

Performance Descriptors and Classroom Assessments



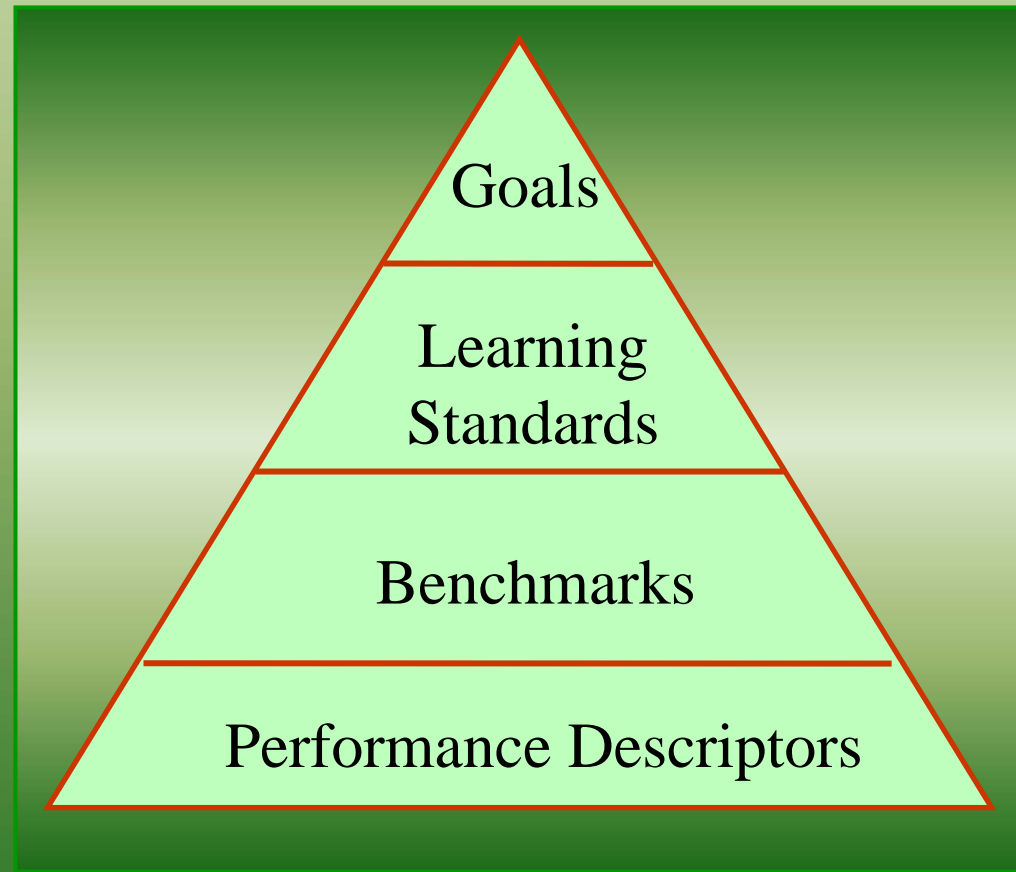
Performance Descriptors and Classroom Assessments

This presentation is designed to help groups of teachers use the Performance Descriptors and the Classroom Assessments. Before using this with groups of teachers review the presentation and print some of the items found on the website or CD to facilitate the group activities.

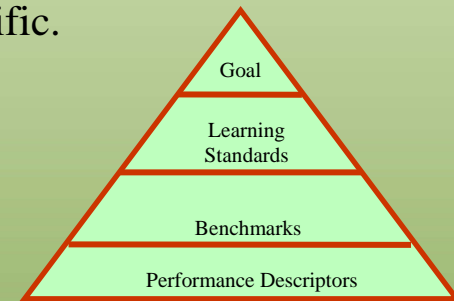
Topics In This Presentation

- Standards as Achievement Targets
 - Performance Descriptors
 - Classroom Assessments
 - Student Work Samples
- Activities for Staff Development
- Use www.isbe.net to find resources

Standards Are Achievement Targets



- **Goals** are the most general of the statements about learning. There are 30 state goals over seven learning areas.
- **Learning Standards** are aligned under each goal area. The Illinois Learning Standards in some learning areas such as Social Science are still broad statements. However, most of the process standards in Reading and Math are more specific.
- **Benchmarks** further describe learning at 5 levels:
 - Early Elementary
 - Late Elementary
 - Middle/Junior High
 - Early High School
 - Late High School
- **Performance Descriptors** are resources that help to make the standards and benchmarks more specific. They evolved from the State Goals and Standards with each layer adding more detail and specificity.
 1. The primary purpose of the Performance Descriptors is to provide educators with clear descriptions of the performance expectations for the ILS stage by stage (grade by grade).
 2. Performance Descriptors supplement the ILS. The descriptors are not required, nor are they an exhaustive listing of all expectations.
 3. Performance Descriptors are classroom resources to help teachers plan their own curriculum.
 4. The current Performance Descriptors are available on the ISBE web-site (www.isbe.net)



Illinois Learning Standards

Goal

Standards

Benchmark Levels

Benchmark Statements

ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS

STATE GOAL 1: Read with understanding and fluency.

As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
A. Apply word analysis and vocabulary skills to comprehend selections.	1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, analogies, word origins and derivations.
	1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
B. Apply reading strategies to improve understanding and fluency.	1.B.1a Establish purposes for reading, make predictions, connect important ideas, and set text for previous experiences and knowledge.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
	1.B.1b Identify genre forms and purposes of fiction, nonfiction, poetry and electronic literary forms.	1.B.2b Identify structure (e.g., description, comparison/contrast, cause and effect, sequential) of narrative texts to improve comprehension.
	1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, select, use meaningful substitutions).	1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
	1.B.1d Read age-appropriate material aloud with fluency and accuracy.	1.B.2d Read age-appropriate material aloud with fluency and accuracy.
C. Comprehend a broad range of reading materials.	1.C.1a Use information to form questions and verify predictions.	1.C.2a Use information to form and refine questions and predictions.
	1.C.1b Identify important themes and topics.	1.C.2b Make and support inferences and form interpretations about main themes and topics.
	1.C.1c Make comprehensive across reading selections.	1.C.2c Compare and contrast the content and organization of selections.
	1.C.1d Summarize center/reading material using text organization (e.g., story, responses).	1.C.2d Summarize and make generalizations from content and relate to purpose of material.
	1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design, text, metaphor).
	1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.

Note: Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

4 • Adopted 7/25/07

WHY THIS GOAL IS IMPORTANT:

Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and wisely build a strong foundation for learning in all areas of life.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
1.A.3b Analyze the meaning of words and phrases in their context.	1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.	1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.
1.B.3a Review reading materials, make predictions and relate reading to information from other sources.	1.B.4a Preview reading materials, clarify meaning, analyze overall themes and cohesion, and relate reading with information from other sources.	1.B.5a Relate reading to prior knowledge and experiences and make connections to related information.
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	1.B.4b Analyze, interpret and compare a variety of texts for passage, structure, content, detail and effect.	1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
1.B.3c Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).	1.B.4c Read age-appropriate material with fluency and accuracy.	1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
1.B.3d Read age-appropriate material with fluency and accuracy.		1.B.5d Read age-appropriate material with fluency and accuracy.
1.C.3a Use information to form, explore and support questions and predictions.	1.C.4a Use questions and predictions to guide reading.	1.C.5a Use questions and predictions to guide reading across complex materials.
1.C.3b Take part and analyze active narrative text using story elements, point of view and theme.	1.C.4b Explain and justify an interpretation of a text.	1.C.5b Analyze and defend an interpretation of text.
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	1.C.5c Critically evaluate information from multiple sources.
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.3e Compare how authors and illustrators use text and art to express and emphasize their ideas (e.g., text organization, flashback, color, strong verbs, language that implies).	1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	1.C.5e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, dialogic, persuasive techniques).
1.C.3f Interpret tables that display textual information and data in visual formats.	1.C.4f Interpret tables, graphs and maps in connection with related text.	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

Adopted 7/25/07 - 5

Performance Descriptors for Illinois Learning Standards

Early Elementary Grades 1-3			Late Elementary Grades 4 - 5	
Stage A	Stage B	Stage C	Stage D	Stage E
Grades 1-2	Grades 1-2-3	Grades 2-3-4	Grades 3-4-5	Grades 4-5-6

Middle/Junior High School Grades 6 - 8			Early High School Grades 9-10	Late High School Grades 11-12
Stage F	Stage G	Stage H	Stage I	Stage J
Grades 5-6-7	Grades 6-7-8	Grades 7-8-9	Grades 8-9-10	Grades 10-11-12

Performance Descriptors

- **The design of the Performance Descriptors** is to show increased performance incrementally through 10 stages of educational development.
- This means the content, skills and reasoning get more in depth as the continuum is followed through stage J.
- This does not mean that the students in 1st grade or 2nd grade don't reason—rather they reason like 1st or 2nd graders.
- There are 10 stages for each standard.
- The stages can roughly correspond to grade levels. Stage A is for 1st grade, Stage J is for the late high school level.
- However, a range of grades could be part of each stage, because students in your class are not all at the same place at the same time.

