

# Initial Skills-Assessment Checklist: Writing

**LEARNER:** \_\_\_\_\_ **GOAL:** \_\_\_\_\_

**Competency B: Communicate Ideas and Information**

**Task Group B2: Write continuous text**

Key performance descriptors for readiness for B2.1 tasks	Tool
<ul style="list-style-type: none"> <li><input type="checkbox"/> Forms the letters of the alphabet legibly (upper and lower case)</li> <li><input type="checkbox"/> Writes own name, names of family members and home address</li> <li><input type="checkbox"/> Copies from printed materials</li> <li><input type="checkbox"/> Leaves spaces between words</li> <li><input type="checkbox"/> Uses appropriate letter size</li> <li><input type="checkbox"/> Writes on the line when provided</li> <li><input type="checkbox"/> Writes common, simple words from memory</li> <li><input type="checkbox"/> Forms the plural of one-syllable words (<i>car/cars, book/books</i>)</li> <li><input type="checkbox"/> Uses capital letters for beginning of sentences, for familiar proper nouns and for the pronoun, I</li> <li><input type="checkbox"/> Uses proper punctuation at end of sentence</li> </ul>	2 work pages
Key performance descriptors for B2.1 tasks	Tool
<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes brief texts to convey simple ideas and factual information</li> <li><input type="checkbox"/> Writes simple notes and short, simple personal letters</li> <li><input type="checkbox"/> Writes instructions and directions</li> <li><input type="checkbox"/> Prints or writes legibly</li> <li><input type="checkbox"/> Identifies purpose and intention for writing</li> <li><input type="checkbox"/> Writes simple but complete sentences</li> <li><input type="checkbox"/> Avoids writing sentence fragments and run-on sentences</li> <li><input type="checkbox"/> Uses proper punctuation</li> <li><input type="checkbox"/> Uses proper word form and word order to convey complete thoughts</li> <li><input type="checkbox"/> Uses connecting words to link simple sentences</li> <li><input type="checkbox"/> Writes sentences in the negative (<i>I will not do that/I cannot do that/ He does not do that</i>)</li> <li><input type="checkbox"/> Writes word endings (“ed”, “ing”, “s”)</li> <li><input type="checkbox"/> Uses correct verb tenses</li> <li><input type="checkbox"/> Uses proper subject/verb agreement</li> </ul>	Compose an email in response to Roger’s

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Key performance descriptors for B2.2 tasks	Tool
<ul style="list-style-type: none"> <li><input type="checkbox"/> Answers simple comprehension questions</li> <li><input type="checkbox"/> Writes texts to explain or describe</li> <li><input type="checkbox"/> Presents opinions based on reading</li> <li><input type="checkbox"/> Organizes thoughts to convey a main idea in a paragraph</li> <li><input type="checkbox"/> Writes legibly</li> <li><input type="checkbox"/> Self corrects</li> <li><input type="checkbox"/> Introduces words from reading into writing</li> <li><input type="checkbox"/> Spells a wide range of common words</li> <li><input type="checkbox"/> Uses appropriate punctuation</li> <li><input type="checkbox"/> Uses standard subject-verb agreement</li> <li><input type="checkbox"/> Uses verb tenses correctly and appropriately</li> <li><input type="checkbox"/> Uses a variety of sentence types correctly and appropriately (e.g., questions, exclamations)</li> <li><input type="checkbox"/> Uses connecting words (also, finally, after, but) correctly to link ideas in a paragraph</li> <li><input type="checkbox"/> Uses descriptive language</li> </ul>	<p>Provide written answers to questions on three articles:</p> <ol style="list-style-type: none"> <li>1. Fixing a Blocked Drain</li> <li>2. Jobs of Importance</li> <li>3. Turfed Out</li> </ol>
Key performance descriptors for B2.3 tasks	Tool
<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes continuous text to present information, summarize, express opinions, present arguments, convey ideas, or persuade</li> <li><input type="checkbox"/> Writes short-answer analyses, evaluations</li> <li><input type="checkbox"/> Organizes and sequences writing to communicate effectively</li> <li><input type="checkbox"/> Conveys one main idea in well-linked and well-developed paragraphs</li> <li><input type="checkbox"/> Selects supporting ideas for effect;</li> <li><input type="checkbox"/> Manages unfamiliar elements (vocabulary, context, topic) to complete tasks</li> <li><input type="checkbox"/> Varies sentence types and structures appropriately and effectively</li> <li><input type="checkbox"/> Selects words and expressions to create specific effects</li> <li><input type="checkbox"/> Uses correct punctuation</li> <li><input type="checkbox"/> Edits own writing to eliminate errors</li> <li><input type="checkbox"/> Uses subordinate clauses correctly</li> <li><input type="checkbox"/> Uses verb tenses consistently throughout a piece of writing</li> <li><input type="checkbox"/> Uses modifiers and prepositional phrases correctly</li> <li><input type="checkbox"/> Uses adjective and adverb phrases correctly</li> <li><input type="checkbox"/> Uses pronouns correctly</li> <li><input type="checkbox"/> Uses the positive, comparative, and superlative forms of adjectives correctly (for example: good/better/best, short/shorter/shortest)</li> </ul>	<p>Write an opinion paper on the CHAMPIX Consumer Report</p>