

To PIE parents, regarding the B.C. Writing Performance Standards Package:

The papers you have just received make up a package that shows parents and students what the B.C. education system's expectations of a student's writing ability are for the end of the year at your child's grade level. Our goal is to provide a step-by-step overview of the expected development in your child's **personal writing** from the beginning of a school year to the end of the year, using the rating scale and the progression from 'not yet meeting expectations' to 'fully meeting expectations.' We believe that this package will be of benefit to you in assessing your child's learning, and guiding each of them in improving their pre-writing and writing strategies and abilities. Our first priority is to improve student learning.

The BC performance standards describe levels of achievement in key areas of learning. The performance standards answer the questions: "*How good is good enough?* What does it look like when a student's work has met the expectations at this grade level?" We divide the expectations for writing for each grade level into four categories (which are probably familiar to you from the report card format that we use): not yet meeting expectations, meeting expectations at a minimal level, fully meeting expectations, and exceeding expectations. In the package we've given you, you will find an explanation of what each of those categories means in the areas of meaning (what the piece of writing is about), style (how language is used), form (following the models of writing) and conventions (following the rules of writing).

Each package also includes a writing sample that gives an example of what a student's writing might look like in each of the four categories of expectations, including some general observations on why each sample fits into that category. These are intended to be helpful in assessing your own child's writing, and in giving direction to you as parents in guiding each of them to improve their writing skills.

Some ways that B.C. performance standards can be useful are:

- They provide feedback to students about their writing;
- They support self-assessment by each child;
- They provide a consistent standard of assessment among teachers, students and parents;
- They document evidence of student growth from the beginning of the year to the end;
- They provide examples teachers and students can refer to.

Some practical suggestions for using these performance standards are:

- Using the rating scale as a checklist with your child to keep track of improvement and growth;
- Using the rating scale with your child(ren)'s teacher at each reporting period to help in assessing your child's progress in writing;
- Using the writing samples provided to help you in evaluating your child(ren)'s own work in order to challenge them and focus on specific learning goals in writing.

We are looking forward to using these performance standards as a shared tool with you to encourage writing skills, to make reporting on writing more meaningful, and to engage your children in assessing their own writing and improving the quality of their personal writing. Please let us know if you have any questions – as partners in education we are truly committed to working with you in encouraging each child's full potential, and we know that this is an excellent way to do that.

Writing

GRADE 1

◆ **Writing From Experience . . . 17**

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◆ **Writing Stories . . . 29**

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Writing From Experience

Grade 1 students are asked to represent their thoughts, feelings, and opinions using both words and pictures. They frequently write:

- ◆ labels and captions
- ◆ journal entries
- ◆ predictions about or responses to reading, listening, or viewing experiences
- ◆ reflections on their learning
- ◆ information about topics that interest them

Early in Grade 1, children often convey most of their ideas through pictures. As they develop fluency in writing, an increasing amount of the meaning comes from written words.

Most Grade 1 writing is first-draft writing—it is not revised, edited, or proofread. As students develop skills and confidence, however, they begin to check their work and make simple corrections to spelling, capitalization, and periods.

NOTE:

In later grades, the type of writing described in this section is classed as *personal writing or writing to communicate ideas and information*.

In Grade 1, the general term *writing from experience* is used to describe any writing in which students record information they have acquired or their experiences, feelings, opinions, and observations.

Key Qualities

The following is a summary of the key qualities of each aspect of writing from experience in Grade 1. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

MEANING

- ◆ comes from thoughts, feelings, opinions, memories, and reflections
- ◆ may include information they have read, heard, or viewed

STYLE

- ◆ conversational—“spoken language written down”
- ◆ may repeat patterns they have read or heard

FORM

- ◆ follows forms modelled by the teacher
- ◆ often includes pictures

CONVENTIONS

- ◆ includes both capitals and small letters
- ◆ familiar words are increasingly spelled conventionally;
uses phonics to spell new words
- ◆ shows some sense of written sentences

Prescribed Learning Outcomes

The BC performance standards for Grade 1 writing from experience reflect the following prescribed learning outcomes from Grade 1 of the *English Language Arts K to 7 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (WRITING)

It is expected that students will:

- ◆ create straightforward **personal writing** and representations that express simple ideas, feelings, likes, and dislikes [C1]
- ◆ create straightforward informational writing and representations, using prompts to elicit ideas and knowledge [C2]

STRATEGIES (WRITING)

[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.