Example

- If a 2nd grade teacher working on curriculum wanted to know where to begin, the suggestion is to start with stage B but also to look back at Stage A and ahead to Stage C.
- Schools also have different curricula and may have items from one stage at a different grade level from another school.

Stage B: Goals, Standards and Performance Descriptors

Goal 1: Read with understanding and fluency.

Standard 1A: Apply word analysis and vocabulary skills to comprehend selections.

Benchmark 1A.1a. Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

Performance Descriptors

- Use phonics to decode new words in age-appropriate material.
- Use **phonological awareness** knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.
- Recognize 300 high frequency sight words.
- Use a variety of **decoding** strategies (e.g., **phonics**, word patterns, structural **analysis**, **context clues**) to recognize new words when reading age-appropriate material.

Specificity of Statements

The previous slide shows an example of the hierarchy from Goal to Performance Descriptors for Stage B, which could be the 2nd grade level.

- **Goal 1** is a very broad statement. Basically, it says we want students to know how to read.
- **1A** is the standard. It is the first breakdown and the initial target for learning. It would be repeated in many lessons.
- **1A.1a** is the Benchmark statement. It helps to define the standard further. This statement is more specific than the standard.
- **Descriptors** are listed at the bottom of the slide.
- These are very specific and help to clarify the standard. Notice the grain size of the statement. These statements are more at the level for teaching and assessing in the classroom. Several of these statements could be put together in the same unit of study and even combined with descriptors from other ELA Standards or those from a different learning area.

Performance Standards

Performance Standards

include all of the following:

- Performance Descriptor
- Assessment Task
- Performance Levels (based on a Rubric) with Student Work Samples

The performance descriptors and assessment tasks were written by teachers. Teachers field tested each assessment and scored the student work samples.

Classroom Assessments

Each assessment is organized in the following manner:

Performance Standard

Procedures for Instruction, Assessment, and Evaluation

Time Frame

Resources

Exemplars at Meets and Exceeds levels

See Teacher's Guide to Classroom Assessments on CD or www.isbe.net for more information

RUBRIC: Continuum of Evidence

From Present/Correct to Absent/Incorrect

Evidence is Present and Correct

<p>Exceeds</p> <p><u>All or almost all</u> evidence is present and correct</p>	<p><u>Little</u> evidence is absent or incorrect</p>
<p>Meets</p> <p><u>Most</u> evidence is present and correct</p>	<p><u>Some</u> evidence is absent or incorrect</p>
<p>Approaches</p> <p><u>Some</u> evidence is present and correct</p>	<p><u>Most</u> evidence is absent or incorrect</p>
<p>Begins</p> <p><u>Little</u> evidence is present and correct</p>	<p><u>All or almost all</u> evidence is absent or incorrect</p>

Evidence is Absent or Incorrect

Award Certificate for a Character

See English/Language Arts assessments on www.isbe.net for task specific RUBRIC's

NAME _____

DATE _____

Exceeds 15 - 16 total points

Approaches 7 - 10 total points

Meets 11 - 14 total points

Begins 4 - 6 total points

	Certificate Accuracy and Appearance	Use of Literary Elements	Basis for Interpretation	Comprehension/ Connection to Real World
4	<ul style="list-style-type: none"> •Certificate is neat and attractive. •Certificate title is appropriate for character •All information is accurate •Four or more reasons (accomplishments) are provided 	<ul style="list-style-type: none"> •Identifies and makes use of these story elements: <ul style="list-style-type: none"> Plot/subplot Character Setting Theme Conflict Resolution •Effectively manipulates the storyline in a way that supports the award. 	<ul style="list-style-type: none"> •Effective use of references to the text. •Effective use of references to the text •Clearly distinguishes between main ideas and details •Clearly distinguishes between explicit and inferred information used as reason for reader's opinions 	<ul style="list-style-type: none"> •Articulates clear understanding of the meaning of the story •Expands understanding to other situations and instances, especially those from the student's world •Elicits evidence to assure others see similar connections
3	<ul style="list-style-type: none"> •Certificate is neat and attractive •Certificate title is appropriate for character •All information is accurate 	<ul style="list-style-type: none"> •Identifies and makes use of most of these story elements: <ul style="list-style-type: none"> Plot/subplot Character Setting Theme Conflict Resolution 	<ul style="list-style-type: none"> •Effective use of references to the text •Usually distinguishes between main ideas and details. 	<ul style="list-style-type: none"> •Articulates clear understanding of meaning of story. •Expands understanding to other situations and instances, especially from student's world

Group Activity One



In your group:

- Choose one of the following four examples given in this power point (Stage D – KWL Chart, Stage E – Dear Abbey, Stage F – Award Certificate for a character, Stage H – Story Scrapbook, Stage J – Letter to the Editor);
- read the task;
- review the rubric and identify the dimensions used in this task. Look at the evaluation procedure (last step) in the assessment;
- evaluate the two student work samples using the rubric provided with the assessment item; and
- determine which sample meets the criteria and which sample exceeds the criteria.

K-W-L Chart

Performance Standard 1B.D

Prepare a K-W-L chart, applying the following strategies while reading a nonfiction selection accordingly:

- *Inferring*: Accurately infer answers to four questions.
- *Identifying a purpose for reading*: Correctly chose purpose for reading and select appropriate information to answer all questions; list four or more questions in the “W” part of the chart.
- *Connecting prior knowledge*: List more than four things about the topic.
- *Comprehending*: List four or more answers in the “L” part of the chart.

Procedures

In order to understand reading strategies to improve understanding and fluency (1B), students should experience sufficient learning opportunities to develop the following:

- Choose purposes for reading before and during reading.
- Infer before, during, and after reading.
- Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
- Make connections to related topics or to other situations.
- Clarify understanding continuously (read ahead, use visual clues) during reading.
- Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.

K-W-L Chart

Performance Standard 1B.D

Procedures continued

2. Have students review and discuss the K-W-L chart and task to be completed, and how the rubric will be used to evaluate it. Go through a K-W-L demonstration activity on the board with all students participating (see sample K-W-L chart).
3. Distribute copies of the K-W-L chart worksheet, which each student is to complete independently. Have each student choose a nonfiction text (or assign one) and complete the K and W portions of the chart drawing on prior knowledge and background knowledge. Ask students to list four things they know about the topic under “K” and four questions about things they would like to learn about under “W.” On the back of their K-W-L charts, ask student to make predictions to answer the questions they asked in the W part of the chart.
4. While they are reading the text, have students write answers to their questions under “L” on the chart as they find the information. Students should check their predictions for accuracy during reading to confirm or reject their original predictions. Students should make note which information was not available in the reading selection to answer their questions. (See example.)
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

K-W-L Chart

Examples of Student Work

- Meets
- Exceeds

Time Requirements

- Two class periods

Resources

- Copies of K-W-L Chart
- Nonfiction text
- Technology if appropriate and available
- K-W-L Chart Rubric

K-W-L Chart

NAME _____

DATE _____

Exceeds 15 - 16 total points
 Meets 11 - 14 total points
 Approaches 7 - 10 total points
 Begins 4 - 6 total points

	Inference	Purpose for reading	Connecting Prior Knowledge	Comprehension
4	<ul style="list-style-type: none"> •Student accurately infers answers to 4 of his/her questions. 	<ul style="list-style-type: none"> •Student correctly chose purpose for reading and selected appropriate information to answer all of his/her questions. •Student listed 4 or more questions in the “W” part of the chart. 	<ul style="list-style-type: none"> •Student listed more than 4 things he/she knows about the topic. 	<ul style="list-style-type: none"> Student correctly listed 4 or more answers in the “L” part of the chart.
3	<ul style="list-style-type: none"> •Student accurately infers answers to 3 of his/her questions 	<ul style="list-style-type: none"> •Student usually chose purpose for reading and selected appropriate information to answer 3 questions. •Student listed 3 questions in the “W” part of the chart. 	<ul style="list-style-type: none"> •Student listed 3 things he/she knows about the topic. 	<ul style="list-style-type: none"> •Student correctly listed 3 answers in the “L” part of the chart.

Sample K-W-L Chart

TOPIC – TORNADOES

K	W	L
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>
Tornadoes are powerful storms.	When do tornadoes happen?	Tornadoes happen during certain months.
The wind whirls in a circle.	What kind of damage do they do?	They can injure people.
Some states do not have tornadoes.	What should I do if a tornado comes?	Seek shelter.
Tornadoes do not have snow in them.	Do we have tornadoes in our state?	Yes, we do.
		This answer was not found in the article that I read.

K-W-L Chart

Student Work Samples

PRE- AND POST-READING PLAN

Student Name: Gracie Rose Beckwith

Pre-reading	Post-reading
I think she did paint outdoor scenes. I think she had a "cavalier of women". I think she was the one she began painting. I think painting is her favorite hobby, from other friends.	She is probably painting outdoor scenes. She lived in Newport that Virginia that New York. She began painting at about age 70 or so. Now she is 80+ painting outdoor scenes. She loves painting it's her favorite hobby. She taught herself to paint.

