

an even  
**start**

National Tuition Program

# Investigations into Components of Writing (ICW)

**Pre-tuition Assessment**  
Tutor Instructions

**Green/Blue**

# 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.

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# 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.

Have a copy of the *Tutor spelling list* ready. Ensure the student cannot see the words on the list.

**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.**

(Green spelling list – first word)

**went ... they went for a walk ... went**

(Blue spelling list – first word)

**make ... I can make biscuits ... make.**

Work quickly through the list of spelling words following the same procedure.

Encourage the student to 'have a go'.

**Green**

1	went	They <b>went</b> for a walk.	went
2	you	<b>You</b> are at school.	you
3	home	It's time to go <b>home</b> .	home
4	down	Put it <b>down</b> .	down
5	wait	Please <b>wait</b> for me here.	wait
6	goes	She <b>goes</b> swimming.	goes
7	together	Let's go <b>together</b> .	together
8	really	It is <b>really</b> easy.	really
9	found	She <b>found</b> fifty cents.	found
10	through	Go <b>through</b> that door.	through
11	believe	I don't <b>believe</b> you.	believe
12	shoulder	I fell and hurt my <b>shoulder</b> .	shoulder

**Blue**

1	make	I can <b>make</b> biscuits.	make
2	there	<b>There</b> is a bird in the tree.	there
3	walk	They <b>walk</b> to school.	walk
4	friend	She is my best <b>friend</b> .	friend
5	heard	I <b>heard</b> the bell.	heard
6	because	It is hot <b>because</b> it is summer.	because
7	suddenly	<b>Suddenly</b> I woke up.	suddenly
8	measure	You use a ruler to <b>measure</b> .	measure
9	usually	I <b>usually</b> feed the dog.	usually
10	laugh	It is fun to <b>laugh</b> .	laugh
11	experience	You need <b>experience</b> for that job.	experience
12	management	You have to ask the <b>management</b> .	management

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 Mike might feel?

**Think of three really good words to describe how Mike 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 Mike 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 dancer in the video clip wore clothes.' You have to fill the gaps. Imagine a dancer in a video clip. Think of two really good words to describe the dancer. 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 clothes they are wearing.**

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 dancer in a video clip. You thought of these words to fill the gaps.**

Read sentence 1 with the student's adjectives.

**Now imagine this dancer in the video clip. How might they move?**

Point to sentence 4.

**This sentence says, 'The dancer moved gracefully. You tell me two more different words to describe the way the dancer might move. 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 Bus' and then read it aloud.

**Lea waited for the bus.**

**The bus came.**

**Lea got on.**

**The bus left.**

**This story has no mood. We don't know how Lea feels about catching the bus. 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 Bus: 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.

# 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. **Vary sentence beginnings**
2. **Expand sentences**

## 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 Vary sentence beginnings

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

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

**The first sentence starts with 'Yed and Zoc' 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 had their own ZRTL turbo-charged mini-rocket' has been changed to 'Their favourite possession was their ZRTL turbo-charged mini-rocket'. Now the sentence begins with 'their' instead of beginning with 'they'.**

Point to the third row.

**'They saw a strange new planet appear in the sky and flew off to explore it' has been changed to 'one day a strange new planet appeared in the sky, so they set off to explore it'. Now the sentence begins with 'one day' 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 'Yed and Zoc', remind them to start their sentence with different words.

Encourage the student to write their own sentences. If necessary, scribe for them and note this in the scoring guide. Record the student's responses on the *Tutor record sheet*.

## 2 Expand sentences

**Look at this sentence.**

Show the student the *Expand sentences worksheet*.

**Mike waited with his dog. Where?**

**You have to change this sentence so it tells you where Mike waited, but you cannot put the information at the end of the sentence. You have to put the new information in the beginning or the middle of the sentence.**

**Look at the first example, 'Mike waited by the old tree with his dog'. The information about where Mike waited has been put in the middle of the sentence.**

**Look at the next example, 'Hiding quietly under the bushes, Mike waited with his dog.' The information about where Mike waited has been put at the beginning of the sentence.**

**You do the next one. Write a sentence about Mike waiting with his dog that tells us when he waited. Put the new information at the beginning or in the middle of the sentence. You don't need to include where he waited. Just tell us about when he waited in this sentence.**

When the student is ready ask them to do the next one. If necessary, remind the student to add the new information to the middle or the beginning of the sentence.