THINKING (WRITING)

It is expected that students will:

- ◆ use writing and representing to express personal responses and likes or dislikes about experiences or texts [C7]
- ◆ use writing and representing to extend their thinking [C8]

FEATURES (WRITING)

It is expected that students will:

- ◆ use some features and conventions of language to express meaning in their writing and representing [C10]

Quick Scale: Grade 1 Writing From Experience

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) | Fully Meets Expectations | Exceeds Expectations |
|--|--|--|--|---|
| SNAPSHOT | <i>The writing may consist of a string of letters or be dictated for someone else to write down. The student needs a great deal of help.</i> | <i>The writing is recognizable as conventional writing and conveys some ideas or information. The student often needs some help.</i> | <i>The writing is readable and makes sense. The student is able to write independently with occasional help.</i> | <i>The writing communicates ideas or information with some description and detail. The student is able to write independently.</i> |
| MEANING • ideas and information • details | • may be able to “read” own writing, but meaning often changes each time | • sentences or ideas may not be related • little development, few details | • sentences or ideas are related • some detail | • some individuality • develops a topic with supporting details |
| STYLE • clarity and variety of language • description | • simple words • when “reading” or dictating, may be one long sentence or a series of short, stilted sentences | • conversational • repeats simple patterns, favourite words | • conversational, some simple description • repeats simple patterns | • some descriptive language • takes risks to use new words or patterns |
| FORM • follows models or examples • sequence | • usually a drawing with a string of letters or one or two dictated sentences | • may be very brief • drawing may provide much of the information | • follows form modelled by teacher • writing can stand alone | • logically connected and sequenced • writing can stand alone |
| CONVENTIONS • capitals and small letters • spelling • use of phonics • punctuation • spacing • legibility | • strings of capital letters • may show correct initial consonant • not yet able to use phonics • no punctuation • may be copied or dictated to another person | • mostly capital letters • some words spelled conventionally • many words spelled phonetically • may experiment with punctuation • parts are legible | • both capitals and small letters • many familiar words spelled conventionally • new or unfamiliar words spelled phonetically • some punctuation • legible | • both capitals and small letters • most familiar words spelled conventionally • phonics and word patterns used to solve spelling problems • generally written in sentences; uses punctuation • legible |

Rating Scale: Grade 1 Writing From Experience

Student achievement in writing from experience tasks by March–April of Grade 1 can generally be described as shown in this scale.

| Aspect | Not Yet Within Expectations | Meets Expectations (Minimal Level) |
|--|--|---|
| SNAPSHOT | <i>The writing may consist of a string of letters or be dictated for someone else to write down. The student needs a great deal of help.</i> | <i>The writing is recognizable as conventional writing and conveys some ideas or information. The student often needs some help.</i> |
| MEANING • ideas and information • details | <ul style="list-style-type: none"> • may be able to “read” own writing, but meaning often changes each time • most of the meaning is in the drawing | <ul style="list-style-type: none"> • sentences or ideas may not be related to each other • little development, few details |
| STYLE • clarity and variety of language • description | <ul style="list-style-type: none"> • simple words • when “reading” his or her writing, or dictating, may create one long, rambling sentence or a series of short, stilted sentences | <ul style="list-style-type: none"> • conversational language, simple words, little or no descriptive language • repeats simple patterns or favourite words, often those provided by the teacher; there is no flow to the sentences—they tend to be short and choppy or long and rambling • may overuse pronouns to the point where the reader is confused |
| FORM • follows models or examples • sequence | <ul style="list-style-type: none"> • may not resemble the form modelled by the teacher • usually a drawing labelled by a string of letters or one or two sentences that have been dictated to another person | <ul style="list-style-type: none"> • attempts to follow the form modelled by the teacher • writing may be very brief, with much of the information provided by a drawing |
| CONVENTIONS • capitals and small letters • spelling • use of phonics • punctuation • spacing • legibility | <ul style="list-style-type: none"> • strings of capital letters without spaces; single letters may represent words • may show correct initial consonant for an intended word • not yet be able to use sound-symbol relationships (phonics) • no punctuation • may be copied or dictated to another person | <ul style="list-style-type: none"> • tends to rely on capital letters; may include some small letters • some conventional spelling • many words spelled phonetically; may need frequent help in applying phonics • may experiment with punctuation; shows some sense of sentences when reading own writing aloud • parts are legible; other parts may be difficult to read |