"Mavis" page 21

Gracie Rose

K What I Know	W What I Want To Learn	L What I Learned
She was a painter. She was called Mavis. She was born before Lincoln was president. She who lived in the 1800s?	What kind of painting did she do? What did she do when she was when she began painting? Why does she only do painting and not other things? How did she have to paint?	She was a painter of outdoor scenes. She lived in Virginia for 20 yrs. She had a husband for 20 yrs. She had a child after 40 yrs. of marriage. She had a daughter who was a doctor and she lived in New York City for a while. She was 80 and still painting.

"Mavis" page 21

DATE: April 16, 2002

PRE- AND POST-READING PLAN

Student Name: Gracie Rose Beckwith

Pre-reading	Post-reading
1. I think she lived in a rural area.	1. She grew up in VT then moved to Virginia.
2. I think she started painting at 24 months.	2. She was interested in painting at 7 then she started painting in the 1800s.
3. I think her painting was just for fun.	3. NO! My did not.
4. I think she was a professional.	4. Yes she was a professional painter.
5. I think she was called a "cavalier".	5. She called the "cavalier" work.
6. Did she get a award for any painting?	6. She got a award from Harry Truman.

"Mavis" page 21

DATE: April 16, 2002

Gracie Rose

K What I Know	W What I Want To Learn	L What I Learned
1. She was a painter. 2. She was called Mavis. 3. She was born before Lincoln was president. 4. She who lived in the 1800s?	1. What kind of painting did she do? 2. What did she do when she was when she began painting? 3. Why does she only do painting and not other things? 4. How did she have to paint?	1. She was a painter of outdoor scenes. 2. She lived in Virginia for 20 yrs. 3. She had a husband for 20 yrs. 4. She had a child after 40 yrs. of marriage. 5. She had a daughter who was a doctor and she lived in New York City for a while. 6. She was 80 and still painting.

Wait until the activity is finished before moving to the next slide.

K-W-L Chart “Meets”

PRE- AND POST-READING PLAN

Selection Title: Grandma Moses Painter of Rural America

Predictions/Inferences

Verifications from Text

I think she did pictures of outdoor scenes. I think she lived in the rural of America. I think she was 11 when she began painting. I think painting is her favorite hobby. From an older friend.

She is interested in painting outdoor scenes. She lived in New York then Virginia then New York. She began painting at about age 70 or 80. Now she is 80 + painting outdoor scenes. She loves painting it's her favorite hobby. She taught herself to paint.

"Meets" (page 2)

Grandma Moses

K
What I Know

She was a painter? She was old? She was born before Lincoln was president? She also lived to be 101?

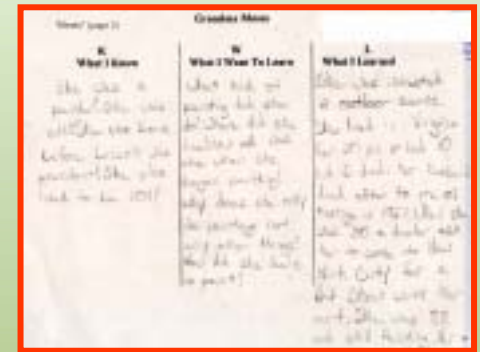
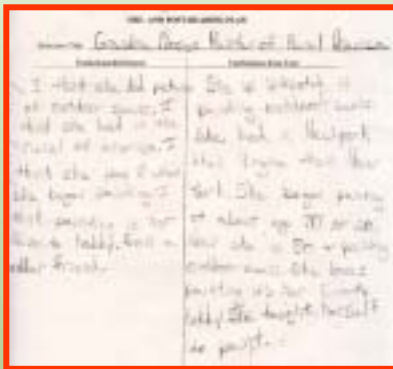
W
What I Want To Learn

What kind of painting did she do? Where did she live? How old was she when she began painting? Why does she only do paintings not any other things? How did she learn to paint?

L
What I Learned

She was interested in outdoor scenes. She lived in Virginia for 20 yrs. + had 10 kids & died. Her husband died after 40 yrs. of marriage in 1927. When she was 80 a dealer ask her to come to New York City for a Art Show with her art. She was 88 and still painting. Her →

K-W-L Chart “Meets”



The field test teachers suggested the following points:
Student accurately inferred answers to most questions and chose appropriate information from the text to verify predictions and answer questions.

K-W-L Chart "Exceeds"

"Exceeds" (page 2)
NAME _____ DATE April 16 2002

PRE- AND POST-READING PLAN

Selection Title: Grandma Moses Painter of Rural Areas

Predictions/Inferences	Verification from Text
1 I think she lived in a rural area.	1 She grew up in NY then moved to Virginia.
2 I think she started painting at 34 years old.	2 She was interested in painting at 7 then she started painting in the fifties.
3 I think her children will paint too.	3 NO, they did not.
4 I think she will meet a president.	4 Yes she met president Eisenhower.
5 I think she will notice a war.	5 She noticed the Civil War.
6 Did she get an award from any president.	6 She got an award from Harry Truman.

"Exceeds" (page 1)

Grandma Moses
April 16 2002

K What I Know	W What I Want To Learn	L What I Learned
1 She died at 101.	1 Where did she live?	1 She lived in New York.
2 She was a painter.	2 When did she start painting?	2 She started painting at the fifties.
3 She was old.	3 Did she have children that painted too?	3 NO.
4 She was born before Lincoln was president.	4 Did she meet a president?	4 Yes she met president Eisenhower.
5 She lived on a farm.	5 Did she witness a War?	5 She noticed the Civil War.
	6 Did she get an award from any president?	6 She got an award from Harry Truman.

What I Know	What I Want to Learn	What I Learned
1. I know the state of Virginia is a good state.	1. I want to know what the state of Virginia is like.	1. I learned that the state of Virginia is a good state.
2. I know the state of Virginia is a good state.	2. I want to know what the state of Virginia is like.	2. I learned that the state of Virginia is a good state.
3. I know the state of Virginia is a good state.	3. I want to know what the state of Virginia is like.	3. I learned that the state of Virginia is a good state.
4. I know the state of Virginia is a good state.	4. I want to know what the state of Virginia is like.	4. I learned that the state of Virginia is a good state.
5. I know the state of Virginia is a good state.	5. I want to know what the state of Virginia is like.	5. I learned that the state of Virginia is a good state.
6. I know the state of Virginia is a good state.	6. I want to know what the state of Virginia is like.	6. I learned that the state of Virginia is a good state.

K-W-L Chart “Exceeds”

What I Know	What I Want to Learn	What I Learned
1. I know the state of Virginia is a good state.	1. I want to know what the state of Virginia is like.	1. I learned that the state of Virginia is a good state.
2. I know the state of Virginia is a good state.	2. I want to know what the state of Virginia is like.	2. I learned that the state of Virginia is a good state.
3. I know the state of Virginia is a good state.	3. I want to know what the state of Virginia is like.	3. I learned that the state of Virginia is a good state.
4. I know the state of Virginia is a good state.	4. I want to know what the state of Virginia is like.	4. I learned that the state of Virginia is a good state.
5. I know the state of Virginia is a good state.	5. I want to know what the state of Virginia is like.	5. I learned that the state of Virginia is a good state.
6. I know the state of Virginia is a good state.	6. I want to know what the state of Virginia is like.	6. I learned that the state of Virginia is a good state.

The field test teachers suggested the following points:

Student presented appropriate questions for W in K-W-L and provided accurate answers to all of those questions after having read the text. Likewise the 6 predictions are insightful and well verified.

Dear Abbey-Colonial Style

Performance Standard 3C.E

Assume the roles of a colonial young person and an adult to compose letters from each and communicate ideas accordingly:

- *Using language and style:* Reflect the age, education, and culture of the letter writer; fit word choices to the time period in a creative manner; write a well-organized letter with good paragraphing and transitions.
- *Including well-developed content:* State a problem/response that reflects circumstances and situation unique only to youth living in Colonial times; include a problem/response that is clearly explained and well developed; avoid errors that have an impact on conveying ideas.

Dear Abbey-Colonial Style

Procedures

1. *In order to communicate ideas in writing to accomplish a variety of purposes (3C)*, students should experience sufficient learning opportunities to develop the following:
 - Use appropriate language, detail, and format for a specified audience.
 - Write creatively for a specified purpose and audience (e.g., short story, poetry, play, song, friendly letter).
 - Use available technology to design, produce, and present compositions and multimedia works.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student assume the role of a young person living during colonial times. Collaborate with the American history teacher to ensure students will have had the following learning opportunities: studied the Colonial period in American history and/or read literature from the era; been involved in appropriate pre-writing activities that required them to think about various problems/conflicts for young people of the Colonial period, and become familiar with advice-column formats and age-appropriate examples.
4. Have students think of a problem that would be typical of that era.
5. Have each student write a multi-paragraphed letter to *Colonial Dear Abby* to ask for advice regarding a problem. The problem should reflect conditions and circumstances representative of Colonial times.
6. Later, ask students to trade letters, assume the role of a *Colonial Dear Abby*, and write a letter suggesting solutions to the problem that was “sent” to *Colonial Dear Abby*.
7. Evaluate each student’s letter to *Colonial Dear Abby* and the student’s *Colonial Dear Abby* response letter, using the rubric. Add each student’s scores to determine the performance level.

