

Task Title: Write a Short Essay about What Makes a Good Friend

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will write a short essay.

**Main Competency/Task Group/Level Indicator:**

* Communicate Ideas and Information/Write continuous text/B2.2
* Use Digital Technology/D.2 (optional)

**Materials Required:**

* Pen/pencil and paper and/or computer with word processing program (e.g. Microsoft Word or Google Docs)

# Learner Information

Writing an essay is expected in many high school and post-secondary courses. This requires brainstorming ideas, following an essay structure, and checking grammar, spelling and punctuation.

You may complete this task on paper or using a computer word processing program.

# Work Sheet

**Task 1: On a piece of paper or on a new word processing page, write down at least five ideas about what makes a good friend. This is the brainstorming stage of writing your essay.**

Answer: No written response required here.

Task completed: Yes:

**Task 2: Take your best ideas and write a rough draft of an essay about what makes a good friend.**

Answer: No written response required here.

Task completed: Yes:

**Task 3: Write a final copy of the essay. Make sure you**

* **include an introductory paragraph that outlines the main idea**
* **include examples about what makes a good friend**
* **ensure all paragraphs relate to the main idea**
* **summarize your explanation in the last paragraph**
* **check your final draft for spelling and punctuation**
* **give your essay a title**

Answer: No written response required here.

Task completed: Yes:

**Task 4: If you used the computer to type your essay, save the essay to the desktop of the computer or to a USB key. Show your instructor where it has been saved. If you have handwritten your essay, give it to your instructor.**

Answer: No written response required here.

Task completed: Yes:

# Answers

Answers will vary. You may wish to create and share a rubric with your learner before reading the final draft.

# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| B2.2 | writes texts to explain and describe |  |  |  |
|  | conveys intended meaning on familiar topics for a limited range of purposes and audiences |  |  |  |
|  | begins to sequence writing with some attention to organizing principles (e.g. time, importance) |  |  |  |
|  | connects ideas using paragraph structure |  |  |  |
|  | uses limited range of vocabulary and punctuation appropriate to the task |  |  |  |
|  | begins to select words and tone appropriate to the task |  |  |  |
|  | begins to organize writing to communicate effectively |  |  |  |
| D2.2 | selects and follows appropriate steps to complete tasks |  |  |  |
|  | locates and recognizes functions and commands |  |  |  |
|  | makes low-level inferences to interpret icons and text |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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