

Example of Grade 4 Writing

Wake up, people! Wake up! Time to go to school! Your hair is brushed, breakfast eaten, but what are you going to wear? Fluffy pyjamas, a baggy sweater, torn jeans, an oversized T-shirt? How about a neat school uniform! Not your style? Well, keep reading because I've got lots of reasons why schools should have uniforms up my sleeve!

First of all, why waste all day long washing filthy clothes when you can be doing more important things like gardening, or grocery shopping? With a single school uniform, you'll get the washing done in no time! You only have comfy weekend garments and grubby play clothes instead of all those other clothes you wear to school.

Plus, you'll save money! Cha-ching!

Example of Grade 4 Writing – Strong Achievement

There won't be as many clothes to buy because you will only have to purchase casual home clothes.

We're wearing our crisp school uniform half the time in our life at school.

Still not convinced? Well, listen up! Also, kids won't be late for school because they don't know what to wear! Really? Yes! So say bye-bye to late slips! You'll only have to hop into your trusty school uniform and voila! You're ready for school in a snap!

Guess what else? Boys and girls of all ages get bullied and teased just because of the clothes they wear to school. Some kids think that they're better than others because they have on designer jeans, or an expensive T-shirt. All of this will change, though when the good old school uniforms take over. Everyone will be wearing

Example of Grade 4 Writing – Strong Achievement

the same outfit so no one will
feel bad about themselves.

So, are you happy, reader?
Think about how all of those
unfair things will change because
of school uniforms. So come
and take that wonderful chance
to make our home and school
a better place.

Rationale for Assessment of Writing

Wake up, people! Wake up! – Strong Achievement

Content

- includes a series of supporting arguments related to the merits of school uniforms; maintains focus on the central message by developing three supporting reasons
- includes sufficient relevant information to support the main idea (e.g., provides specific details to elaborate how uniforms would save time and money and create a fair school atmosphere)

Organization

- shows awareness of: audience (appeals to parents who have the ultimate choice about school uniforms); purpose (to convince the reader that uniforms are a good idea); and form (i.e., follows the elements of persuasive writing: thesis statement, arguments and a restatement)
- includes a unique way of introducing the thesis statement (e.g., a *neat school uniform* answers the question *What are you going to wear?*, and the writer is going to convince you of that in this piece); elaborates arguments with sufficient supporting details (uniforms save time with laundry and choosing...*no more late slips!*, and save money because *half the time* kids are at school, so they will need much less clothing); uniforms will stop the bullying of children who can not afford expensive clothes; restates the thesis in the concluding statement (i.e., *Think about all of those unfair things [that] will change...wonderful chance to make our...a better place*)
- presents ideas in a logical sequence with smooth transitions created by clever questions that engage the reader (e.g., ...*what are you going to wear?...why waste all day long washing...when you can be... you'll save money! Cha-ching!*)
- does not include title, but grabs the reader's attention with introduction (i.e., *Wake up, people! Wake up!*) which has dual meaning in the piece
- demonstrates a good understanding of paragraph division (e.g., limits an argument to a paragraph)
- links ideas with a variety of effective connecting phrases (e.g., *First of all... Plus, you'll save..., Still not...*) creating smooth transitions

Word Choice

- includes a variety of effective descriptive words and creative phrases (e.g., ...*up my sleeve...*, ...*fluffy pyjamas...*, *Cha-ching!*, ...*comfy weekend garments and grubby play clothes...*)
- enhances meaning and imagery with some strong verb choices (e.g., *waste, convinced*)

Voice

- demonstrates awareness of audience; voice is suitable (e.g., *I've got lots of reasons why schools should have uniforms up my sleeve! So, are you happy, reader?*)
- conveys engagement with subject (e.g., *You're ready for school in a snap*)
- includes conversational language that creates a sense of personal style (e.g., *casual, bye-bye, voila!*, ...*take that wonderful chance...*)

Sentence Structure

- includes sentences of different lengths with a variety of beginnings, creating an easy-to-read flow; most sentences are complete (e.g., *With a single school uniform, you'll get the washing done in no time!*, *Really? Yes!*)
- includes a variety of sentence types (e.g., questions, statements and exclamations); uses some complex sentence structures (e.g., *First of all, why waste..., All of this will change, though, when the good old school uniform takes over*)

Conventions

- demonstrates confidence and control with internal and end punctuation (i.e., periods, exclamation marks, question marks, commas, apostrophes)
- uses capital letters correctly
- spells familiar words conventionally
- shows correct use of basic subject/verb agreement (e.g., *you'll, they're, kids think*) and overall control of verb tenses
- shows control of pronouns (e.g., *Everyone, themselves*)