The rating scale may require adaptation when used for different purposes and tasks.

| | Fully Meets Expectations | Exceeds Expectations |
|--|---|--|
| | <i>The writing is readable and makes sense. The student is able to write independently with occasional help.</i> | <i>The writing communicates ideas or information with some description and detail. The student is able to write independently.</i> |
| | <ul style="list-style-type: none"> • sentences or ideas are related to each other • some detail | <ul style="list-style-type: none"> • some sense of individuality or originality • develops a topic, often including supporting details that add “colour” |
| | <ul style="list-style-type: none"> • conversational language; may include some description • repeats simple sentences and patterns • may overuse pronouns, but the reader can usually tell to whom the pronouns refer | <ul style="list-style-type: none"> • some words chosen for their effect; often includes some descriptive language • takes risks with new words or patterns • uses pronouns clearly |
| | <ul style="list-style-type: none"> • follows the form modelled by the teacher (e.g., list, web, paragraph) • writing makes sense standing alone; there may also be a detailed picture that adds information | <ul style="list-style-type: none"> • ideas or events are logically connected and sequenced • writing makes sense standing alone; there may also be pictures to add interest or information |
| | <ul style="list-style-type: none"> • includes both capitals and small letters (may be inconsistent) • many familiar words are spelled conventionally • new or unfamiliar words are spelled phonetically; beginning to use phonics consistently • includes some punctuation (often applied inconsistently); shows some sense of written sentences • legible, although parts may be difficult to read; spaces between most words | <ul style="list-style-type: none"> • includes both capitals and small letters • most familiar words are spelled conventionally • independently able to solve spelling problems, usually by applying phonics • generally written in sentences; may experiment with a variety of punctuation marks (e.g., exclamation, question, and quotation marks) • legible; there are spaces between the words |

Sample Task: Writing About Friends

CONTEXT

Students in this class regularly wrote and drew to record their experiences, feelings, and thoughts about specific topics. Their work was often connected to themes. This task was part of a class theme on “Friendship.”

PROCESS

As a class, students were asked to think of as many words as they could that made personal connections to friends. The teacher recorded the words on a class web. Students then brainstormed a list of memorable experiences with friends, and the teacher recorded students’ responses on a separate chart. The class discussed why friends were important and how friends made them feel.

The teacher provided the sentence frame *A friend is ...* and asked students to write about their personal experiences with friends. Students were encouraged to write at least six sentences. They were also encouraged to consult the class web and chart for ideas and vocabulary.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student has recorded the teacher's sentence stem and attempted to write strings of letters.

- ◆ strings of letters
- ◆ copied from the teacher
- ◆ no punctuation

| | Not Yet | Meets | Fully | Exceeds |
|-------------|---------|-------|-------|---------|
| SNAPSHOT | | | | |
| MEANING | | | | |
| STYLE | | | | |
| FORM | | | | |
| CONVENTIONS | | | | |

A friend is
A friend is indet oHo
Afren i
Afrietep
Afeet

TRANSCRIPT

A friend is
Afriendi s indet oHo
Afren i
Afrietep
Afet

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The writing begins with a sense of individuality, but becomes increasingly difficult to read because of problems with the conventions of writing.

- ◆ some sense of individuality
- ◆ conversational language
- ◆ some conventional spelling
- ◆ many words spelled phonetically
- ◆ experiments with punctuation
- ◆ parts are difficult to read

| | Not Yet | Meets | Fully | Exceeds |
|-------------|---------|-------|-------|---------|
| SNAPSHOT | | | | |
| MEANING | | | | |
| STYLE | | | | |
| FORM | | | | |
| CONVENTIONS | | | | |

this is a Pome Ofu
friends. friends are
nice to es uthr. and

TRANSCRIPT

this is a Pome Ofu friends. friends are nice to es uthr. and friends cheer up es.
aurfriend Be nice to ese. friend are fun. friend are the Bist. a friend cun help.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student makes personal connections to friends. The writing is readable and makes sense.

- ◆ sentences and ideas are related to each other
- ◆ conversational language
- ◆ includes both capitals and small letters
- ◆ many familiar words are spelled conventionally
- ◆ legible; there are spaces between the words

| | Not Yet | Meets | Fully | Exceeds |
|-------------|---------|-------|-------|---------|
| SNAPSHOT | | | | |
| MEANING | | | | |
| STYLE | | | | |
| FORM | | | | |
| CONVENTIONS | | | | |

A friend is special To me

I Licit wen my friend

is nos to me. A Friend

TRANSCRIPT

A friend is special To me I Licit wen my friend is nos to me. A Friend is nice To me. A friend Play's wiTh me. A fricnd Toss secrets aBouT Me. I Like my Friend my Friend is Angie I Like Angie nye is nos To me. my oThre Friend is Tara nye is verely nos. I Like mrs Bain.

