

an even  
**start**

National Tuition Program

# **Investigations into Components of Writing (ICW)**

**Post-tuition Assessment  
Tutor Instructions**

**Red**

# Introduction

The Investigations into Components of Writing (ICW) is designed to help you gain more insight into specific areas of difficulty experienced by those students whose writing skills have been reported as below benchmark.

There are pre- and post-tuition Investigations into Components of Writing. The post-tuition activities mirror the pre-tuition activities and will provide a sense of the student's improvement of fundamental writing skills.

The ICW provides activities that assist you to judge a student's grasp of the following components of writing.

<b>1</b>	<b>Punctuation</b>	The capacity to correctly punctuate at the sentence level and to correctly use upper and lower case letters
<b>2</b>	<b>Spelling/word knowledge</b>	An adequate bank of sight words and the capacity to spell other words with reasonable accuracy
<b>3</b>	<b>Vocabulary</b>	A working vocabulary that allows more precise description and the expression of more complex ideas
<b>4</b>	<b>Sentence control</b>	The capacity to structure complete sentences and to vary the structure of a sentence
<b>5</b>	<b>Ideas</b>	The capacity to generate appropriate ideas and to incorporate them into writing and the capacity to order ideas logically and to link ideas effectively

The investigation is intended not as an exhaustive study of students' writing skills, but as a means of providing a quick insight into specific areas where your students may need additional support.

## Assessment colours

The assessments are divided into colours representing year levels, as follows:

Assessment	Designed for students who performed
RED	below Year 3 benchmark
YELLOW	below Year 5 benchmark
GREEN	below Year 7 benchmark
BLUE	below Year 9 benchmark

The tutor should select the appropriate assessment for each student.

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## Administering the ICW

The ICW assessment will take about 45 minutes in total and must be administered in the first tuition session. Where possible, the ICW models good, coherent writing and within most activities there is a unifying idea or theme, rather than a series of unconnected sentences. Sentence control, for example presents brief exemplars of the kinds of narrative texts that students at specified year levels would encounter both in reading and writing.

You will obtain the most useful diagnostic information about students when students can successfully complete at least some parts of each activity. However it is not helpful to persist when the activity has clearly become too difficult for the student.

Students whose performance is reported below the national writing benchmark are frequently reluctant writers. To help tutors distinguish between point of difficulty and overall reluctance to write, a number of the activities have a strong oral component.

For each component of writing, there are:

- Tutor instructions
- Student worksheets
- Tutor marking guides and record sheets.

### NOTE

In the administration guidelines for each of the activities:

**What you say is printed in bold.**

What you need to do, or other instructions or comments, are printed in normal Roman letters, like this sentence.

## ICW reports

When scores from the ICW are entered into the Assessment Tools software a report will be generated highlighting areas of concern where more tuition is required. You need to enter the total score for each activity for each student.

The report includes the student's scores that **MUST** be entered into the An Even Start National Tuition Management System (NTMS). The NTMS can be accessed at [www.anevenstart.dest.gov.au/ntms.htm](http://www.anevenstart.dest.gov.au/ntms.htm).

The entry of student pre-tuition assessment scores will trigger commencement of tuition through the NTMS and will enable your employer to begin making payments.

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# Punctuation

**Punctuation** refers to the capacity to correctly punctuate at the sentence level and to correctly use upper and lower case letters. There is one activity to assess punctuation.

**Time**

- 2 to 5 minutes

**Equipment**

- *Tutor instructions*
- *Student worksheet*
- *Tutor marking guide and record sheet*

**Preparation**

- Familiarise yourself with the *Tutor marking guide and record sheets*.

## 1. Punctuate the piece of writing

**Look at this piece of writing. I will read it to you.**

Show the student the *Punctuation worksheet*. Read the text aloud and pause where the full stops should appear.

**You are going to put in the punctuation marks in this piece of writing. You need to change some letters to capital letters and add some full stops.**

**Look at the practice word. We will do this one together.**

Point to the practice word.

**'andrew'**

**Andrew should start with a capital letter. You need to cross out the 'a' and write the capital letter like this. When you see a full stop is needed, put it in like this.**

Put a full stop after the word Andrew.

**Now put in the full stops and capital letters where you need them.**

Record the student's responses on the *Tutor record sheet*.

This is the end of the punctuation assessment.

