IV. Sharing Information

- Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

Task   Write 2 or 3 paragraphs to compare and contrast ecological footprints

Tool   Assessment Grid

Work in this Environment unit is based on part of the Core Curriculum unit on Science, Technology and Environment (*ELSA 6/7 Curriculum Guidelines,* pp. 101-113). In this unit Ss will practice writing 2-3 connected paragraphs that include comparisons using information from charts and graphs. The task and tool are sufficiently generic to be adapted for a range of themes and writing tasks.

1. Instruct Ss to generate some charts and graphs that are personally relevant using the *Global Footprint Network* website's Footprint calculator found by following this link: http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/.

2. Instruct Ss to complete the Footprint Calculator survey based on their habits here in Canada.

3. Have them complete it again based on their habits back in their home country. For each survey, the Ss will get a set of charts and related information.

4. Have the Ss print or save the information and keep it for the writing task.

5. Before they begin the writing task, review the assessment grid with them.

    o   Make sure that they understand the criteria that will be used to mark their writing.

    o   Provide an example that can be shared to demonstrate what a successful piece of writing looks like.

6. Ask the Ss to use the two sets of figures and information that they generated to compare and contrast their own ecological footprint living here in Canada and their footprint when they were still living in their home country.

7. Assess the writing using the grid.

8. After assessing their work, analyze and summarize the results to share with the class.

    o   Make a plan for how deficiencies will be worked on and practiced in future lessons.

    o   Be sure to celebrate successes and share those examples with the class.

Writing Task Scoring Grid

Task:

Overall Objectives			
The writer achieves the main communicative purpose of the task.	☐ Yes	☐ Not quite	☐ No
The writer presents the ideas and information in a format appropriate to the task type.	☐ Yes	☐ Not quite	☐ No
The writer shows a sense of audience in language, format and content.	☐ Yes	☐ Not quite	☐ No
The text is effectively organized and the ideas are always clearly expressed.	☐ Yes	☐ Not quite	☐ No
The reader can understand most of the content on the first reading.	☐ Yes	☐ Not quite	☐ No

(all of the above must be answered with "Yes" to be considered for CLB 7 or 8)

↙ No	↙ Yes, but...	Yes ↘	Yes, easily ↘
Main ideas are expressed with fewer details and less supporting information	**Main ideas** are expressed and supports with some details	**Main ideas** are clearly expressed and supported adequately	**Main ideas** are very clearly expressed and well supported
Good use of **simple grammatical structures**, spelling, and mechanics	Good control of **simple grammatical structures**, spelling, and mechanics; writer shows developing ability to use complex structures	**Complex grammatical structures** are often used correctly	The writer uses a variety of **complex grammatical structures** accurately
Some difficulty with complex structures		Errors seldom cause misunderstanding	Errors rarely cause misunderstanding
Errors sometimes cause misunderstanding	Errors occasionally cause misunderstanding	**Word choices and word forms** use usually accurate, although expressions are often awkward. Writer may rely somewhat on the prompt	Writer uses an adequate range of **vocabulary and word choices** are usually natural.
Vocabulary and word choice is often awkward	**Vocabulary is adequate** to the task, but may be borrowed heavily from the prompt. Many phrases are word choices are awkward		
Reader may have difficulty understanding content on the first reading	**Extra effort often** required by the reader	**Extra effort sometimes** required by the reader	**Extra effort occasionally** required by the reader
CLB 5	**CLB 6**	**CLB 7**	**CLB 8**

Notes/Comments:

Note: This scoring grid is adapted from the scoring grid from the *Canadian Language Benchmarks 5-10 Exit Assessment Tasks.(2007)*

LISTN

✍ **CLB 7-IV**