Dear Abbey-Colonial Style

Examples of Student Work

- Meets
- Exceeds

Time Requirements

- Two class periods

Resources

- *Dear Abbey Colonial Style Rubric*

DEAR ABBY—COLONIAL STYLE

NAME _____

DATE _____

Exceeds 15 - 16 total points

Approaches 7 - 10 total points

Meets 11 - 14 total points

Begins 4 - 6 total points

Letter From the Young Person With the Problem

Letter from *Colonial Dear Abby*

	Language and Style	Content	Language and Style	Content
4	<ul style="list-style-type: none"> •Language and style reflect the age, education, and culture of the young person. •Word choices fit the time period in a creative manner. •Letter is well organized with good paragraphing and transitions. 	<ul style="list-style-type: none"> •Problem reflects circumstances and situation unique only to youth living in Colonial times. •Problem is clearly explained and well-developed. •Errors are non-existent or have minimal impact on conveying ideas. 	<ul style="list-style-type: none"> •Language and style reflect that of an adult. •Language and style reflect the time period and culture in a creative manner. •Letter is well organized with good paragraphing and transitions. 	<ul style="list-style-type: none"> •Proposed solution addresses the problem directly. •Solution reflects circumstances and situations unique to Colonial times. •Response is well-developed, well-organized and clear. •Errors are non-existent or have minimal impact on conveying ideas.
3	<ul style="list-style-type: none"> •Language and style generally reflect the age, education, and culture of the young person. •Most word choices fit the time period in a creative manner. 	<ul style="list-style-type: none"> •Problem reflects circumstances and situation that could occur in Colonial times. •Problem is clearly explained and well-developed. 	<ul style="list-style-type: none"> •Language and style generally reflect that of an adult. •Language and style usually reflect the time period and culture in a creative manner. • 	<ul style="list-style-type: none"> •Proposed solution addresses the problem directly. •Solution reflects circumstances and situations that could occur in Colonial times. • Response is well-developed, well-organized and clear.

Dear Abbey-Colonial Style Student Work Samples

Two pages for each.

May 11, 1700
Dear Abbey
I am sorry that you got
the letter the other day
but I hope you will
excuse me for not writing
sooner. I am well and
hope these few lines will
find you the same. I
am writing you to let you
know that I am still
in the same place and
hope you will be the
same. I am writing you
to let you know that I
am still in the same
place and hope you will
be the same. I am
writing you to let you
know that I am still in
the same place and hope
you will be the same.

Dear Abbey
I am sorry that you got
the letter the other day
but I hope you will
excuse me for not writing
sooner. I am well and
hope these few lines will
find you the same. I
am writing you to let you
know that I am still
in the same place and
hope you will be the
same. I am writing you
to let you know that I
am still in the same
place and hope you will
be the same. I am
writing you to let you
know that I am still in
the same place and hope
you will be the same.

Dear Abbey
My name is David. I am a
school child at age 10. I live in the
city of Massachusetts. I have one
brother named Billy.
I am very scared to go to school
because my school master Shoghamer
and the boys in school and I just can't
be going down there. I don't want
to go to school.
Two days ago my friend David
and I went to school. We went
with the school master Shoghamer
and the boys in school. The boys
were very mean and they
were very bad. They were
very mean and they were
very bad. They were very
mean and they were very
bad. They were very mean
and they were very bad.

Dear Trained in Massachusetts
Shoghamer's punishment was
strict. Looking school would be very much
that just made him angry.
Try taking Willy with his school
at home. But friend should keep his
pencil in his pocket. Don't talk back
at school or against Shoghamer.
The only advice I can give you
is put up with Shoghamer for the
rest of the year. Hopefully Shoghamer
will be a new teacher coming next year.
Shoghamer needs more of a bully than
you. Take the rest of the school
year's advice.
Abbey

Wait until the activity is finished before moving to the next slide.

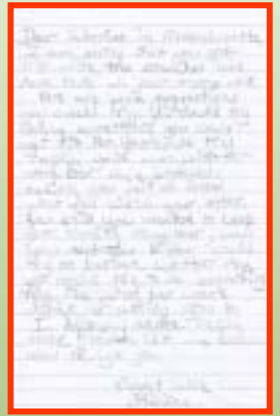
Dear Abby-Colonial Style "Meets"

Dear Abby,
May 17, 1705
-My "name" will. I am a coltish
child. I live in Massachusetts
only live with my mom and
sister.
I have a problem with my mom.
She always do her work, wash
the laundry and hitting me with
tree branches and with sticks. And when
I went to eat, and I spilled some
dessert on my clothes. She told me to
go in a shed and she hit me with
tree branches a lot of times.
and when my sister
was starting to giggle. Then our mom
smacked her face. Since 2 days later
we couldn't find her in everyone in
the village have they seen her one said
she had romance. before she left she
had 2 bruises on her face.
what can I do to
make my mom be very very strict
and keep the whole family
together and the most peace we
had ever had.
I'm in Massachusetts
Will

Dear Worried in Massachusetts,
I am sorry that you got
hit with tree branches and
have to do all your mom's work.
Here are some suggestions
you could try. You could try
doing something you won't
get hit for. You could try
helping your mom with her
work but she's probably
making you do it all. From
what you said in your letter,
you said you wanted to keep
your family together, well
you and your sister could
try to behave better. And
you could try to do something
nice, like doing her work
without her asking you to.
I hope my advice helps
some. Please let me know
how things go.
Good Luck
Abby



Dear Abbey-Colonial Style “Meets”



The field test teachers suggested the following points:

The letter written from the young person, does have a major error in the closing paragraph. It needs NOT added in front of very. This conveys the incorrect message as it is written by the student. The theme used is not one unique to Colonial times. In addition, both letters contain several grammatical errors.

Dear Abbey-Colonial Style “Exceeds”

Dear Abby,

May 17, 1701

My name is "Chris." I am a colonial child at age 11. We live in the colony of Massachusetts. I have one brother named "Willy."

I am very scared to go to school because my school master "Skoghammer" and he is so strict and I just want to go away from him every time I see him walk in the school.

Two days ago my friend dropped a pencil and Skoghammer got so mad that he slapped my friend in the face and gave him a black eye. The next day Willy got into mischief and not doing his paper and Skoghammer punched him in the gut.

What can I do to stop this from happening again? Can you give me some good advice?

Troubled in
Massachusetts,
Chris

May 20, 1701

Dear Troubled in Massachusetts,
"Skoghammer's" punishments sound very strict. Leaving school wouldn't be very smart. That might make him angrier.

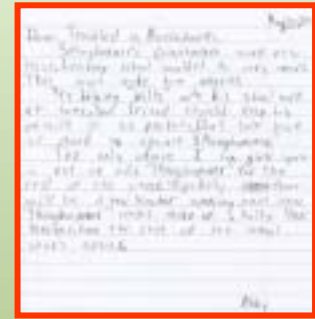
Try helping "Willy" with his school work at home. Your friend should keep his pencils in his pockets. Don't talk back or stand up against "Skoghammer."

The only advice I can give you is put up with "Skoghammer" for the rest of the year. Hopefully ~~there~~ there will be a new teacher coming next year. "Skoghammer" seems more of a bully than teacher. Hope the rest of the school years easier.

Abby



Dear Abbey-Colonial Style “Exceeds”



The field test teachers suggested the following points:

Student uses language, style and problem that is appropriate for time period reflected in letter written from the colonial young person. Dear Abby’s response addresses the problem adequately, providing a solution appropriate for Colonial times. Both letters are well written with minimal errors.

Award Certificate for a Character

Performance Standard 1B.F

Students will select a character from among stories they have read and create an award certificate based upon literal and inferential information. In a three to five minute speech, the student will present the criteria used for the award accordingly:

- *Developing certificate accuracy and appearance*: create a neat and attractive appearance; include title for character; include accurate information; provide reasons (accomplishments) for certificate.
- *Using literary elements*: identify and make use of story elements (e.g., plot/subplot, character, setting, theme, conflict, resolution); manipulate the storyline in a way that supports the award.
- *Developing a basis for interpretation*: use text references; distinguish between main ideas and details; distinguish between explicit and inferred information used as reason for reader's opinions.
- *Comprehending connecting to real world*: articulate understanding of the meaning of the story; expand understanding to other situations and instances, especially those from the student's world; elicit evidence to assure others see similar connections.

Award Certificate for a Character

Procedures

1. *In order to apply reading strategies to improve understanding and fluency (1B)*, students should experience sufficient learning opportunities to develop the following:
 - Build and support plausible interpretations with evidence from the text through collaboration with others.
 - Make connections to real world situations or related topics before and during reading.
 - Identify main plot elements, conflicts, and themes in a variety of texts.
 - Distinguish between significant and minor details.
 - Connect and clarify main ideas and concepts and identify their relationship to other sources and topics.
 - Demonstrate an accurate understanding of important information in the text by focusing on key ideas presented explicitly and implicitly.
 - Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. After having read several short stories or novels, students are told to select a character who they feel deserves a certificate award for demonstrating traits that would make that character a hero during that time and under those circumstances [setting of the story] and during the present time.