# Spelling

There is one activity to assess spelling for each colour level.

## Time

- 5 minutes

## Equipment

- *Tutor instructions*
- *Student worksheet*
- *Tutor marking guide and record sheet*

## Preparation

- Familiarise yourself with the *Tutor marking guide and record sheets*.

## 1. Spelling

### Now you are going to do some spelling.

Give the student the *Spelling worksheet* and a pencil.

### Write one word in each space. You start here.

Point to the first space.

### I'll say the word, say it in a sentence and then say it again. You write it.

### on ... The cup is on the table ... on.

Work quickly through the list of spelling words following the same procedure. Encourage the student to 'have a go'.

1	on	The cup is <b>on</b> the table.	on
2	bat	You play cricket with a <b>bat</b> .	bat
3	fed	The cat has been <b>fed</b> .	fed
4	like	I <b>like</b> ice cream.	like
5	tall	That is a <b>tall</b> tree.	tall
6	shut	Please <b>shut</b> the door.	shut
7	play	You can <b>play</b> on the swings.	play
8	came	The dog <b>came</b> home.	came
9	said	'Come here', <b>said</b> Jack.	said
10	year	I had a party this <b>year</b> .	year
11	speed	Do not <b>speed</b> in your car.	speed
12	every	<b>Every</b> day we do spelling.	every

Record the student's responses on the *Tutor record sheet*. This is the end of the spelling assessment.

# Vocabulary

**Vocabulary** refers to a working vocabulary that allows the expression of more complex ideas or more precise description. There are three activities to assess vocabulary:

1. **Describe emotions**
2. **Describe nouns and verbs**
3. **Create a mood**

## Time

- 5-10 minutes

## Equipment

- *Tutor instructions*
- *Student worksheet*
- *Tutor marking guide and record sheet*

## Preparation

- Familiarise yourself with the *Tutor marking guide and record sheets*.

## 1. Describe emotions

### Look at this sentence.

Show the student the *Describe emotions worksheet*, point to the first sentence and read it aloud.

### How do you think Jess might feel?

**Think of three really good words to describe how Jess feels.**

**Tell me and I will write the words down.**

Encourage the student to think of the best words they can to describe exactly how Jess might feel. Write the words for the student.

If the student generates inappropriate words, encourage them to think of alternative words that they can use in class.

When the student is ready, follow the same procedure for sentences 2 and 3. The emotions in each sentence are quite different. Encourage the student to think of different words for each sentence, i.e. 9 different words altogether.

Record the student's responses on the *Tutor record sheet*.

Note: Some students (specifically those on the Autism spectrum) may have trouble identifying appropriate feelings that identify with the characters' situations suggested by the sentences. Once prompted, they may have the vocabulary repertoire to provide a range of synonyms. If a student has difficulty generating an initial word, suggest one, and note where prompting was required.

## 2. Describe nouns and verbs

Show the student the *Describe nouns and verbs worksheet*.

**Look at this sentence.**

Point to sentence 1.

**There are gaps. The words say, 'The kangaroo lay in the grass.' You have to fill the gaps. Imagine a kangaroo lying in the grass. Think of two really good words to describe the kangaroo. You tell me the words and I'll write them.**

Point to the first two gaps. Write the words for the student.

**Now tell me two words to describe the grass.**

Read the sentence with the student's words in it.

**Is this a good sentence? Does it make sense?**

If necessary, make any corrections the student suggests but do not suggest any improvements.

If the student generates inappropriate words, encourage them to think of alternative words that they can use in class.

Work through the next two sentences in the same way as the student is ready. Encourage the student to think of different words each time.

**The first sentence was about a kangaroo. You thought of these words to fill the gaps.**

Read sentence 1 with the student's adjectives.

**Now imagine this kangaroo jumping in the bush. How might it jump?**

Point to sentence 4.

**This sentence says, 'The kangaroo jumped swiftly'. You tell me two more different words to describe the way the kangaroo might jump. These words often end with in 'ly'.**

Write the words for the student.

Work through the next two sentences in the same way when the student is ready.

Record the student's responses on the *Tutor record sheet*.

### 3. Create a mood

Show the student the *Create a mood worksheet*.

**Look at this story.**

Point to 'The Bag' and then read it aloud.

