

A “How-to” Guide

The Task

Each student was required to write a three-part “how-to” guide for an activity with which he or she is familiar. The guide had to include the following parts:

1. Getting Ready (explaining how to get ready to do the activity);
2. Step-by-step Instructions (listing in order the steps needed to do the activity);
3. Tips (offering suggestions to help others enjoy the activity).

The student’s classmates were the intended audience for the guide.

Students were required to submit a “how-to” guide, one to three pages long. Students could do their work by hand or by computer, or could use a combination of the two methods. Students were advised to use format tools to make their work interesting and clear.

To monitor their work, students were encouraged, throughout the task, to complete the daily progress sheet, to use self-assessment and self-pacing exercises, and to seek and rely on peer feedback.

Copies of the self-assessment exercises, self-pacing activities, progress sheet, and list of frequently used format tools are included in Appendices 1 to 11 of the Teacher Package, which is reproduced on pages 67–76 of this document.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Writing strand.

Students will:

1. demonstrate an understanding of literary and informational forms of writing;
2. sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;
3. present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison;
4. edit and proofread their own and others’ writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed on page 22 of the curriculum policy document.

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills relating to the following:

- using the writing process;
- revising and editing their work independently and using feedback from others;
- editing and proofreading to produce final drafts using correct grammar, spelling, and punctuation;

- using informational forms suited to specific purposes and audiences, with an emphasis on clear communication;
- using a variety of organizational techniques to present ideas and information logically and coherently in written work.

For information on the process used to prepare students for the task, and on the materials and resources required, see the Teacher Package, reproduced on pages 67–76 of this document.

Task Rubric – A “How-to” Guide

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
1	– demonstrates understanding (in the guide) of the interesting and effective use of format tools	– demonstrates understanding of the use of format tools to a limited degree	– demonstrates understanding of the use of format tools to some degree	– demonstrates understanding of the use of format tools to a considerable degree	– demonstrates understanding of the use of format tools to a high degree
Thinking/Inquiry					
The student:					
2	– selects and organizes information for each part of the guide	– selects and organizes information with limited effectiveness	– selects and organizes information with some effectiveness	– selects and organizes information with considerable effectiveness	– selects and organizes information with a high degree of effectiveness
Communication					
The student:					
3	– presents instructions for classmates clearly	– presents instructions with limited clarity	– presents instructions with some clarity	– presents instructions with considerable clarity	– presents instructions with a high degree of clarity
Application					
The student:					
4	– uses accurate spelling, grammar, and punctuation in the final copy	– uses language conventions with limited accuracy	– uses language conventions with some accuracy	– uses language conventions with considerable accuracy	– uses language conventions with a high degree of accuracy

* The expectations that correspond to the numbers given in this chart are listed on page 48.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.