EXCEEDS EXPECTATIONS

Teacher's Observations

The writing offers ideas and feelings with some elaboration and detail, and it flows smoothly.

- ◆ some sense of originality
- ◆ supporting details add colour
- ◆ takes risks with new words and patterns
- ◆ ideas are logically connected
- ◆ most familiar words are spelled conventionally
- ◆ written in sentences

| | Not Yet | Meets | Fully | Exceeds |
|-------------|---------|-------|-------|---------|
| SNAPSHOT | | | | |
| MEANING | | | | |
| STYLE | | | | |
| FORM | | | | |
| CONVENTIONS | | | | |

A freind is purie and true
and helpfall... A freind sheris
felings and we sheris aures

TRANSCRIPT

A freind is purie and true and helpfall... A freind sheris felings and we sheris aures to. A friend is special in evry way. We fiedl sad wen they are sad. A friend is ter wen you need them and you aue ter wen they need you to. "I Like freinds a lot do you?" A freind is so nice you can even see it for your seillf. A freind is important in evry way that you can think of. A freind is the one tet plays with you wen you need them. Mote popeyl have a feind of thre ona and you poblye have one to.

BC Performance Standards

Grade 1 Writing

Additional Samples

The BC performance standards for Grade 1 writing consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 1 Writing included here generally show two examples of student work for each task:

- one that meets expectations at minimal level
- one that fully meets expectations

| | |
|--|-----------|
| GRADE 1: WRITING FROM EXPERIENCE | 2 |
| SAMPLE 1: JOURNAL WRITING..... | 2 |
| SAMPLE 2: OWL DIARIES..... | 5 |
| SAMPLE 3: SANDWICH RECIPES | 8 |
| GRADE 1: WRITING STORIES | 11 |
| SAMPLE 1: INVENTING OR RETELLING STORIES | 11 |
| SAMPLE 2: BUNNY COUNTRY STORIES | 16 |
| SAMPLE 3: STORIES MODELLED ON THE POPCORN SHOP | 20 |

Grade 1: Writing From Experience

Sample 1: Journal Writing

Context

Throughout the year, the teacher prompted students to make connections between ideas and information learned in class and their own experiences. They worked on expressing themselves clearly, using letters to represent specific sounds and listening for these sounds in words. They were also encouraged to use recognizable letters when writing familiar words and to use punctuation.

Students in this class regularly wrote journal entries. Most often, they chose what they would write about and worked uninterrupted, unless they asked for help. The teacher encouraged them to draw pictures to accompany their journal entries.