**Sam packed her bag.**

**Sam picked up her bag.**

**Sam walked out the door.**

**This story has no mood. We don't know how Sam feels about packing her bag. She might be happy, she might be sad, she might be bored. Stories are much more interesting when they tell us how the character feels.**

**Look at this piece of writing. This is the same story but with a mood of excitement.**

Read the 'The Bag: an excited mood'.

**Look back at the first story. You need to rewrite this story and make it sound *sad*.**

**You tell me what you want to say to make this story sad and I will write it down for you. You can add more details to the story to make it feel as sad as you can.**

Record the assessment of the student's responses on the *Tutor record sheet*.

This is the end of the vocabulary assessment.

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# Sentence Control

**Sentence control** refers to the student's ability to complete sentences and to vary the structure of a sentence.

There are two activities to assess sentence control:

1. **Write two sentences**
2. **Vary sentence beginnings**

## Time

- 7-10 minutes

## Equipment

- *Tutor instructions*
- *Student worksheet*
- *Tutor marking guide and record sheet*

## Preparation

- Familiarise yourself with the *Tutor marking guide and record sheets*.

## 1. Write two sentences

Show the student the *Write two sentences worksheet*.

**Look at this sentence.** Point to the sentence.

**It says, 'I go to school with my friends.' That is how we write that sentence.**

**What do you do when you are at school?** Prompt the student to give you some more details e.g. What is the best thing you have done? What does your school look like? etc.

**Now you write me two sentences about school.**

Encourage the student to write themselves. If the student refuses to write, then scribe for them.

Record the assessment of the student's responses on the *Tutor record sheet*.

## 2. Vary sentence beginnings

**Look at this piece of writing. I will read it to you.**

Show the student the *Vary sentence beginnings worksheet*. Read the story in the left hand column aloud.

**The first sentence starts with 'Jess and Rumi' and all the rest of the sentences start with 'they'. This makes the story boring. It is important to make stories interesting and easy to follow for the reader. We can make the sentences begin in different ways so the story is more interesting to read. Two have been done for you.**

Point to the second row.

**'They travelled there by bus', has been changed to 'After loading all their equipment, they travelled there by bus'. Now the sentence begins with 'after loading all their equipment' instead of beginning with 'they'.**

Point to the third row.

**'They arrived at the campsite', has been changed to 'It took all day but eventually they arrived at the campsite'. Now the sentence begins with 'it took' instead of beginning with 'they'.**

**You need to change the beginning of two more of the sentences. You can make up other things about the story to put in your new sentences. Make the beginning of each new sentence different. Just change two sentences.**

If the student starts writing a sentence that begins with 'they' or 'Jess and Rumi', remind them to start their sentence with different words.

Encourage the student to write their own sentences. If necessary, scribe for them. Note this in the scoring guide.

Record the student's responses on the *Tutor record sheet*.

This is the end of the sentence control assessment.

# Ideas

**Ideas** refers to the student's capacity to generate appropriate ideas and to incorporate them into writing and the capacity to order ideas logically and to link ideas effectively. There are three activities to assess ideas:

1. **Generate ideas**
2. **Develop a story-line**
3. **Write a paragraph**

The student will be provided with the opportunity to develop ideas orally, in preparation for a writing task.

## Time

- 10-15 minutes

## Equipment

- *Tutor instructions*
- *Student worksheet*
- *Tutor marking guide and record sheet*

## Preparation

- Familiarise yourself with the *Tutor marking guide and record sheets*.

## 1. Generate ideas

### Now we are going to talk about a topic.

Show the student the *Generate ideas worksheet*.

### I want you to tell me four ideas that you can think of about this topic: **A dream**.

### I will write your ideas down for you.

Allow time for student to come up with own ideas related to the topic. Offer no extra prompts at this stage. Write the ideas the student independently generates on the worksheet.

If the student cannot generate own ideas then offer the prompt:

### **What kind of dreams can there be?**

Note with an asterisk ideas which are written after prompting.

If the student is still struggling, have a brief discussion to generate ideas about the topic and offer further prompts. For example:

### **Tell me about a dream someone could have. What is another type of dream?**

### **A dream can be something you hope for. Are they always good?**

Write the student's ideas on the worksheet.

Record the assessment of student's responses on the *Tutor record sheet*.

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## 2. Develop a story-line

**Now you are going to choose one of the ideas you told me and make a plan for a story.**

**I'll reread your ideas for you.**

Read the student's ideas from the *Generate ideas worksheet*.

