

### Baseball guideline

Materials:  
you need: bases, balls, bats, helmets, and gloves  
and also a uniform.

Instructions:  
1. you have to hit the ball and then run to first base  
2. you get 3 strikes and then you are out  
3. You can also get someone out who is on first base  
if a player throws you out when you are running.



You have to hit the ball and run the bases. If you get 3 strikes then you out, you can also be out if you hit the ball and someone throws it to the base.

#### “TIPS”

Play with effort, skills and also team work.

### Teacher’s Notes

#### Knowledge/Understanding

The student demonstrates limited understanding of the use of format tools, as illustrated by the following:

- A large font size is appropriately used for the title.
- Subheadings are used but are not formatted in a consistent style (i.e., only the third subheading is given in upper case).
- Instructions are numbered but contain spacing and alignment problems.
- A graphic is used and relates to the topic but does not enhance or clarify meaning.
- White space is used inconsistently.

#### Thinking/Inquiry

The student selects and organizes information with limited effectiveness, as illustrated by the following:

- A three-part structure is used, although “Getting Ready” lists materials only.
- A few relevant details and instructions are given, but the instructions do not follow a step-by-step sequence and are not sufficient to explain the game. (The topic is too broad.)
- Information is given below the graphic, but its connection to the graphic is not clear.
- The tips are appropriate to the breadth of the topic.

#### Communication

The student presents instructions with limited clarity, as illustrated by the following:

- The guide addresses the reader but does not use instructional “how-to” style.
- The meaning of the third instruction is unclear.
- Baseball terms are used but are not made clear (e.g., “throws you out”).

### **Application**

The student uses language conventions with limited accuracy, as illustrated by the following:

- Capitalization and end punctuation are used inconsistently in the instructions.
- An omitted word (“then you out”) and a grammatical error (run-on sentence) make the meaning of the text below the graphic unclear.

### **Comments/Next Steps**

- The student needs to narrow the topic by selecting one aspect of baseball to discuss.
- The student should make the instructional tips more specific.
- The student should think more about the intended audience.
- The student needs to proofread carefully, and have a peer proofread, to help improve accuracy and clarity.

DRAFT

## HOW TO MAKE A SANDWICH<sub>{sub}</sub>

### Preparation

- ☛ Clean the kitchen counter and get the butter knife and normal knife.
- ☛ Get the knife from where you keep it.
- ☛ Get the other items from the fridge except the bread.
- ☛ Cut the bread in half with the knife.
- ☛ Open the mayo, use the butter knife to spread the mayo on the bread.
- ☛ Place the cheese on top of the mayo, cut the tomato {in slices} then place on the cheese.
- ☛ Wash the lettuce, cut it and put on the tomato.
- ☛ Place the ham on top of the lettuce then put the other slice on top of ham.
- ☛ Open your drink and start to eat it.

### STEP BY STEP

- ☛ FOLLOW THE INSTRUCTION IN PART ONE.

### TIPS

- ☛ You can go buy them at any place they are sold.
- ☛ You can ask a friend if they can go buy one for you.
- ☛ you can ask a parent if they could make one for you.

### Teacher’s Notes

#### Knowledge/Understanding

The student demonstrates understanding of the use of format tools to a limited degree, as illustrated by the following:

- The bold, upper-case lettering of the title is effective.
- The use of upper- and lower-case letters in the subheadings is inconsistent.
- A graphic symbol (a telephone) is used to introduce points, but is not related to the topic and is distracting.

#### Thinking/Inquiry

The student selects and organizes information with limited effectiveness, as illustrated by the following:

- The three parts are labelled, but the content for part two has been omitted; instead, the instructions are included in the preparation section.
- Some steps are missing and/or out of order (e.g., there is no mention of getting bread, a cutting board, or a plate; there is no list of ingredients in the preparation section).
- The tips section does not refer back to the step-by-step instructions.
- Some points that are really “tips” (e.g., which knife to use) are found in the preparation section.

#### Communication

The student presents instructions with limited clarity, as illustrated by the following:

- Instructions are given but are unclear in places because of missing and misplaced words (e.g., “Open your drink and start to eat it.”; “Wash the lettuce, cut it and put on the tomato.”).
- The vocabulary is simple and easy to understand.

### **Application**

The student uses language conventions with limited accuracy, as illustrated by the following:

- Unclear pronoun reference often makes the text confusing (e.g., “it” at the end of the preparation section, “them” in the first tip, “one” in the second tip).
- Capitals and end punctuation are usually consistent.

### **Comments/Next Steps**

- The student needs to select a more appropriate symbol to introduce points (why is a telephone used?).
- The information should be distributed over all three parts of the guide.
- Careful proofreading, by the student and a peer, is needed to increase the effectiveness of the guide.