

NEWS: Yesterday in our school was the famous hockey player Wayne Gretzky

Secondary school had a taste of the glamorous world of hockey, yesterday, when internationally famous hockey player Wayne Gretzky visited. He promised students from our school to be here five years ago when he was in Toronto. He came to the school and talked to us about the national game-hockey.

He promised and came. Our school was and is now very happy about meeting with Wayne Gretzky. It was the most important thing for the boys from the school hockey team because they play hockey all the time and they had a lot of questions for him. When he came to us, first he wanted to see the gym. I asked him "Why did you go there first?" - "Because I like the most sport."-he said.

After that everybody went to the ice rink across from the school. There, Wayne Gretzky taught our hockey team what is the most important rule in a hockey game. "Go where the puck is going. Not where it has been."-he said. "I member - my father said that to me, when I was 4 years old."

Next, he went to the cafeteria and we asked him some questions. One question was about his family, "You have a wife and three children. How did you find time to play hockey?"-one student asked. "I love my wife and children and I always found time for them."-he said. Next: "If you was born in Ontario, why did you play for Edmonton not Toronto Maple Leafs?-my friend asked. "Good question"-he said. "I don't know why. I think that I liked better the Edmonton team."

The last questions to this 41 year old resident of Brantford, Ontario was the most important- I think. I asked him "When will you visit this school, again?" "I don't know yet, but I promise that I will visit again. OK?" Everybody said "OK". This is the end of the visit by Wayne Gretzky in our school. Everybody were very happy. But don't worry. He promised to visit this school again!

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some knowledge of linguistic forms in English. Word order, however, is an area of concern (e.g., "Because I like the most sport."), as is point of view (e.g., the student alternates between the first and third person throughout the article and then abruptly switches to the second person at the end: "But don't worry. He promised to visit this school again!"). He or she also struggles with subject-verb agreement (e.g., "If you was born ...", "Everybody were ...").
- The student uses language conventions with some accuracy. Spelling is usually accurate, but there are a number of errors in punctuation.

Thinking/Inquiry

- The student includes facts from the informational text that are somewhat appropriate but makes some mistakes in using them (e.g., he or she quotes Gretzky's father's advice about going where the puck is going, but errs by calling it "the most important rule in a hockey game").
- The student includes areas to be visited that are appropriate (i.e., the gym, ice rink, and cafeteria), but the activities that take place in them are only somewhat appropriate (e.g., question-and-answer sessions that feature mostly predictable questions and answers).

Communication

- The student provides a somewhat credible purpose for the visit - that is, it was the result of a promise made to the students, but broken, five years earlier. However, no details, such as why the original visit did not take place, are provided.
- The student includes details about the interaction between the visitor and the students that are somewhat interesting (e.g., in response to the question "If you was born in Ontario, why did you play for Edmonton not Toronto Maple Leafs?", Gretzky begins by saying "Good question ... I don't know why", which suggests that the question has caught him off guard).

LOW LEVEL 2

- The student provides a somewhat effective conclusion for the article. The conclusion is a little unclear, but various points in it draw the visit to a satisfactory close (e.g., the student connects the last sentence with the purpose of the visit).

Application

- The student creates an article of limited effectiveness. The choice of a general rather than a specific purpose for the visit keeps the article from being as coherent as it might have been. Insufficient factual information interferes with the creation of livelier fictional scenes and settings. The student does, however, include quotations that give the article a realistic quality (e.g., “I love my wife and children and I always found time for them.”).

Comments

This work is representative of a low level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills. However, in the Application category, the student demonstrates only a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

The student fulfils the task requirements with some success. There is some mastery of linguistic forms and language conventions throughout the work. The article displays some coherence despite awkwardness in language use and an overall lack of substance.

Next Steps

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

- improve the focus of the writing by establishing a clear purpose and providing a strong framework of factual statements;
- pay closer attention to word order and point of view;
- include more detail to create a more believable fictional context;
- make the overall product richer by developing ideas that are more complex.