**Choose one of the ideas and we will make a plan.**

Student nominates one idea.

**Tell me about the main things that you want to include in your story and I will write them here for you.**

Point to the *Develop a story-line worksheet*.

**I will write each thing in a different box.**

If the student is having difficulty responding offer the prompt:

**Where would the story take place? Who could be in the story?**

Note with an asterisk which ideas are written after prompting.

If the student is still having difficulty, have a brief discussion to develop their ideas. For example:

**How might your story begin? What might happen next? What problem might happen?**

**How could the story end?**

Record assessment of the student's responses on the *Tutor record sheet*.

## 3. Write a paragraph

**Now you are going to choose one thing from the story plan and write a paragraph about it.**

Show the student the completed story plan from Activity 2.

**Which part of your story will you write?**

Give the student the *Write a paragraph worksheet*.

**Think about the words you use and how you say things. Just write one part of your story, not the whole story.**

Allow the student to refer to the story plan.

If the student is struggling offer the prompt:

**Are there any other ideas you could include?**

When the student has finished writing ask them to read their paragraph aloud.

**Read your paragraph to me. You can change anything you are not happy with. It is okay to cross out.**

Assess the student's response using the marking guide and record on the *Tutor record sheet*.

This is the end of the ideas assessment.

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National Tuition Program

# **Investigations into Components of Writing (ICW)**

## **Post-tuition Assessment**

### **Tutor Marking Guide and Record Sheets**

**Red**

# Punctuation

## Activity 1 – Punctuate the piece of writing

1. Tick each letter that the student has correctly changed to a capital/upper case letter.  
Tick each full stop that the student has correctly added.

My family lives in Streaky Bay. Every Saturday night we have a barbeque and my sister Kate and my brother Liam cook the sausages. My cousin Bella always brings fish to cook.

### Punctuation within sentences

Score	Description	Student Score
<b>2</b>	Uses upper case letters for all names and proper nouns (6 instances).	
<b>1</b>	Omits 1 or adds 1 (incorrectly added upper case letter).	
<b>0</b>	Omits 2 or adds 2.	

### Sentence punctuation

Score	Description	Student Score
<b>2</b>	Demarcates 3 sentences correctly using capitals and full stops.	
<b>1</b>	Demarcates 2 sentences correctly using capitals and full stops.	
<b>0</b>	Demarcates 1 sentence correctly using capitals and a full stop.	

2. It is recommended that you follow up with tuition activities in this area if the student has a score of 1 or less.

 Enter student's results onto the record sheet.

 Enter into the Assessment tool software the student's total score for *Punctuation*.

# Spelling

1. Tick the box in each row that best matches the way the student spelled that word.  
Record the number of ticks for each column at the bottom of the table.

		Correct spelling	Incorrect spelling		
			All sounds represented	Beginning and/or end sounds represented	No attempt
1	on				
2	bat				
3	fed				
4	like				
5	tall				
6	shut				
7	play				
8	came				
9	said				
10	year				
11	speed				
12	every				
<b>Total</b>					

## Letter reversals

Score	Description	Student Score
1	No letter reversals.	
0	One or more letters reversed.	

## Case consistency

Score	Description	Student Score
1	All words in lower case <b>OR</b> first letter only is upper case e.g. jump or Jump.	
0	Mix of upper and lower case letters within words, e.g. juMp <b>OR</b> all words in upper case, e.g. JUMP.	

2. Review student's errors to inform further tuition in spelling.
3. Further tuition in spelling is recommended if the student makes any spelling errors. Further tuition is also recommended for students who reverse any letters or mix the letter case within words.

 Enter student's results onto the record sheet.

 Enter into the Assessment tool software the student's total score for *Spelling and word knowledge*.

# Vocabulary

To score Vocabulary, count the number of different, plausible words the student has generated for each activity.

- Do not count words that do not make sense in the sentence, i.e. if they do not fit the syntactic structure.
- Do not count random words that bear no relation to the emotions suggested by the sentence.
- Do not count inappropriate words that are unacceptable in a classroom setting.

## Activity 1 – Describe emotions

Student Score \_\_\_\_\_ (maximum of 9) Initial prompts required? Y / N

Further tuition is recommended in this area if the student is unable to generate at least two different words to describe each emotion.