Process

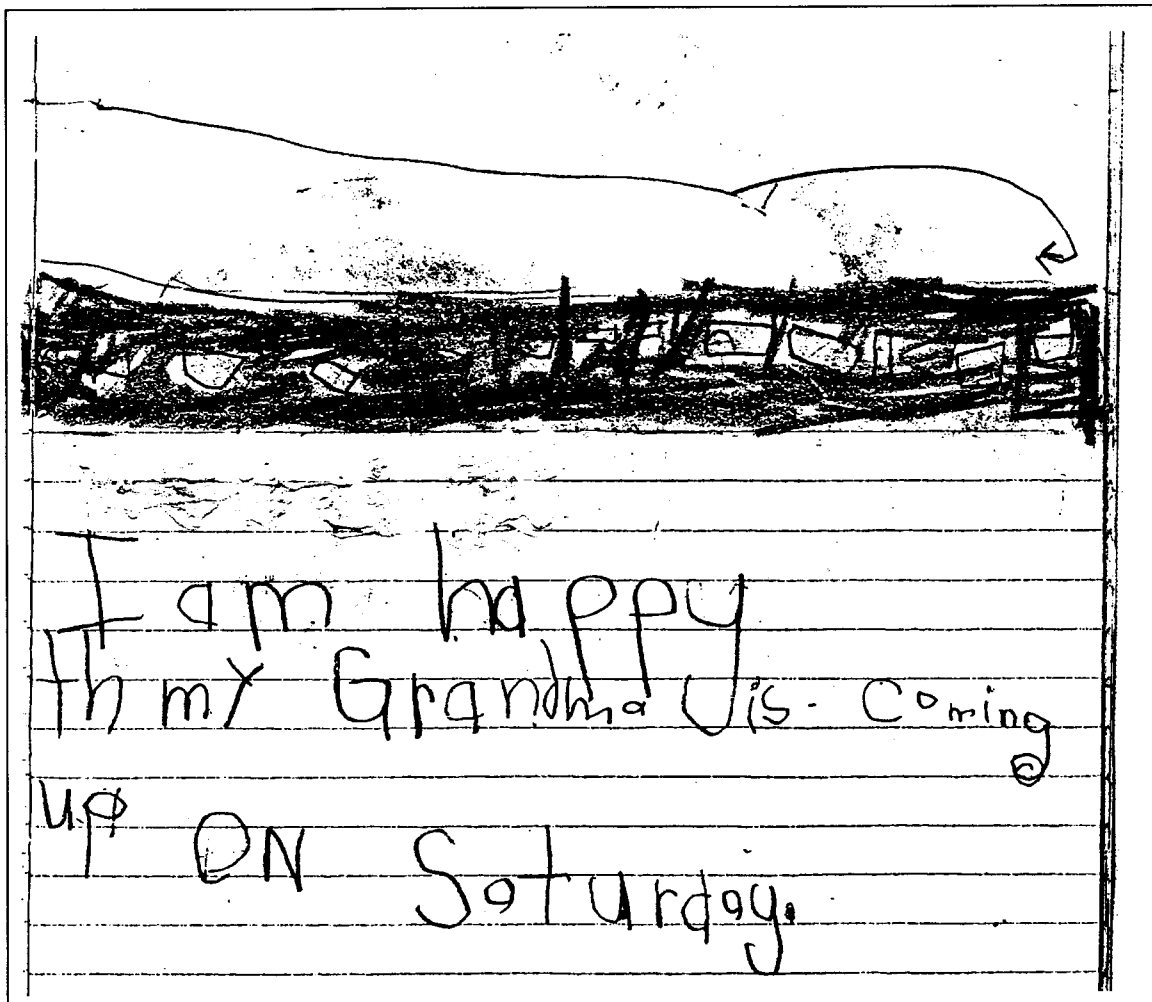
The teacher said, “It’s time to write in your journals. Remember to get your workmats and dictionaries.” Students worked at a table of four students. They sometimes talked to each other about their writing as they worked. The teacher encouraged students to use classroom resources to help them with their spelling (e.g., Word Wall, other classroom lists of words, and personal dictionaries).

Meets Expectations (Minimal Level)

Teacher's Observations

Although the writing is recognizable as conventional writing, there are few ideas or details.

- little development, few details
- conversational language, simple words
- writing is very brief
- most familiar words are spelled conventionally
- legible