Award Certificate for a Character

Procedures continued

4. Students will independently create the award certificate during class time starting only with the generic form provided. (The final certificate must be based on literal and inferential information taken from the story.)
5. After his/her certificate is completed, each student will present a 3-5 minute “awards ceremony” speech explaining why the character deserves the award both then and now. All evidence must come from the story.
6. Statements of “reasons” must distinguish between both major and minor accomplishments of the character and between obvious and implied qualities that would make the character a hero both today and during the time the story takes place.
7. Evaluate each student’s awards presentation using the rubric. Add each student’s scores to determine the performance level.

Award Certificate for a Character

Examples of student work

- Meets
- Exceeds

Time Requirements

- Three to five minutes per student for presentations
- Awards should be presented after several novels/stories have been read (several weeks into the term) so that students have many characters from which to choose.
- Total time required for project is approximately nine weeks.

Resources

- Copies of all stories read
- Copies of the generic award certificate
- Writing materials
- Clock or stop watch
- Award Certificate for a Character Rubric

Note: Adapted from Kuta, Katherine W. What A Novel Idea. Englewood, Colorado: Teacher Idea Press, 1997, 68-70.

Award Certificate for a Character

Rubric note: *This rubric evaluates content of certificate and the justification for its presentation.*

NAME _____

DATE _____

Exceeds 15 - 16 total points

Approaches 7 - 10 total points

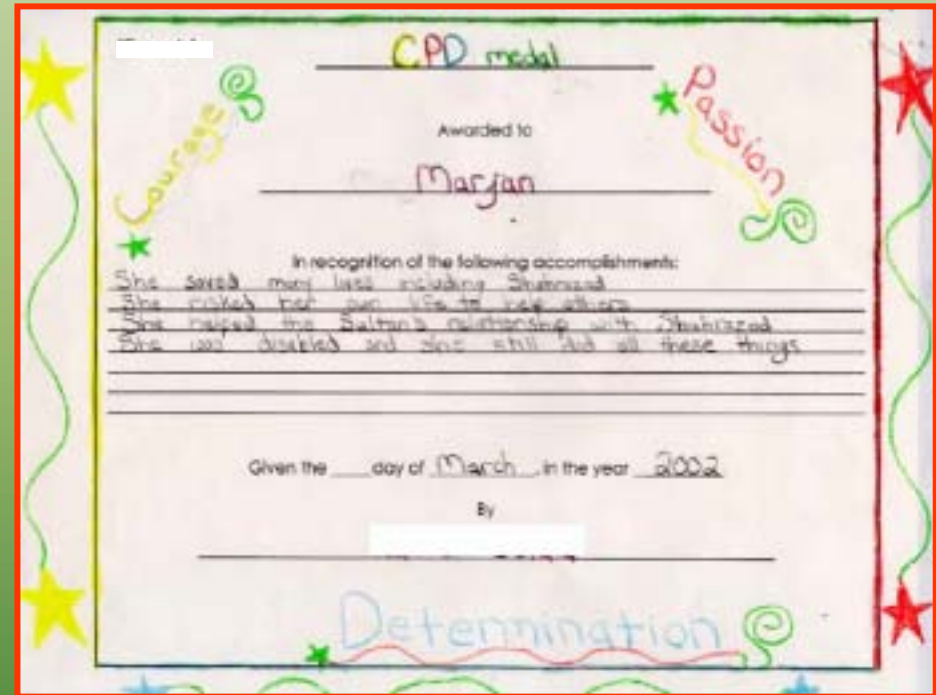
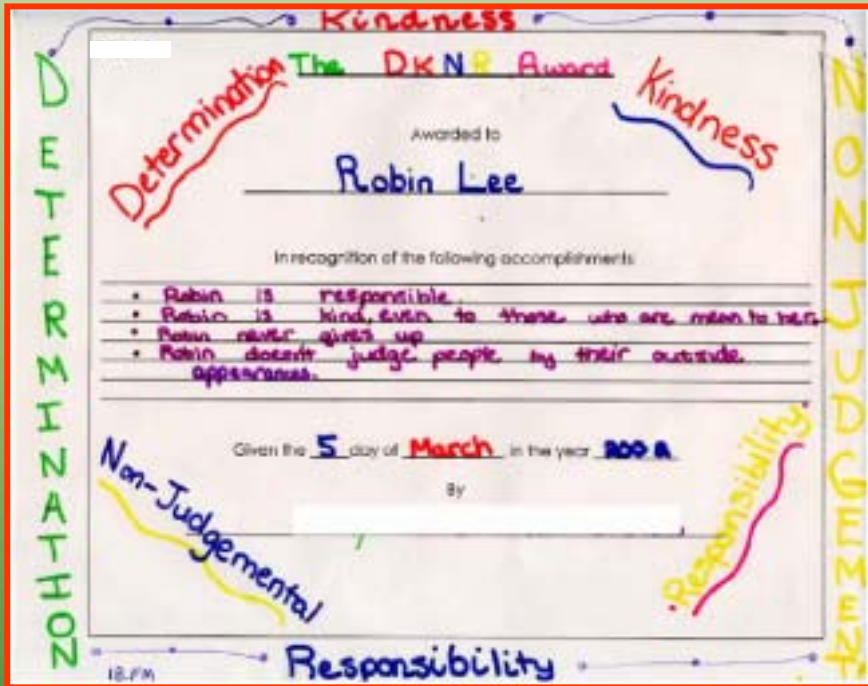
Meets 11 - 14 total points

Begins 4 - 6 total points

	Certificate Accuracy and Appearance	Use of Literary Elements	Basis for Interpretation	Comprehension/ Connection to Real World
4	<ul style="list-style-type: none"> •Certificate is neat and attractive. •Certificate title is appropriate for character •All information is accurate •Four or more reasons (accomplishments) are provided 	<ul style="list-style-type: none"> •Identifies and makes use of these story elements: <ul style="list-style-type: none"> Plot/subplot Character Setting Theme Conflict Resolution •Effectively manipulates the storyline in a way that supports the award. 	<ul style="list-style-type: none"> •Effective use of references to the text. •Effective use of references to the text •Clearly distinguishes between main ideas and details •Clearly distinguishes between explicit and inferred information used as reason for reader's opinions 	<ul style="list-style-type: none"> •Articulates clear understanding of the meaning of the story •Expands understanding to other situations and instances, especially those from the student's world •Elicits evidence to assure others see similar connections
3	<ul style="list-style-type: none"> •Certificate is neat and attractive •Certificate title is appropriate for character •All information is accurate 	<ul style="list-style-type: none"> •Identifies and makes use of most of these story elements: <ul style="list-style-type: none"> Plot/subplot Character Setting Theme Conflict Resolution 	<ul style="list-style-type: none"> •Effective use of references to the text •Usually distinguishes between main ideas and details. 	<ul style="list-style-type: none"> •Articulates clear understanding of meaning of story. •Expands understanding to other situations and instances, especially from student's world

Award Certificate for a Character

Student Work Samples



Wait until the activity is finished before moving to the next slide.

Award Certificate for a Character “Meets”



The field test teachers suggested the following points:

Student gives accurate, clear understanding of story using effective text references. Usually, the student distinguishes between main ideas and details. Overall the certificate is neat and attractive.

Award Certificate for a Character

“Exceeds”

"Exceeds"

CPD medal

Awarded to

Ms. Marjan

In recognition of the following accomplishments:

She saved many lives including Shahrozaad
She risked her own life to help others
She helped the Sultan's relationship with Shahrozaad
She was disabled and she still did all these things

Given the ___ day of March, in the year 2002

By

[Redacted Signature]

Determination

Courage

Passion

Determination

Award Certificate for a Character “Exceeds”



The field test teachers suggested the following points:

Student displays an extremely clear understanding of the story. Outstanding identification and use of literary elements are used to support the award. Frequent connections to student's world are given. Certificate is neat and attractive.

Story Scrapbook

Performance Standard 2A.H

After reading and discussing several literary works (e.g., fiction – Animal Farm, Lord of the Flies, The Giver and nonfiction – The Diary of Anne Frank) as a class, pairs of students will develop a comparison worksheet using one nonfiction selection and one fiction selection for a class scrapbook accordingly:

- *Identifying key elements*: identify key elements such as title, author, author's point of view, setting characters, characterization techniques, culture, conflict, and theme; identify the details that reveal the genre, historical period, political/social content, symbolic pictures; place differences in proper place on worksheet; place similarities in proper place on worksheet.
- *Developing story scrapbook page*: use all components on the scrapbook page; use correct English conventions; use symbolic pictures.

Procedures

- 1 *In order to understand how literary elements and techniques are used to convey meaning (2A)*, students should experience sufficient learning opportunities to develop the following:
 - Read extensively.
 - Explain how an author uses specific techniques to achieve intended effect.
 - Explain how specific techniques (e.g., dialect) enhance characterization.
 - State how changes in technique might affect aspects of the story.
 - Analyze nonfiction (e.g., 5 W's).
 - Identify details that reveal the genre used (e.g., short stories, novels, dramas, poetry, biographies).
 - Use textual structure, word choice and style to identify details that reveal the author's view point.
- 2 Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
- 3 The student will have prior knowledge of literary genres, story elements, literary terms, culture/society, and historical periods.
- 4 Familiarize students with the concept of scrapbooks.
- 5 The students will be divided into pairs.