## Activity 2 – Describe nouns and verbs

Student Score for nouns \_\_\_\_\_ (maximum of 8)

Student Score for verbs \_\_\_\_\_ (maximum of 4)


Further tuition is recommended in this area if the student is unable to generate at least seven words to describe nouns and three words to describe verbs that fit within the structure of the sentence.

## Activity 3 – Create a mood

1. Use the table below to score the student's work in creating a mood. If the student has written their own piece, ignore errors of spelling, punctuation, syntax and any other grammatical errors. Judge the piece in relation to the student's attempts to create a mood.

Score	Description	Student Score
2	Adds a detail that supports creating a sad mood, e.g. uses body language or setting or the appearance of the bus to establish sadness.	
1	Uses a broader range of vocabulary to describe Sam's feelings, e.g. depressed, upset. No sense of creating a mood.	
0	Uses 'sad' or 'unhappy' to describe Sam's feelings. No sense of creating a mood.	

2. Further tuition in this area is recommended if the student has scored less than 2.

 Enter student's results onto the record sheet.

 Enter into the Assessment tool software the student's total score for *Vocabulary*.

# Sentence Control

## Activity 1 – Write two sentences

### Sense of sentence

This score is based on a sequence of words that constitute a sentence regardless of whether the sentences are punctuation. Ignore errors of spelling, verb tense or pronoun references. If the words are illegible, ask the student to read them to you.

Score	Description	Student Score
<b>3</b>	Makes two syntactically correct distinct sentences.	
<b>2</b>	Makes one syntactically correct sentence. <b>OR</b> The same sentence repeated.	
<b>1</b>	Makes some sense of sentence but with errors e.g. I football in park.	
<b>0</b>	Offers random words, with no apparent sense of sentence, e.g. park ball me.	

### Sentence demarcation

Score	Description	Student Score
<b>1</b>	Correctly demarcates one or two sentences with capital letters at the beginning and full stops at the end.	
<b>0</b>	Omits one or more full stops. <b>OR</b> Omits one or more capital letters. <b>OR</b> Over-generalises use of full stops and/or capital letters (i.e. uses them inappropriately as well as correctly).	

2. Further tuition is recommended if the student had any difficulty writing two correct, legible sentences themselves.

## Activity 2 – Vary sentence beginnings

- Score for varying sentence beginnings. If you cannot read what the student wrote, ask them to read it to you. Score whatever the student ‘reads’ even if there is little obvious correspondence to the ‘writing’.

There are three scoring criteria:


- syntax – the order of words in the sentence
- varied sentence beginnings – not ‘they’ or ‘Jess and Rumi’
- fitting the story-line – the sentence should generally flow from the previous sentence, only penalise random, irrelevant sentences.


Do not penalise students for errors in spelling, punctuation, verb tense, use of pronouns or illegible writing.

### Vary sentence beginnings

Score	Description	Student Score
<b>3</b>	Presents two sentences with correct syntax and two different beginnings that fit within the story-line.	
<b>2</b>	Presents one sentence with correct syntax and a different beginning that fits within the story-line.	
<b>1</b>	Presents one <b>or</b> two sentences with correct syntax and different beginnings that do not fit within the story-line.	
<b>0</b>	Uses sentences that begin with ‘they’ or ‘Jess and Rumi’ or no attempt.	

- It is recommended that you follow up with tuition activities in this area if the student scores 2 or less.

 Enter student’s results onto the record sheet.

 Enter into the Assessment tool software the student’s total score for *Sentence control*.

# Ideas

## Activity 1 – Generate ideas

### Number of ideas

Score	Description	Student Score
<b>4</b>	Four ideas.	
<b>3</b>	Three ideas.	
<b>2</b>	Two ideas.	
<b>1</b>	One idea.	
<b>0</b>	No response.	

### Prompts

Score	Description	Student Score
<b>2</b>	No additional prompts or support required.	
<b>1</b>	Minimal prompts or support required e.g. 1 or 2 prompts.	
<b>0</b>	Extensive prompts or support required.	

### Relevance of response

This score is based on the relevance of ideas in relation to the topic. If there is no obvious connection between the suggested ideas and the topic the tutor can ask the student to explain the connection. Accept any plausible connections with the topic.

Score	Description	Student Score
<b>3</b>	All ideas related to the topic.	
<b>2</b>	2 or 3 ideas related to the topic.	
<b>1</b>	1 idea related to the topic.	
<b>0</b>	No response.	