Encourage the student to write for themselves. If they refuse, scribe for them and record this in the *Tutor record sheet*.

Record the student's responses in 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**

For the purpose of this activity the student will be working from a given topic and will be provided with the opportunity to develop ideas orally, in preparation for the 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: *the big surprise*.**

**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:

**When could someone get a big surprise?**

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 a surprise someone could have. What is another type of surprise?**

**What could cause a big surprise?**

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)

**Pre-tuition Assessment**

Tutor Marking Guide  
and Record Sheets

**Green/Blue**

# 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.

Today was the Australian swimming finals. Poor Steve was more nervous than he had ever been before. He'd been preparing every Saturday since March and he really wanted to do his best.

### Punctuation within sentences

Score	Description	Student Score
<b>3</b>	Uses upper case letters for all names and proper nouns (4 instances) and correctly uses one contraction.	
<b>2</b>	1 omission or 1 incorrect addition of EITHER an upper case letter <b>OR</b> contraction.	
<b>1</b>	2 omissions or additions of punctuation within the sentences.	
<b>0</b>	More than 2 omissions or additions of punctuation within the sentences.	

### 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

## Green


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	went				
2	you				
3	home				
4	down				
5	wait				
6	goes				
7	together				
8	really				
9	found				
10	through				
11	believe				
12	shoulder				
<b>Total</b>					

## Case consistency

Score	Description	Student Score
<b>1</b>	All words in lower case <b>OR</b> first letter only is upper case e.g. jump or Jump.	
<b>0</b>	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 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*.

## Blue

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	make				
2	there				
3	walk				
4	friend				
5	heard				
6	because				
7	suddenly				
8	measure				
9	usually				
10	laugh				
11	experience				
12	management				
<b>Total</b>					

## Case consistency

Score	Description	Student Score
<b>1</b>	All words in lower case <b>OR</b> first letter only is upper case e.g. jump or Jump.	
<b>0</b>	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 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 12)

Student Score for verbs \_\_\_\_\_ (maximum of 6)

Further tuition is recommended in this area if the student is unable to generate at least ten words to describe nouns and four 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 Lea's feelings, e.g. depressed, upset. No sense of creating a mood.	
0	Uses 'sad' or 'unhappy' to describe Lea'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 – 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 'Yed and Zoc'
- 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>	Composes two sentences with correct syntax and two different beginnings that fit within the story-line.	
<b>2</b>	Composes one sentence with correct syntax and a different beginning that fits within the story-line.	
<b>1</b>	Composes 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 'Yed and Zoc' or no attempt.	

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

## Activity 2 – Expand sentences


This activity assesses students' ability to manipulate sentences.


- Record the student's score in the table below. If you cannot read the student's writing ask them to read it to you. Score whatever the student 'reads' even if there is little obvious correspondence to the 'writing'. Do not penalise students for errors of spelling, punctuation, pronoun use or illegible writing.

There are many possible ways to incorporate the new information into a sentence. Accept any sentence with correct syntax that includes the required information. Students may include additional information in their sentence. Students may change the verb 'waited' as long as the general meaning is retained.

Score	Description	Student Score
2	Composes three sentences with correct syntax <b>AND</b> required information added in the beginning or middle of the sentences	
1	Composes two sentences with correct syntax <b>AND</b> required information added in the beginning or middle of the sentences	
0	Composes one sentence only with correct syntax <b>AND</b> required information added in the beginning or middle of the sentence. <b>OR</b> At least one sentence has syntax errors. <b>OR</b> At least one sentence has information at the end. <b>OR</b> At least one sentence has omitted required information.	

- Review the student's responses and note specific problems that the student may have in manipulating sentences.
- It is recommended that you follow up with tuition activities in this area if the student scores 0.

