

Compare the teacher to a sports coach. Through the process of mastering a sport, the coach has developed insights about the most significant aspects that make up the sport. This experience also provides the coach with the ability to observe a performance and recognize either the presence or absence of those significant aspects. The experienced teacher, like the coach, has observed many performances and therefore has internalised a set of examples of performances at each level of achievement.

The Ministry of Education provides a set of examples of performances at each level for a variety of student work. These examples are called *exemplars* and are available on the Ministry's Website at www.edu.gov.on.ca.

Using a set of scales such as the *Assessment Scales* in this handbook, together with examples of work representative of a given level of achievement, teachers assess your child's work consistently.

Grade 1 **Level 4: Example 1**

"MY FAVOURITE TOY"

Piglet

Once I was walking in a store with my dad and I saw a cuddly toy. When I took him home I named him Piglet. I squeeze him and he snuffles. He is a wimie the pooh pig. He has pink arms and pink legs and pink ears. It is my favourite toy because it snuffles.

Teachers' Notes

Reasoning

- develops ideas using two related thoughts in several sentences
- links the ideas consistently to the topic
- enhances the description by providing many supporting details

Communication

- clearly communicates feelings
- uses a good choice of words (i.e., "cuddly", colour word)
- description clear and interesting
- uses different patterns of simple, complete sentences

Organization

- the writing flows naturally from the purchase of the favourite

Conventions

- makes no spelling errors with familiar words
- uses capitals for proper nouns
- has periods at the end of all sentences
- has neat presentation

Comments

The writing uses ideas and supporting details that all relate to the topic and need to flow naturally. The writing uses simple, compound, and complex sentences.

The Ontario Curriculum - Exemplars
Grades 1-8
Writing
1999

What You Can Do

The more clearly your child understands the targets, the easier it is to achieve the goals. You play a role in discussing the current level of performance and ways to improve. You can use the *Assessment Scales* to clearly understand what is expected for each piece of work your child undertakes at school. The *Assessment Scales* provides details about the provincial standard against which your child's work is being compared. For each *Assessment Scale*, tips are provided for how to make the best use of the material presented.

Why Did My Child Get This Mark?



Teachers use descriptions of achievement and compare your child's work to exemplars.