1. Review the student's capacity to generate ideas on a topic.
2. It is recommended that you follow up with tuition activities in this area if the student finds it difficult to generate three ideas independently.

## Activity 2 – Develop a story-line

1. Score each of the four boxes below.

### Prompts

This refers to the extent to which the tutor offers leading questions or suggestions to help the student in developing the story-line.

Score	Description	Student Score
<b>2</b>	No additional prompts or support required.	
<b>1</b>	Minimal prompts or support required e.g. 1 or 2 prompts.	
<b>0</b>	Extensive prompts or support required.	

### Number of key events/elements generated

This refers to a story with an identifiable structure e.g. beginning, middle, end and/or identifiable elements such as setting, characters, complication.

Score	Description	Student Score
<b>2</b>	3 or more events/elements.	
<b>1</b>	2 or 3 events/elements.	
<b>0</b>	1 or less events/elements.	

### Sequence of ideas

This score is based on the connection of elements identified in the story-line boxes.

Score	Description	Student Score
<b>3</b>	All elements logically connected.	
<b>2</b>	Some logical connection apparent but includes some inconsistencies or confusion.	
<b>1</b>	Random ideas, no cohesion, or insufficient elements identified to construct a narrative.	
<b>0</b>	No response.	

## Quality of ideas

Quality of ideas refers to the ability to generate interesting ideas.

Score	Description	Student Score
<b>3</b>	Some sense of originality or moving beyond the predictable.	
<b>2</b>	Predictable, or obviously derivative ideas (e.g. obviously the plot of a cartoon, movie or computer game).	
<b>1</b>	A personal recount (e.g. my birthday party, riding my bike, my hopes for the future).	
<b>0</b>	Few ideas.	

- Review the student's capacity to develop ideas on a topic.
- It is recommended that you follow up with tuition activities in this area if the student scores less than the top score.

## Activity 3 – Write a paragraph

- Score each of the four boxes below.

### Inclusion of detail

'Inclusion of detail' refers to the amount, appropriateness and relevance of detail used to expand the element that the student has selected from the story-line.

Score	Description	Student Score
<b>2</b>	Includes sufficient relevant and appropriate detail.	
<b>1</b>	Includes minimal but relevant detail.	
<b>0</b>	Limited or no detail included. <b>OR</b> Includes detail that is irrelevant and/or inappropriate.	

### Cohesion of ideas

This score is based on extent to which the student has produced a cohesive paragraph. It also refers to syntactic knowledge and the ability to write sentences that link.

Score	Description	Student Score
<b>2</b>	Links details within the paragraph and produces sentences with correct syntax.	
<b>1</b>	Manifests some breaks in internal cohesion of ideas in paragraph and/or sentence structure.	
<b>0</b>	Presents random ideas, with no cohesion. Lack of cohesiveness is due to limited syntactic knowledge and sentence control and/or lack of logical connection between ideas. <b>OR</b> Offers no response.	

## Sentence demarcation

Do not assess other punctuation.

Score	Description	Student Score
<b>1</b>	Demarcates all sentences.	
<b>0</b>	Makes errors in demarcation. <b>OR</b> Offers no response.	

## Spelling/vocabulary

Transitional spelling refers to all sounds in a word represented correctly.

Score	Description	Student Score
<b>2</b>	Attempts a range of vocabulary, correct or transitional spelling.	
<b>1</b>	Shows a limited range of vocabulary, correct spelling. <b>OR</b> Attempts a range of vocabulary but makes many errors in spelling.	
<b>0</b>	Shows a limited range of vocabulary, with many errors. <b>OR</b> Offers no response.	

- Review the student's capacity to write on a topic. Note that some students may show a discrepancy between scores in this activity and activities specifically devoted to the individual skill areas e.g. spelling, vocabulary or punctuation. This can be a result of applying skills in a specific skill area and using a combination of these skills in a writing task.
- It is recommended that you follow up with tuition activities in this area if the student scores less than the top score.

## Overall legibility

Legibility refers to a global observation about how easy it is to decipher the student's writing.

Score	Description	Student Score
<b>3</b>	Writing can be easily read (not necessarily neat).	
<b>2</b>	Some letter formation impedes reading.	
<b>1</b>	Letter or word spacing impedes reading. (There may also be problems with some letter formation).	
<b>0</b>	No writing produced by the student.	

