
Subject: English Language Arts
Level: Standard Five
Strand: Writing
Topic: Expository Writing (Reports)

Key Points:

CONTENT: Use relevant main ideas and supporting details on:

- what happened (*from beginning to end*)
- the persons involved (*first name and surname*)
- location
- date and time

LANGUAGE USE: Use factual language (*absence of figurative language and emotionally charged vocabulary*)

Use formal tone (*absence of Creole, slangs, contractions etc.*)

Use varied sentence types (*simple, compound, complex, compound-complex*)

ORGANISATION: Organise your ideas into clearly defined paragraphs: *Introduction, Body and Conclusion*.

Sequence your ideas logically.

Use transitional words.

GRAMMAR / Use correct grammar.

MECHANICS: Use punctuation marks correctly.

Use capital letters wherever needed.

Spell words correctly.

ENGLISH LANGUAGE ARTS WRITING

Time – 50 minutes

Remember: Write on only ONE of the following topics.

REPORT #1

Write a report on a vehicular accident that you witnessed on your way to school one morning. Remember to include information about:

- The date, time and place
- The person or persons and the vehicles involved
- How the accident happened
- What actions were taken



REPORT #2

Write a report about an incident involving two students who were playing football in the schoolyard during the lunch period. Remember to include information about:

- The date, time and place
- The persons involved
- How the incident occurred
- What actions were taken



Rubric for Report Writing

Report	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Content	<p>All details are carefully selected, specific and relevant to genre, audience and task.</p> <p>Main ideas are specific to the task and are developed skilfully through, relevant supporting details.</p>	<p>Most details are carefully selected, specific and relevant to genre, audience, and task.</p> <p>Main ideas are related to the task and are developed competently using relevant details.</p>	<p>Some details are relevant to genre, audience and task.</p> <p>Main ideas are related to the task and are developed satisfactorily through supporting details.</p>	<p>Details are limited but relevant to genre, audience and task.</p> <p>Main ideas are evident but partially related to the task and inadequately developed.</p>	<p>Little evidence of details which are relevant to genre, audience and task.</p> <p>Sentences are evident but main ideas and supporting details are indiscernible.</p>	<p>Prompt alone is repeated.</p> <p>Clearly off topic.</p> <p>No intelligible response</p>
Language Use	<p>Factual language used exclusively.</p> <p>Formal tone used throughout the report.</p> <p>Fluent, varied sentences enhance the clarity of the report.</p>	<p>Factual language used adequately.</p> <p>Formal tone used adequately in most paragraphs.</p> <p>Most sentences contribute to the clarity of the report.</p>	<p>Inconsistent use of factual language.</p> <p>Formal tone, interrupted by occasional lapses into informality.</p> <p>Some sentences contribute to the clarity of the report.</p>	<p>Limited use of factual language.</p> <p>Limited use of formal tone impedes the report.</p> <p>A combination of sentences and fragments impede the clarity of the report.</p>	<p>Minimal use of factual language and formal tone.</p> <p>Fragments and run-on sentences impede the clarity of the report.</p>	<p>Words and sentences are indiscernible.</p>

Report	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Organisation	<p>Clear and detailed introduction, body and conclusion.</p> <p>Transitional words and phrases are used to skilfully link ideas and supporting details throughout the report.</p> <p>Clearly organized structure with logical sequencing of all ideas, paragraphs and details.</p>	<p>Clear introduction, body and conclusion.</p> <p>Transitional words and phrases are used to competently link ideas and supporting details in most of the report.</p> <p>Well organized structure with logical sequencing of most ideas, paragraphs and details.</p>	<p>Sufficient relevant information included to discern the introduction, body and conclusion.</p> <p>Transitional words and phrases attempt to link ideas with some information sequenced incorrectly.</p> <p>Poorly organized with lapses in sequencing which impede clarity of the report.</p>	<p>Insufficient information included in introduction and body.</p> <p>Little or no use of transitional words and phrases to link ideas.</p> <p>Disorganized with little evidence of sequencing of information.</p>	<p>Introduction is attempted, but body and final paragraphs are indiscernible.</p> <p>Irrelevant details with no transitions to link ideas.</p> <p>Information not organized or logical.</p>	<p>Words are indiscernible.</p> <p>Lack of structure.</p>
Grammar/Mechanics	<p>Minor lapses in grammar, spelling or punctuation do not detract from the fluency and clarity of the report.</p>	<p>A few errors in grammar, spelling and/or punctuation are present but do not disrupt the clarity of the report.</p>	<p>Some errors in grammar, punctuation, spelling and/or capitalisation at times impede meaning.</p>	<p>Many errors in grammar, spelling, punctuation and capitalisation impede readability.</p>	<p>Frequent errors in punctuation, capitalisation and spelling make the report almost unintelligible.</p>	<p>Words and sentences are indiscernible.</p>