 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
3	Some sense of originality or moving beyond the predictable.	
2	Predictable, or obviously derivative ideas (e.g. obviously the plot of a cartoon, movie or computer game).	
1	A personal recount (e.g. my birthday party, riding my bike, my hopes for the future).	
0	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
2	Includes sufficient relevant and appropriate detail.	
1	Includes minimal but relevant detail.	
0	Limited or no detail included. <b>OR</b> Includes detail that is irrelevant and/or inappropriate.	

### Cohesion of ideas

This score is based on the 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
2	Links details within the paragraph and produces sentences with correct syntax.	
1	Manifests some breaks in internal cohesion of ideas in paragraph and/or sentence structure.	
0	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) Pre-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	/3	/5
	Activity 1 – Punctuate the piece of writing: Sentence punctuation	/2	
<b>Spelling</b>	Green – Spelling	/12	/13
	Green – Case consistency	/1	
	Blue – Spelling	/12	
	Blue – Case consistency	/1	
<b>Vocabulary</b>	Activity 1 – Describe emotions	/9	/29
	Initial prompts required	Y / N	
	Activity 2 – Describe nouns and verbs: Nouns	/12	
	Activity 2 – Describe nouns and verbs: Verbs	/6	
	Activity 3 – Create a mood	/2	
<b>Sentence Control</b>	Activity 1 – Varying sentence beginnings	/3	/5
	Activity 2 – Expand sentences	/2	
<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 Green/Blue</b>			<b>/81</b>

Student:

Tutor:

Date: / /

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**start**

National Tuition Program

# Investigations into Components of Writing (ICW)

**Pre-tuition Assessment  
Student Worksheets**

**Green/Blue**

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**  
~~andrew~~

today was the australian swimming finals

poor steve was more nervous than he

had ever been before hed been preparing

every saturday since march and he really

wanted to do his best

Student:	Tutor:	Date: / /
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# Spelling

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Student:

Tutor:

Date: / /

# Vocabulary

## Activity 1 – Describe emotions

1. Mike waited in the queue for hours but the concert was sold out before he got to the front.

**How might Mike feel?**

---

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2. Tina gripped the sides of the flimsy bridge. She tried not to look at the raging torrent of water below as she edged her way across the wooden slats.

**How might Tina feel?**

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3. The door had not properly locked. No-one was looking. If he was ever to escape, this was Spike's chance.

**How might Spike feel?**

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

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

Date:    /    /

## Vocabulary

### Activity 2 – Describe nouns and verbs

1. The \_\_\_\_\_, \_\_\_\_\_ dancer in the video clip  
\_\_\_\_\_, \_\_\_\_\_ clothes.

2. The \_\_\_\_\_, \_\_\_\_\_ crocodile crawled out of  
the \_\_\_\_\_, \_\_\_\_\_ river.

3. The \_\_\_\_\_, \_\_\_\_\_ man waited under  
the \_\_\_\_\_, \_\_\_\_\_ street light.

4. The dancer moved gracefully.

The dancer moved \_\_\_\_\_ .

The dancer moved \_\_\_\_\_ .

5. The crocodile crawled \_\_\_\_\_ .

The crocodile crawled \_\_\_\_\_ .

6. The man stood \_\_\_\_\_ .

The man stood \_\_\_\_\_ .



Student:

Tutor:

Date: / /

## Sentence Control

### Activity 1 – Vary sentence beginnings

Yed and Zoc lived on the planet Tong.	
They had their own ZRTL turbo-charged mini rocket.	Their favourite possession was their ZRTL turbo-charged mini-rocket.
They saw a strange new planet appear in the sky and flew off to explore it.	One day a strange new planet appeared in the sky, so they set off to explore it.
They flew into a huge meteorite storm.	
They hit one of the meteorites and damaged their engine.	
They could not start the emergency engine and they had lost radio contact with Tong.	
They were spinning out of control through space.	