Procedures continued

- 6 After reading, summarizing, and discussing several literary works as a class, the pairs will select two literary works, one fiction and one non-fiction, for the development of two scrapbook pages.
- 7 The pair will develop one scrapbook worksheet page based on one fiction selection and one scrapbook task sheet page based on one nonfiction selection.
- 8 The following information will be included on the scrapbook task sheet for each type of literature:
 - Title
 - Author and author's point of view
 - Setting (place and time period) (When, where)
 - Major character (Who)/characterization techniques used (one example) (e.g., thoughts/feelings/speech/ behavior/opinion/reactions/personality/physical traits)
 - Culture
 - Conflict (Why) Major/Minor
 - Theme (What)
 - Literary term
 - Identify the details that reveal the genre
 - Historical period
 - Political/Social Content (if applicable)
 - Symbolic pictures
- 9 The information recorded on the task sheet will be used to develop two scrapbook pages.
- 10 Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Story Scrapbook

Examples of Student Work

- Meets
- Exceeds
- **Time Requirements**
 - Two to three class periods

Resources

- Literary selections
- Writing materials/art supplies
- Copies of the task sheet
- Story Scrapbook Rubric

GROUP MEMBER'S NAMES _____ DATE _____

Story Scrapbook

Elements	Fiction	Nonfiction	Similar/Different
Title: Author:			
Author's Point of View:			
Setting: Place: Time Period:			
Major Character(s) and characterization techniques used (one example): (e.g., thoughts, feelings, speech, behavior, opinions, reactions, personality, physical traits)			

STORY SCRAPBOOK

NAME _____

DATE _____

- | | |
|-------------------------------------|------------------|
| <input type="checkbox"/> Exceeds | 7-8 total points |
| <input type="checkbox"/> Meets | 5-6 total points |
| <input type="checkbox"/> Approaches | 3-4 total points |
| <input type="checkbox"/> Begins | 2 total points |

	Elements	Story Scrapbook Pages															
4	<ul style="list-style-type: none"> •Identifies all key elements: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>-Title</td> <td>-Characterization techniques</td> <td>-Details that reveal genre</td> </tr> <tr> <td>-Author</td> <td>-Culture</td> <td>-Historical Period</td> </tr> <tr> <td>-Author's point of view</td> <td>-Conflict</td> <td>- Political/Social content</td> </tr> <tr> <td>-Setting</td> <td>-Theme</td> <td>-Symbolic pictures</td> </tr> <tr> <td>-Characters</td> <td>-Literary term</td> <td></td> </tr> </table> •Consistently places differences in proper place on worksheet. •Consistently places similarities in proper place on worksheet. 	-Title	-Characterization techniques	-Details that reveal genre	-Author	-Culture	-Historical Period	-Author's point of view	-Conflict	- Political/Social content	-Setting	-Theme	-Symbolic pictures	-Characters	-Literary term		<ul style="list-style-type: none"> •All components are used on the scrapbook page. •Consistently used correct English conventions. •Consistently uses symbolic pictures.
-Title	-Characterization techniques	-Details that reveal genre															
-Author	-Culture	-Historical Period															
-Author's point of view	-Conflict	- Political/Social content															
-Setting	-Theme	-Symbolic pictures															
-Characters	-Literary term																
3	<ul style="list-style-type: none"> •Identifies 10-11 key elements: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td>-Title</td> <td>-Characterization techniques</td> <td>-Details that reveal genre</td> </tr> <tr> <td>-Author</td> <td>-Culture</td> <td>-Historical Period</td> </tr> <tr> <td>-Author's point of view</td> <td>-Conflict</td> <td>- Political/Social content</td> </tr> <tr> <td>-Setting</td> <td>-Theme</td> <td>-Symbolic pictures</td> </tr> <tr> <td>-Characters</td> <td>-Literary term</td> <td></td> </tr> </table> •Consistently places differences in proper place on worksheet. •Consistently places similarities in proper place on worksheet. 	-Title	-Characterization techniques	-Details that reveal genre	-Author	-Culture	-Historical Period	-Author's point of view	-Conflict	- Political/Social content	-Setting	-Theme	-Symbolic pictures	-Characters	-Literary term		<ul style="list-style-type: none"> •Most components are used on the scrapbook page. •Usually used correct English conventions. •Usually uses symbolic pictures.
-Title	-Characterization techniques	-Details that reveal genre															
-Author	-Culture	-Historical Period															
-Author's point of view	-Conflict	- Political/Social content															
-Setting	-Theme	-Symbolic pictures															
-Characters	-Literary term																

Story Scrapbook

Student Work Samples



Two samples for each

Wait until the activity is finished before moving to the next slide.

Story Scrapbook "Meets"

"Meets" (page 1)



Setting - Holwell, Maryland not too far from the mountains

Minor Conflict - Learning to cope with her little sister and the ghost, Helen



Major conflict - Help her sister from a ghost who lures children to a pond in the forest.



Title - Wait Till Helen Comes

Author - Mary Dowling Helen

Minor Character - Molly - a plucky girl who leads to that way of helping her little sister through a way.



Minor Character - Heather - a quiet little whiny brat who gets her scape with each other.

Theme - Always be aware for the unexpected no matter where you are.

Imagery - A glimmer of light drew my attention to the hole above us. Helen was kneeling on the floor, peering down at us. The silver chain hung from her neck, the heart slowly turning, reflecting the bluish glow of her skin.



Genre - A ghost story - chapters are read in different settings each time.

Time Period - It's a fiction story does not take place.

Culture - American family

Social Significance - Coping and dealing with a ghost who has your little sister under a trapdoor.

Point of View - first person point of view told by character



Story Scrapbook "Meets"

Meets" (page 2)

Short Story



Late 1800's early 1900's

Providing everything everyone needed



She came from an upper class family

There was so much in the world to be done
and she didn't know where to start

Stephanie Sammartino McPherson

Giving is better than receiving

Third person point of view told by the narrator



She was fighting poverty

Life story of Jane Addams in Chicago, IL



Peace and Bread Story of Jane Adams

Jane Addams
Caring and concerned about people who didn't have anything.



Story Scrapbook “Meets”



The field test teachers suggested the following points:

Most of the items from the task sheet appear on the pages. Items are labeled. Basic descriptions of the story components are noted.

Story Scrapbook

“Exceeds”

"Exceeds" (page 1)

THE DIARY OF ANNE FRANK

Play Verscom
by Frances Goodrich
Robert Hackett



It was very hard for Jewish people during the war, even the Jewish people in hiding had a very different time.
-Diana



Throughout the whole play, the diary form was a flashback for Anne Frank Anne's father, after the war had ended.
The genre of the story was in historical diary form. The historical period was from the year 1942 to the year 1944.



The Diary of Anne Frank was written in 3rd person part of your think the diary entries of Anne Frank. Through the play however, the story of the story was told in 1st person point of view during the war.



The political and social context took a great part in this story, this play took place during WWII.



The main conflict in the story was Man vs. Self. Since Anne would naturally find herself growing up in that confined space the main conflict was Man vs. Self. The Frank's would often fight with the Van Daan's because they were in the confined space.



The setting of the story was in the Secret Annex in Amsterdam. The time was the year of 1942-1944 during World War II. The obstacle for the story was oppression. The obstacle was Jewish, which was why the diary was published.



Story Scrapbook

“Exceeds”

Exceeds" (page 2)

Flowers For Algernon

By Daniel Keyes






Flowers for Algernon later on became a major motion picture, and also a play. The author, Daniel Keyes, was mainly awarded for this story.

The Genre of the story was in diary form, and it was a Science Fiction short story. The historical period was 1948. There was no real political or social context, because the story was fiction, but throughout the story there were many "scientific breakthroughs."

"Don't Make fun of people for something that they cannot control"—Theme


The setting of the story was in New York City in 1948, and the whole story had an American culture to it. The mood throughout the story was very happy, because Charlie was happy and had no friends.

Throughout the whole story, the literary term was foreshadowing. Algernon dying foreshadowed that something could go wrong with Charlie later on in the story. Algernon was his independent guide.

The main conflict was Man vs. Self, where Charlie tried to become smart, and keep his intelligence as long as he could after the operation. The minor conflict was Man vs. Nature, where Charlie would compete against Algernon the lab mouse.

Flowers for Algernon was written in first person point of view, through diary entries written by the main character, Charlie Gordon.





Story Scrapbook “Exceeds”



The field test teachers suggested the following points:

All elements but one are correct and most appear on the scrapbook pages. Details on the pages are clearly and logically presented.