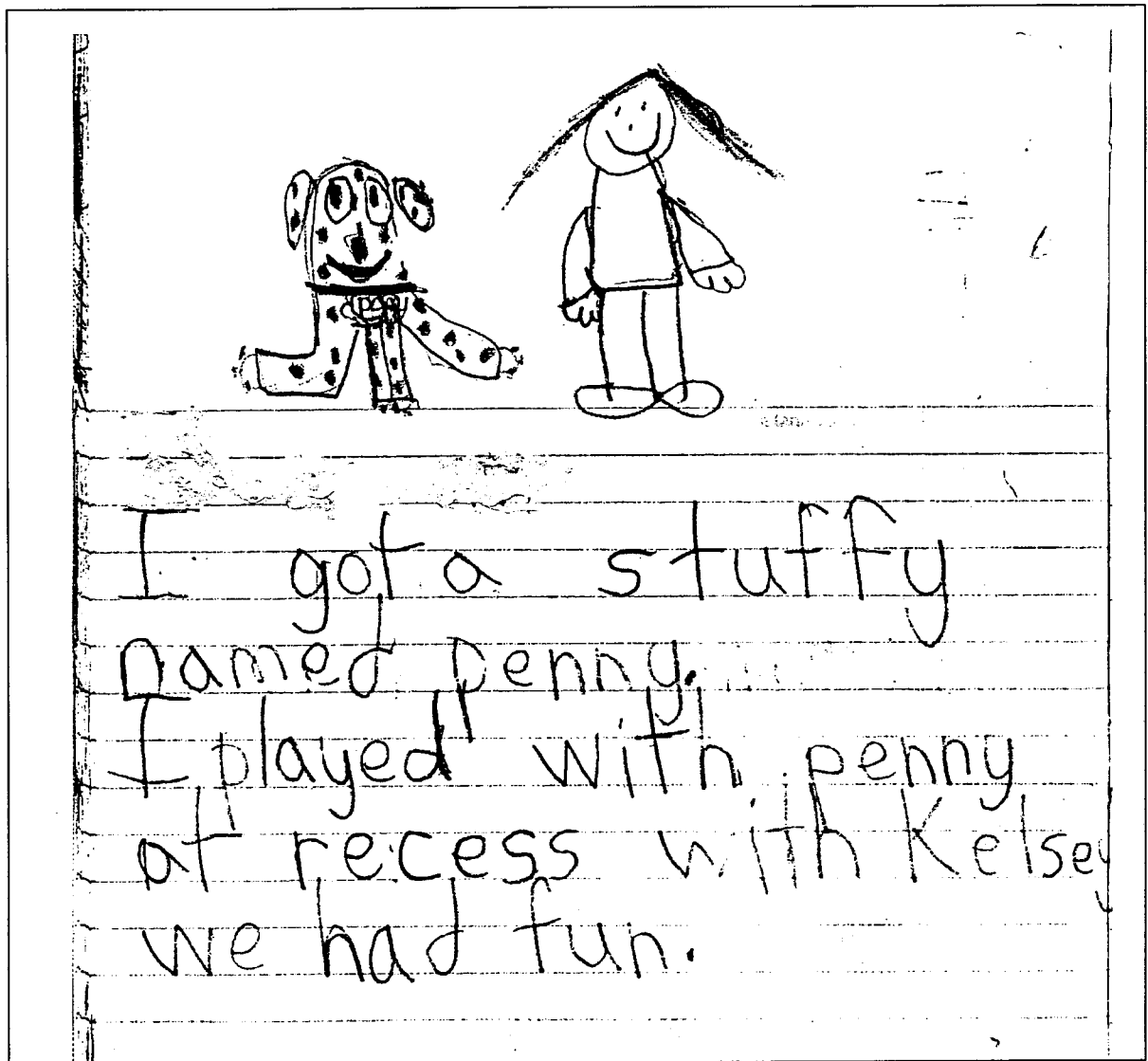


Fully Meets Expectations

Teacher's Observations

The writing is readable and makes sense.

- sentences and ideas are related to each other
- some detail
- repeats simple patterns
- includes a detailed picture that adds information
- many familiar words are spelled conventionally
- generally written in sentences



Grade 1: Writing From Experience

Sample 2: Owl Diaries

Context

Students in this class frequently recorded their ideas, experiences, and feelings in various forms, such as journals and pictures, or demonstrated them through drama activities. The theme in this unit was “Owls.” Over a period of four weeks, students learned about where owls live in the world and about their habitat, food, and enemies. Students collected owl pictures, owl books, and owl words. As a cumulative activity, students completed an owl diary.

Process

The teacher asked students to assume the identity of an owl and complete an owl diary. Students wrote one diary entry each day for five days (30 minutes a day). The class discussed the daily diary topics and what they meant. The teacher encouraged students to use the Word Bank to help them write their diary entries. They also received ongoing teacher support to spell words.