Review the student's handwriting in the light of whether there is a motor coordination problem that is interfering with the ability to form letters. It is not intended that handwriting correction be the focus of the tutorial sessions.

 Enter student's results onto the record sheet.

 Enter into the Assessment tool software the student's total score for *Ideas*.

## Investigations into Components of Writing (ICW) Post-tuition Assessment Tutor Record Sheet

Student:	Tutor:	Date: / /
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<b>Punctuation</b>	Activity 1 – Punctuate the piece of writing: Punctuation within sentences	/2	/4
	Activity 1 – Punctuate the piece of writing: Sentence punctuation	/2	
<b>Spelling</b>	Spelling	/12	/14
	Letter reversals	/1	
	Case consistency	/1	
<b>Vocabulary</b>	Activity 1 – Describe emotions	/9	/23
	Initial prompts required	Y / N	
	Activity 2 – Describe nouns and verbs: Nouns	/8	
	Activity 2 – Describe nouns and verbs: Verbs	/4	
	Activity 3 – Create a mood	/2	
<b>Sentence Control</b>	Activity 1 – Write two sentences: Sense of sentence	/3	/7
	Activity 1 – Write two sentences: Sentence demarcation	/1	
	Activity 2 – Varying sentence beginnings	/3	
<b>Ideas</b>	Activity 1 – Generate ideas: Number of ideas	/4	/29
	Activity 1 – Generate ideas: Prompts	/2	
	Activity 1 – Generate ideas: Relevance of response	/3	
	Activity 2 – Develop a story-line: Prompts	/2	
	Activity 2 – Develop a story-line: Number of key events/elements generated	/2	
	Activity 2 – Develop a story-line: Sequence of ideas	/3	
	Activity 2 – Develop a story-line: Quality of ideas	/3	
	Activity 3 – Write a paragraph: Inclusion of detail	/2	
	Activity 3 – Write a paragraph: Cohesion of ideas	/2	
	Activity 3 – Write a paragraph: Sentence demarcation	/1	
	Activity 3 – Write a paragraph: Spelling/vocabulary	/2	
	Activity 3 – Write a paragraph: Overall legibility	/3	
<b>Total for Red</b>			<b>/77</b>

Student:

Tutor:

Date: / /

an even  
**start**

National Tuition Program

# Investigations into Components of Writing (ICW)

Post-tuition Assessment  
Student Worksheets

Red

Student:

Tutor:

Date: / /

# Punctuation

## Activity 1 – Punctuate the piece of writing

Change the letters that should be capital letters.

Add full stops at the end of each sentence.

Practice word

**A**  
~~a~~ndrew

my family lives in streaky bay

every saturday night we have a barbeque

and my sister kate and my brother liam

cook the sausages my cousin bella

always brings fish to cook

Student:	Tutor:	Date:   /   /
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## Spelling

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	

Student:	Tutor:	Date: / /
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# Vocabulary

## Activity 1 – Describe emotions

1. Jess carefully walked out to the edge of the diving board and looked down. It was much further than she had imagined.

**How might Jess feel?**

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2. John got on his new bike and cycled to the park to meet his friends.

**How might John feel?**

---

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3. Penny had been waiting all day. Her friend had promised to ring, but now it was too late.

**How might Penny feel?**

---

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Student: \_\_\_\_\_

Tutor: \_\_\_\_\_

Date: / /

## Vocabulary

### Activity 2 – Describe nouns and verbs

1. The \_\_\_\_\_, \_\_\_\_\_ kangaroo lay in  
the \_\_\_\_\_, \_\_\_\_\_ grass.

2. The \_\_\_\_\_, \_\_\_\_\_ boy swam in  
the \_\_\_\_\_, \_\_\_\_\_ water.

3. The kangaroo jumped swiftly.

The kangaroo jumped \_\_\_\_\_ .

The kangaroo jumped \_\_\_\_\_ .

4. The boy swam \_\_\_\_\_ .

The boy swam \_\_\_\_\_ .