Letter to the Editor

Performance Standard 3C.J

Each student will write a letter to the editor of his/her local newspaper in which he/she addresses a current issue in the community. He/she will then write a friendly letter to a friend or pen pal who lives in a different region, telling the friend what he/she wrote about in the letter to the editor. The two letters will be evaluated for adjustments to audience and occasion, with an emphasis on adjustments to style, tone, level of formality, vocabulary, format, and structure, and the results will be rated accordingly:

LETTER TO THE EDITOR

- *Formatting the letter:* include the components of a business letter (i.e., return address, date, inside address, salutation, body, closing, signature); place components (e.g., margins, spacing, paragraphing, sequence of components) on the page; punctuate components.
- *Organizing content – Message and Tone:* include five required parts of the message (i.e., person addressed, nature of the problem, how it was discovered, what will satisfy the writer, how to reach writer) in the body; use formal tone; use appropriate language.

INFORMAL (FRIENDLY) LETTER

- *Formatting the letter:* include components of the friendly letter (i.e., date, salutation, body, closing, signature); place components (e.g., margins, spacing, paragraphing, sequence of components) on the page; punctuate components.
- *Organizing content – Message and Tone:* include in the body, the parts of the message recorded in the business letter; use informal tone.

Letter to the Editor

Procedures

1. *In order to communicate ideas in writing to accomplish a variety of purposes (3C)*, students should experience sufficient learning opportunities to develop the following:
 - Write on one topic for different audiences by adjusting tone, voice, vocabulary, and grammar conventions.
 - Accomplish the assumed purpose (e.g., job application, resume, petition).
 - Apply appropriate format and structure that effectively address a variety of real-life situations.
 - Adjust voice, tone, vocabulary, and grammatical conventions according to purpose and audience.
 - Evaluate a variety of compositions for purpose, structure, content, and details.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will have studied letters to the editor and friendly letters with an emphasis on the proper tone, style, format, and vocabulary for each.
4. Students will have written several practice letters to the editor and friendly letters prior to the assessment.
5. Each student will write a letter to the editor of the local newspaper on a topic selected by the student of with limited support from the teacher.
6. Each student will then write a friendly letter to someone outside the circulation area of the newspaper, telling a friend what was said to the editor.
7. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Letter to the Editor

Examples of Student Work

- Meets
- Exceeds

Time Requirements

- Two class periods

Resources

- Writing materials, including available technology
- Copies of the writing assignment
- Letter to the Editor Rubric

Letter to the Editor

NAME _____

DATE _____

- Exceeds 15 - 16 total points
- Meets 11 - 14 total points

- Approaches 7 - 10 total points
- Begins 4 - 6 total points

LETTER TO THE EDITOR		INFORMAL (FRIENDLY) LETTER		
	Format	Content – Message and Tone	Format	Content – Message and Voice
4	<ul style="list-style-type: none"> •All components of a business letter are present (i.e., return address, date, salutation, body, closing, signature). •All components (e.g., margins, spacing, paragraphs, sequence of components) are properly placed on the page. •All components are properly punctuated. 	<ul style="list-style-type: none"> •All required parts of the message are present in the body. •Consistently uses formal tone. •Consistently uses appropriate language. 	<ul style="list-style-type: none"> •All components of the friendly letter are present (i.e., date, salutation, body, closing, signature). •All components (e.g., margins, spacing, paragraphs, sequence of components) are properly placed on the page. •All components are properly punctuated. 	<ul style="list-style-type: none"> •All parts of the message recorded in the letter to the editor are present in the body paragraphs. •Consistently uses informal voice.
3	<ul style="list-style-type: none"> •Most components of a business are present. •Most components are properly placed on the page. •Most components are properly punctuated. 	<ul style="list-style-type: none"> •All required parts of the message are present in the body. •Usually uses formal tone. •Usually uses appropriate language. 	<ul style="list-style-type: none"> •Most components of the friendly letter are present. •Most components are properly placed on the page. •Most components are properly punctuated. 	<ul style="list-style-type: none"> •Most parts of the message recorded in the letter to the editor are present in the body paragraphs. •Usually uses informal tone of voice.

Letter to the Editor Student Work Samples

Two pages for each.

17 December 2001

Dear Maile,

I was reading the newspaper yesterday and I came across an article saying we should require passenger manifests. I know you are going out of the country this summer and I thought you might like to know what they had to say.

This bill was out from the anti-terrorism package passed last month. It's pointless to bring the most recent bill back. Currently, 85 percent of airlines give passenger manifests before landing. The writer says that the idea is, if your plane does not give the manifest before landing they will not be allowed to land. This idea was taken out of the anti-terrorism bill passed last month by President Bush, but they are considering it again.

I guess the "haha" airlines that don't comply with this are those in the current "terrorist" countries. That's still not much of a reason. You may want to write someone on your opinion.

I wrote a letter to the editor talking about how much of a hassle this would be. What would happen if someone on your plane was denied entry in the United States? Would you have to return to the country you flew from?

The article even stated, "Requiring passenger manifests isn't the solution." They said it was only part of the plan, I just wonder what other kinds of restrictions they are going to put on passengers.

I hope all goes well on your trip. See you when you get back.

Sincerely,

411 South Washington Street
Baltimore, MD 21201
March 01, 2002

The Pentagon
Letters to the Editor
301 St. Washington Street
Baltimore, MD 21201-3887

Dear Sir or Madam:

I am responding to the article entitled "Terror: Buckle on Seat Belt USA" which was published on March 01.

The federal government has recently reassessed their goal of getting 85% of Americans to wear seat belts by 2005. The government believes that this goal set by the Clinton administration is unrealistic and they increase their target to 76% by 2005. However, I believe the target of 85% is still very attainable for states to achieve. You should do everything in our power to reach it.

According to an August 28, 2000, press release from Governor Ryan, Illinois has recently reached an all-time high for seat belt usage with a total of 73.7% of people buckling up. This is a nice feat, but we do not do as much more. Right now, Illinois has 80% enforcement law on seat belts for adults. In other words, adults can only be issued seat belt citations if they are pulled over for another offense. This is a nice primary enforcement law which judges may be pulled over by checks not wearing a seat belt. However, according to the National Highway Traffic Safety Administration (NHTSA), by adopting new or more enforceable laws, we could raise seat belt use rates by an average of 17%. In another study by the NHTSA, Illinois could save an additional 524 lives, 1,234 injuries, and save 282 million dollars by implementing primary enforcement laws.

Illinois is currently working on increasing its enforcement and seat belt usage, and wants to be the first to start issuing them from our goals. Instead, we need to continue working to reach our full potential. We can help do this by enforcing our state regulations about the facts on seat belts and signing legislation to pass primary enforcement laws.

Sincerely,

"Excuse" page 2

1402 N. Military Street
Channahon, Illinois 60008
17 December

The Pentagon
Letters to the Editor
301 St. Washington Street
Baltimore, MD 21201-3887

Dear Editor:

In the November 01st paper there is an editorial from the Seattle Post-Intelligencer on the subject of required passenger lists. I believe that we are going far far in asking for passenger manifests. If the armed guards at airports aren't enough I don't think this will make any difference.

This issue was dropped out of the anti-terrorism package passed last month by President Bush. If it has already been dropped why does it need to be reconsidered? Currently, 85 percent of international airlines voluntarily give their manifests before landing. That only leaves 15 percent for this law to apply too. I believe this will further burden the airline industry rather than helping them recover from the loss of sales following the September 11th attacks. The bill proposes that the manifests had to be given in order to land. This is turn only slows air traffic to stop certain airlines from flying to the United States altogether.

The article states, "Requiring passenger manifests is not the answer." They say this is only part of the real solution. What kinds of things will they come up with next? The article also states, "American airline passengers are putting up with a lot of inconveniences." This will slow air traffic even if implemented, especially if they find someone on the passenger list they don't want in the country. Would you like it if your plane wasn't allowed to land because someone on your plane was refused entry in the country?

Sincerely,

March 01, 2002

Dear Maile,

Hi, how are you doing? I've been a few days since we last talked. Did you ever get out on Friday? I hope all of your studying paid off.

I wanted to tell you that I wrote an article in the Pentagraph on seat belts, and I think it's going to be published this Friday. How come my course did in the class last year. I have been pretty involved in this issue. In the paper's article, the author writes how the federal government has reassessed the goal of getting 85% of people to wear seat belts to 76%. The new 17% change is the difference between saying over a hundred lives, thousands of injuries, and billions of dollars. These numbers don't minimize the contribution the emotional burden placed on thousands of people. I really missed the class because this still happens regularly. Just last week ago, one of my friends got in a car and his car was in an accident because they weren't buckled in. If they had only been wearing their seat belts, they would still be here today.

Hope my letter gave the facts of a few details, and hope you didn't remember to buckle up too. Don't forget, I could still bring another friend to the class.

Sincerely,

Wait until the activity is finished before moving to the next slide.

Letter to the Editor

“Meets”

"Meets" (page 1)

17 December 2001

Dear Katie,

I was reading the newspaper yesterday and I came across an article saying we should require passenger manifests. I know you are going out of the country this summer and I thought you might like to know what they had to say.