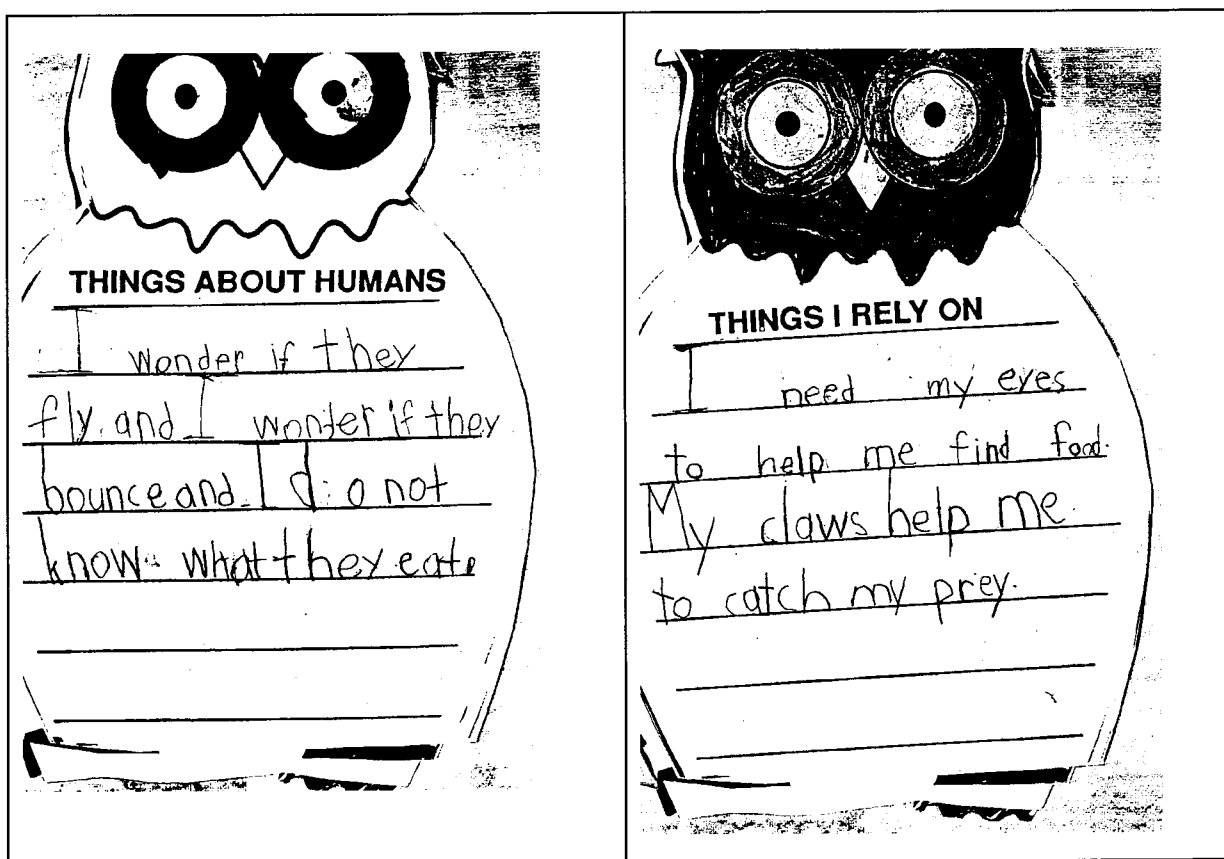
Note: There is only a “Fully Meets Expectations” example of student work for this sample.

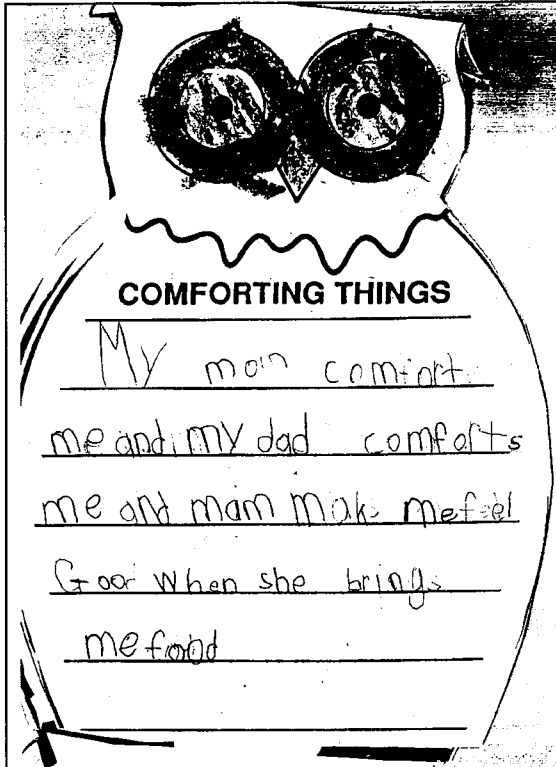
Fully Meets Expectations

Teacher's Observations

The writing communicates ideas and information about owls. Most sentences begin with capital letters and end with periods.