Student:

Tutor:

Date: / /

## Sentence Control

### Activity 1 – Write two sentences

**I go to school with my friends.**

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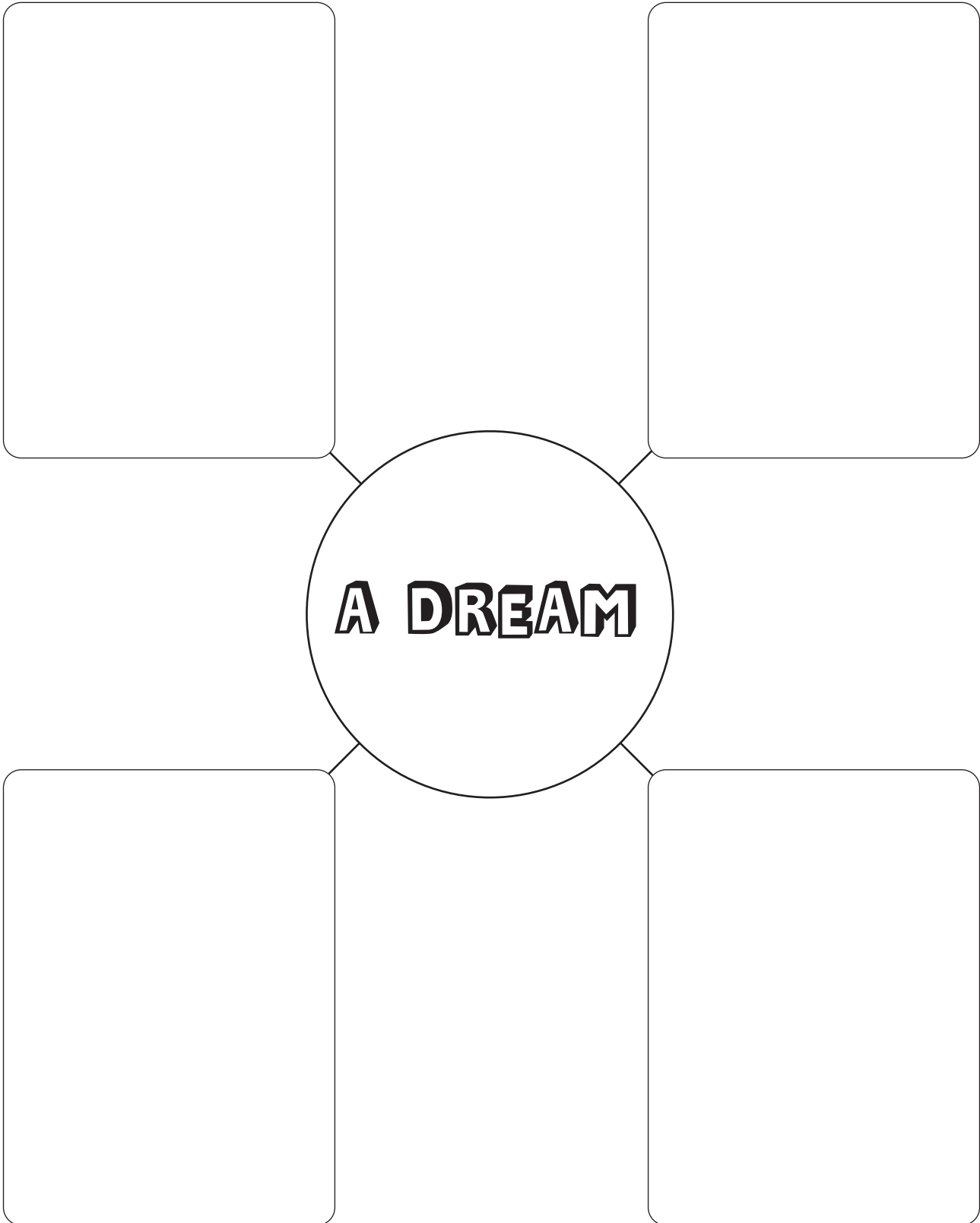
### Activity 2 – Vary sentence beginnings

Jess and Rumi were going on a school camp with their class.	
They travelled there by bus.	After loading all their equipment, they travelled there by bus.
They arrived at the campsite.	It took all day but eventually they arrived at the campsite.
They put up their tent.	
They walked along the track around the camp.	
They heard a strange sound.	
They went to investigate.	

Student:	Tutor:	Date: / /
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# Ideas

## Activity 1 – Generate ideas



Student:	Tutor:	Date: / /
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# Ideas

## Activity 2 – Develop a story-line