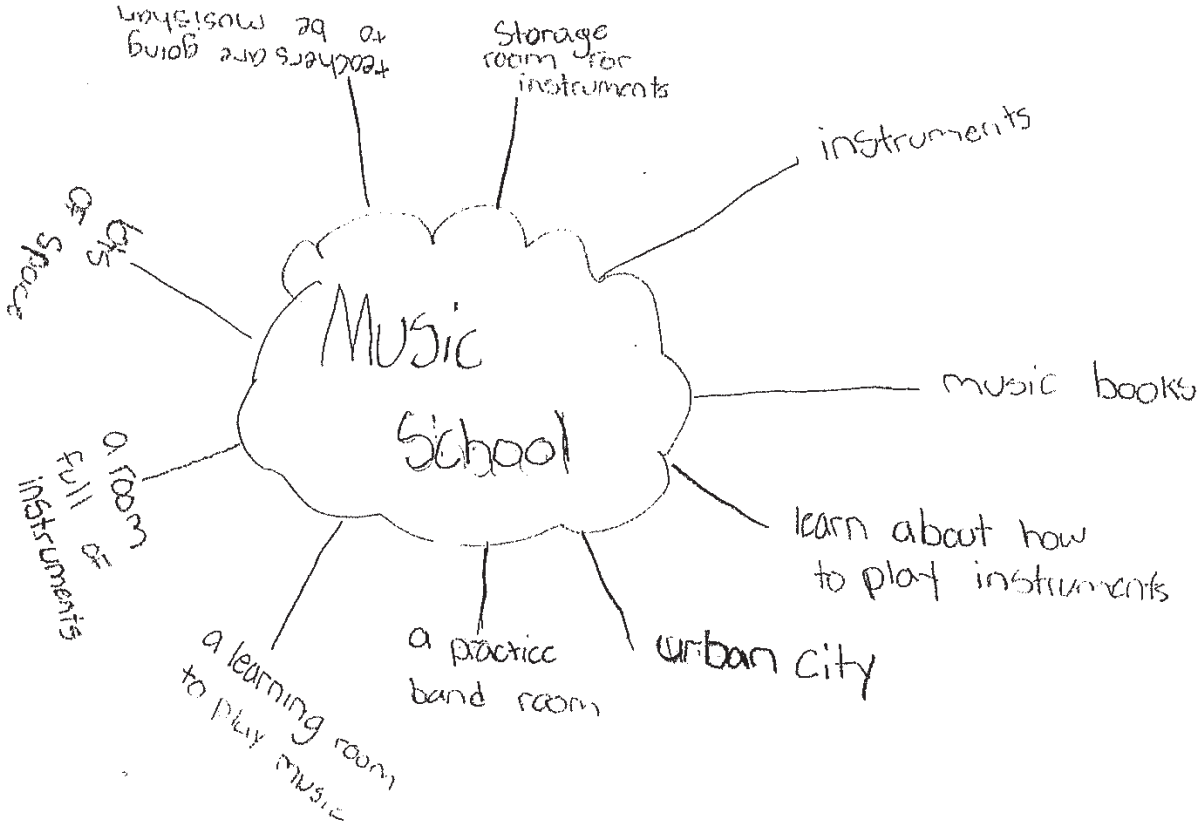
If you could create a school that would be interesting and exciting for you, what would it be like?



Sample 3

Make a Plan

If you could create a school that would be interesting and exciting for you, what would it be like?



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Thinking About My Writing Project

These samples of students' responses to the *Thinking About My Writing Project* activity represent some of the students' self-reflections about the writing project. The samples are included for informational purposes only and are not intended to be used as an assessment tool.

Sample 1

Thinking About My Writing Project

Something I did well in my writing project is

Writing nicely and creative ideas.

Something I would change or add to my writing project is

a little more ajitives

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Sample 2

Thinking About My Writing Project

Something I did well in my writing project is

that I added more detail than ever before.

Something I would change or add to my writing project is

that I would edit my work because added not important details.

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Sample 3

Thinking About My Writing Project

Something I did well in my writing project is

Provide details in my story to explain certain part that were confusing.

Something I would change or add to my writing project is

More information about my buildings Shape, material, ect.

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Student Name

Make a Plan

If you could create a school that would be interesting and exciting for you, what would it be like?

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Student Name

Thinking About My Writing Project

Something I did well in my writing project is

_____

_____

_____ .

Something I would change or add to my writing project is

_____

_____

_____ .

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Create a School
2015 Pilot
Revised 2016

Student Name

The Writing Project

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Student Name

The Writing Project

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