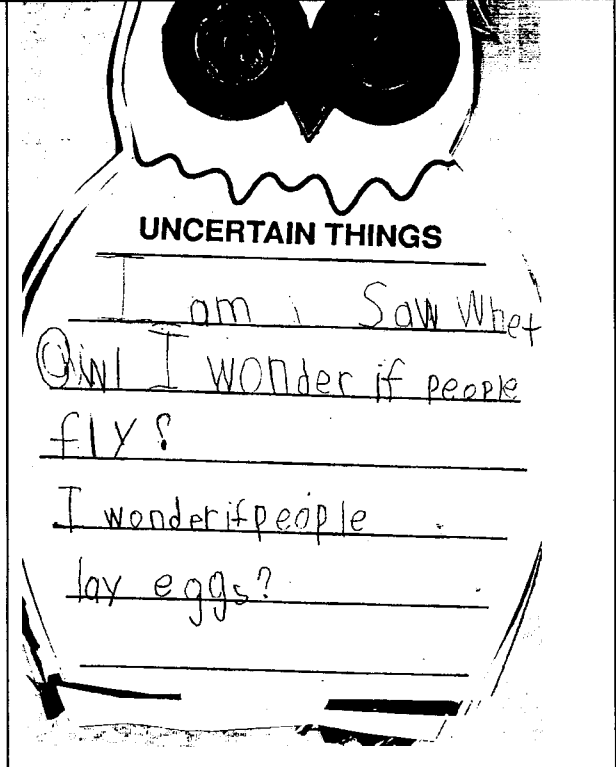
- sentences and ideas are related to each other
- some detail
- includes some description
- follows the form modelled by the teacher
- generally written in sentences
- legible; there are spaces between the words





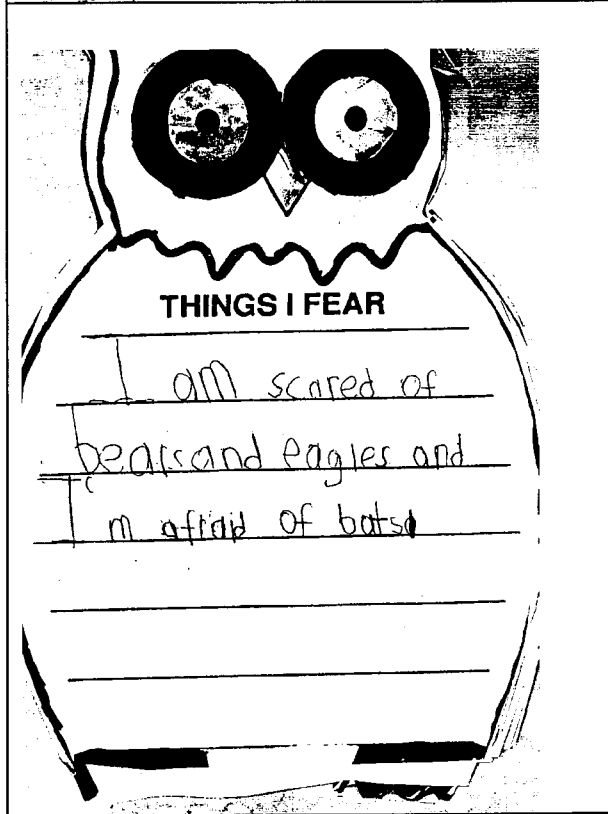
COMFORTING THINGS

My main comfort
me and my dad comforts
me and mam make me feel
Good when she brings
me food



UNCERTAIN THINGS

I am i Saw What
Q: I wonder if people
FLY?
I wonder if people
lay eggs?



THINGS I FEAR

I am scared of
Deers and Eagles and
I m afraid of bats

]

Grade 1: Writing From Experience

Sample 3: Sandwich Recipes

Context

Students had previously talked about reading and writing as ways of sharing information.

Process

The teacher asked students to collect various forms of instructions from newspapers, magazines, cookbooks, audio-visual equipment, and toys to create a class collage of instructions. As a class, students practised making various items by following instructions (e.g., pancakes, chalk, and various Lego Dacta creations).

The teacher read the story *Traffic Light Sandwich*, by Diana Noonan. The class discussed the various features in the story that presented the ingredients and procedures required to make a “traffic light sandwich.” Students noticed how the author had clearly divided the story into ingredients and procedures, numbered steps for instructions, and included supporting illustrations. The teacher modelled writing a recipe by recording the ingredients and the procedure for making a “traffic light sandwich” on a classroom chart.

Students were asked to write their own personal favourite sandwich recipes, based on a template provided by the teacher. The teacher emphasized the importance of writing the steps in logical order and remembering to include all of the ingredients needed in each step.

The teacher recorded key vocabulary on the board (e.g., *ingredients* and procedural words) to assist students with their writing and provided extensive support during the activity.