Student:	Tutor:	Date: / /
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# Sentence Control

## Activity 2 – Expand sentences

Mike waited with his dog.  
**Where?**

*Mike waited by the old tree with his dog.*

*or*

*Hiding quietly behind the bushes, Mike waited with his dog.*

Mike waited with his dog.  
**When?**

---

---

Mike waited with his dog.  
**Why?**

---

---

Mike waited with his dog.  
**How?**

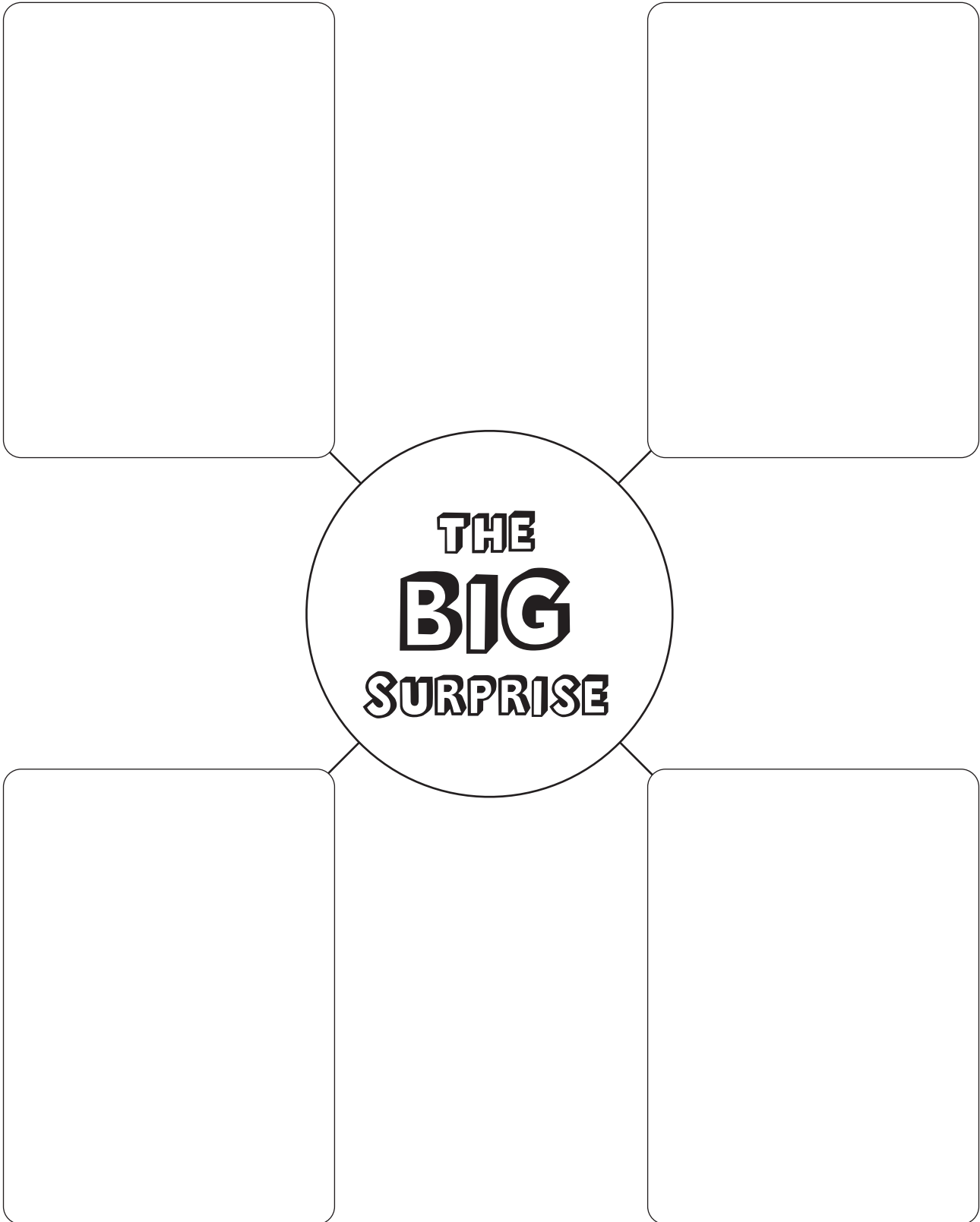
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Student:	Tutor:	Date: / /
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# Ideas

## Activity 1 – Generate ideas



Student:	Tutor:	Date: / /
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# Ideas

## Activity 2 – Develop a story-line