This bill was cut from the anti-terrorism package passed last month. It's pointless to bring the moot issue back. Currently, 85 percent of airlines give passenger manifests before landing. The writer says that the idea is; if your plane does not give the manifest before landing they will not be allowed to land. This idea was taken out of the anti-terrorist bill passed last month by President Bush, but they are considering it again.

I guess the main airlines that don't comply with this are those in the current "terrorist" countries. That's still not much of a reason. You may want to write someone on your opinions.

I wrote a letter to the editor talking about how much of a hassle this would be. What would happen if someone on your plane was denied entry to the United States? Would you have to return to the country you flew from?

The article even stated: "Requiring passenger manifests isn't the solution." They said it was only part of the plan. I just wonder what other kinds of restrictions they are going to put on passengers.

I hope all goes well on your trip. See you when you get back.

Sincerely,

Letter to the Editor

“Meets”

meets (page 2)

817 South Washington Street
Wawa, Illinois 61***
March 20, 2002

Pantagraph Letters to the Editor
Pantagraph
301 West Washington Street
Bloomington, Illinois 61702-2907

Dear Sir or Madam:

I am responding to the article entitled "Feds Buckle on Seat-belt Goal" which was published on March 18.

The federal government has recently reassessed their goal of getting 90% of Americans to wear seat belts by 2005. The government believed that this goal set by the Clinton administration is unattainable and has lowered their target to 78% by 2003. However, I believe the target of 90% is still very attainable for Illinois to achieve. We should do everything in our power to reach it.

According to an August 28, 2000, press release from Governor Ryan, Illinois has recently reached an all-time high for seat belt usage with a total of 70.2% of people buckling up. This is a nice feat, but we can do so much more. Right now, Illinois exercises secondary enforcement laws on seat belts for adults. In other words, adults can only be issued seat belt citations if they are pulled over for another offense. This is unlike primary enforcement law where people may be pulled over by merely not wearing a seat belt. However, according to the National Highway Traffic Safety Administration (NHTSA), by adopting new primary enforcement laws, we could raise seat belt use rates by an average of 17%. In another study by the NHTSA, Illinois could save an additional 124 lives, 3,894 injuries, and over 260 million dollars by implementing primary enforcement laws.

Illinois is currently seeing an increasing in awareness and seatbelt usage, and now is not the time to start backing down from our goals. Instead, we need to continue striving to reach our full potential. We can help do this by informing our state legislators about the facts on seat belts and urging Springfield to pass primary enforcement laws.

Sincerely,

Week 10
17 December 2021

Dear Matt,

I was reading the newspaper yesterday and I was amazed and a little angry at the same time. I know you are going out of the country this summer and I thought you might like to know what they had to say.

They tell me that the government has passed a law that says that the police can stop you if they think you are a terrorist. They also say that the government has passed a law that says that the police can stop you if they think you are a terrorist. They also say that the government has passed a law that says that the police can stop you if they think you are a terrorist.

I guess the main reason that you don't write with me is that you are too busy. What would happen if someone on your plane was denied entry to the United States? What do you have to return to the country you live in?

The article even says "Reading passenger manifests isn't the solution." They said it was only part of the plan. (I'd wonder what other kinds of measures they are going to put in place.)

I hope all goes well on your trip. See you when you get back.

Thanks,

Letter to the Editor “Meets”

Dear Matt,

I was reading the newspaper yesterday and I was amazed and a little angry at the same time. I know you are going out of the country this summer and I thought you might like to know what they had to say.

They tell me that the government has passed a law that says that the police can stop you if they think you are a terrorist. They also say that the government has passed a law that says that the police can stop you if they think you are a terrorist. They also say that the government has passed a law that says that the police can stop you if they think you are a terrorist.

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The article even says "Reading passenger manifests isn't the solution." They said it was only part of the plan. (I'd wonder what other kinds of measures they are going to put in place.)

I hope all goes well on your trip. See you when you get back.

Thanks,

The field test teachers suggested the following points:

The letter to the editor is informal in tone in some places The friendly letter copies the content of the formal letter, but misses the friend-to-friend tone. Minor errors in mechanics and usage in both letters.

Letter to the Editor

“Exceeds”

“Exceeds” (page 1)

March 25, 2002

Dear Maria,

Hi, how are you doing? It's been a few days since we last talked. Did your test go well on Friday? I hope all of your studying paid off.

I wanted to tell you that I wrote an article to the Pantagraph on seat belts, and I think it's going to be published this Friday. Ever since my cousins died in the crash last year, I have been pretty emotional on this issue. In the paper's article, the author wrote how the federal government has reduced the goal of getting 90% of people to wear seat belts to 78%! This mere 12% change is the difference between saving over a hundred lives, thousands of injuries, and millions of dollars; these numbers don't even take into consideration the emotional burden placed on thousands of people. It really makes me upset because this stuff happens everyday. Just two weeks ago, one of my friends lost his aunt and his cousin in a car accident because they weren't buckled in. If they had only been wearing their seat belts, they would still be here today.

I hope my letter opens the eyes of a few people, and I hope you always remember to buckle up too. Don't forget! I couldn't stand losing another friend to this cause.

Sincerely,

Letter to the Editor

“Exceeds”

“Exceeds” (page 2)

1402 N. Mulberry Street
Groves, Illinois 60000
17 December 2001

The Pantagraph
Letters to the Editor
301 W. Washington Street
Bloomington, Illinois 61702-2907

Dear Editor:

In the November 12th paper there is an editorial from the Seattle Post-Intelligencer on the subject of required passenger lists. I believe that we are going too far in asking for passenger manifests. If the armed guards in airports aren't enough I don't think this will make any difference.

This issue was chopped out of the anti-terrorism package passed last month by President Bush. If it has already been dropped why does it need to be reconsidered? Currently, 85 percent of international airlines voluntarily give their manifests before landing. That only leaves 15 percent for this law to apply too. I believe this will further hinder the airline industries rather than helping them recover from the loss of sales following the September 11th attacks. The bill proposes that the manifest has to be given in order to land. That in turn may slow air traffic or stop certain airlines from flying to the United States altogether.

The article states: "Required passenger manifests is not the answer." They say this is only part of the net to catch terrorists. What kinds of things will they come up with next? The article also states, "American airline passengers are putting up with a lot of inconveniences." This will slow air traffic even if implemented, especially if they find someone on the passenger list they don't want in the country. Would you like it if your plane weren't allowed to land because someone on your plane was refused entry to the country?

Sincerely,

Letter to the Editor “Exceeds”

1400 St. Markway Street
Lawrence, Massachusetts 01840
11 December 2004

The Paragon
Letters to the Editor
321 St. Westminster Street
Beverlyport, Massachusetts 01920-2207

Dear Editor:

In the November 1, 2004 issue there is an editorial from the Greater West
Intelligence on the subject of required passenger info. I believe that an act
going this far in making for passenger information. This article points to separate
and I thought I should thank you all again for your assistance.

The latest non-obvious out of the air-traffic-control passed last month by
President Bush. It is a law which has appeared only once in history but
nevertheless? Currently, 80 percent of international services continue to pay that
monthly surface fee. That only leaves 11 percent for the rest to pay for it
because they will follow for the same information under the heading. They
received that the fee of state following the September 11th attack. The law
assumes that the required fee to be paid in order to land. That is not what
it is all about. It is a law which is not being in the United States altogether.

The article states "Required passenger information in the United States" and the
the is one part of the fee to each terminal. What kind of fee will they have
to pay for it? The article also states "Required airport passenger information
and a list of consequences." The question is to what extent of consequences?
Should it be that the passenger information fee they don't pay in the
country. Would you like if your plane wasn't allowed to land because someone
on your plane was allowed entry to the country?

Sincerely,

1400 St. Markway Street
Lawrence, Massachusetts 01840
11 December 2004

Dear Editor:

In the November 1, 2004 issue there is an editorial from the Greater West
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and a list of consequences." The question is to what extent of consequences?
Should it be that the passenger information fee they don't pay in the
country. Would you like if your plane wasn't allowed to land because someone
on your plane was allowed entry to the country?

Sincerely,

The field test teachers suggested the following points:

The letter to the Editor is well written with good sources of information incorporated smoothly. The friendly letter nicely summarizes the ideas in a causal manner.

Should You Try This At Home?

Group Activity Two

- Organize a group of teachers who are teaching the same grade level or same content.
- Choose one of the assessments from the CD or web-site and review it carefully.
- Become familiar with the RUBRIC and see if you can use it to score the student work samples given in the assessment. Do this without knowing which one is *meets* and which one *exceeds*.
- All of teachers in the group should teach the lesson and give the same assessment.
- The teachers should bring their student work from the assessment to a meeting and practice scoring each other's work. Compare your scores to the scores of the other teachers in the group. See if you have the same score and similar reasons why the group came up with this score.
- Keep practicing until everyone can use the RUBRIC consistently and accurately.



Resources for Group Activity Two

- An appropriate assessment at the grade level.
- Appropriate RUBRIC for the assessment
- Sample student work with the assessment
- Resources are found on www.isbe.net
- Your own students' work



If you have questions or ideas about the Classroom Assessments or Performance Descriptors please call:

- Illinois State Board of Education
- Curriculum and Instruction
- 217/557-7323

