

A Proposal for a School-Based Initiative **BELOW LEVEL 1**

Teacher’s Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- demonstrates very little or no understanding of school spirit (e.g., selects a one-time “fun” event; selects a “personal” initiative that reflects the student’s own interests but that will affect few other students);
- does not explain how the initiative supports school spirit;
- describes an initiative that is unrealistic or inappropriate in a school setting;
- demonstrates an inadequate understanding of the task.

Thinking/Inquiry

The student:

- states opinions without providing supporting evidence;
- outlines steps that are not logically related to each other or to the task;
- outlines a few main steps but omits many relevant details that would explain how the proposal is to be carried out;
- includes steps in the plan that are not relevant to or consistent with the proposal as it is described in the letter;
- does not develop the outline along the lines indicated in Appendix A: Suggested Plan Outline, with the result that similar information is repeated in the plan and the letter.

Communication

The student:

- uses an informal tone and language that are inappropriate for a business letter;
- shows very little or no awareness of the audience being addressed;
- does not clearly state why and for what purpose the donation is being requested;
- uses very few or no persuasive strategies such as positive language, supporting arguments/examples, and/or courteous forms of address;
- does not demonstrate an awareness that the proposal will be compared with other proposals.

Application

The student:

- uses the language structures and conventions of standard Canadian English with frequent errors;
- does not follow the format or observe the conventions of a business letter;
- provides conflicting information;
- presents a disorganized series of loosely linked statements rather than a coherent proposal;
- omits a significant part of the proposal, such as the plan or the letter.

Comments

The student does not understand the requirements of the task. The selection of an inappropriate initiative prevents the student from developing a logical plan. The proposal is not coherent and omits important details. The local community organization would be very unlikely to support it. Considerable work is needed to improve the student’s ability to write clearly and correctly.

Next Steps

In order to improve his or her performance, the student needs to:

- review the requirements of the task and the criteria listed in the task rubric;
- learn about the meaning of school spirit and how it is promoted and sustained;
- select an appropriate initiative and outline it clearly and with sufficient detail to make it comprehensible;
- explain how the initiative would enhance and support school spirit;
- review the structure and conventions of a business letter and the techniques of persuasive argument;
- develop a logical and well-thought-out plan for implementation that includes all relevant components;
- review the language structures and conventions of standard Canadian English and use them correctly in written work.