

PROOFREADING/CALLING IN SICK
(To be used with English Language Arts Standard 3B.J)

Performance Standard 3A.J

Each student will write a theme on a topic chosen by the teacher or selected through a class activity such as brainstorming. The theme developed for Standard 3B.J may be used as the basis for this assessment. The paper will be evaluated for mechanics using the Mechanics/Usage Rubric for conventions of English usage, and the results will be totaled to determine the student's performance accordingly:

- *Limiting errors in punctuation and spelling:* limit errors in punctuation, capitalization, end punctuation and apostrophes as defined in the ISAT Writing Rubric Conventions list; limit spelling errors of age appropriate words; limit significant comprehension problems created by punctuation.
- *Limiting errors in usage:* limit errors in English Usage (e.g., subject-verb agreement, pronoun-antecedent agreement, misplaced modifiers, omitted words, homonyms, verb tense, connectors/transition words).
- *Limiting errors in sentence boundaries:* limit sentence boundary errors (i.e., fragments, run-on sentences); limit paragraph miscues and formatting errors.

Procedures

1. ***In order to use correct grammar, spelling, punctuation, capitalization and structure (3A)***, students should experience sufficient learning opportunities to develop the following:
 - Edit/revise draft documents to more effectively communicate the intended message.
 - Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences.
 - Format documents in final form for submission and/or publication.
 - Proofread for correct English conventions.

Family and Consumer Sciences (FCS) students need to be able use correct grammar, spelling, punctuation, capitalization and structure in all their future activities as career and personal life. This activity meets the Family and Consumer Sciences Education National Standards 1.1 and 1.2 (Analyze different kinds of reasoning – e.g., scientific, practical, interpersonal – and distinguish between adequate and inadequate reasoning) and Illinois Workplace Skill D4 (Communicating on the Job/Prepare written communication).

2. Have FCS students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with the rules of grammar and their application to written English.
4. Each FCS student will be familiar with the techniques of editing and proofreading.
5. Each student will be familiar with the format for the finished document.
6. Hand out the “Calling in Sick” writing prompt. Students will write the first draft of the theme on day one. On day two students will revise, edit and format the finished document.
7. Each student will be assessed on errors in mechanics and usage, using standard composition grading marks; and the numbers of minor and major errors will be totaled to determine the student's proficiency. The list of errors attached to the ISAT Writing Rubric is the standard. The attached rubric utilizes that list of errors to determine the student's level of proficiency.
8. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period for writing the draft of the theme
- One class period to revise, edit and format the pages

Resources

- FCS related theme from Standard 3B.J (if appropriate)
- Writing materials, including available technology
- Copies of the writing prompt
- Conventions of Usage Rubric

PROOFREADING/CALLING IN SICK

Sample Writing Prompt:

You work for a company which employs fewer than seventy-five people. Among the people working for this company are three friends of yours who are co-workers in your division. The three co-workers called in sick this morning. You know they aren't sick, because you saw them at the gas station as you were on your way to work. They were on their way to the lake. Now you're glad you didn't go with them. Your supervisor is suspicious about all three calling in sick on the same day and has asked you whether you knew anything about them all being sick. If you tell the truth, your friends will be fired for lying about being sick. If you don't tell the truth and your supervisor finds you knew the truth, you could be fired for intentionally lying to your supervisor.

Your task is to analyze this situation and write down what you intend to do to resolve this problem. What will you do with the information you have discovered about your friends? Why will you take the action you have described? What may the consequences be? Will you report your friends' lying or keep quiet and hope the supervisor does not find out that you knew? Is another solution to this problem possible? If you have any alternative ideas about how to handle the problem, you may include them in your explanation of what action you will take in this situation.

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Note: This *Conventions of Usage Rubric* was adapted from the ISAT Writing Rubric.

NAME _____ DATE _____

- Exceeds standard (must receive 11 - 12 total points) Approaches standard (must receive 5 - 7 total points)
 Meets standard (must receive 8 -10 total points) Begins standard or absent (must receive 3 - 4 total points)

| | Conventions of English – Punctuation and Spelling | Conventions of English – Usage | Conventions of English – Sentence Boundaries |
|--------------|---|--|---|
| 4 | <ul style="list-style-type: none"> • 0-2 minor errors in punctuation, capitalization, end punctuation and apostrophes as defined in the ISAT Writing Rubric Conventions list. • No spelling errors of age appropriate words. • No significant comprehension problems created by punctuation. | <ul style="list-style-type: none"> • 0-2 errors in English Usage, including: <ul style="list-style-type: none"> ○ Subject-Verb Agreement ○ Pronoun-Antecedent Agreement ○ Misplaced Modifiers ○ Omitted Words ○ Homonyms ○ Verb Tense ○ Connectors/Transition Words | <ul style="list-style-type: none"> • No major sentence boundary errors (i.e., fragments, run-on sentences). • No paragraph miscues. • No formatting errors. |
| 3 | <ul style="list-style-type: none"> • 3-6 minor errors in punctuation, capitalization, end punctuation and apostrophes. • 1-2 spelling errors of age appropriate words. • No significant comprehension problems created by punctuation. | <ul style="list-style-type: none"> • 3-5 errors in English Usage, including: <ul style="list-style-type: none"> ○ Subject-Verb Agreement ○ Pronoun-Antecedent Agreement ○ Misplaced Modifiers ○ Omitted Words ○ Homonyms ○ Verb Tense ○ Connectors/Transition Words | <ul style="list-style-type: none"> • No major sentence boundary errors (i.e., fragments, run-on sentences). • 0-1 paragraph miscue. • Minor formatting errors. |
| 2 | <ul style="list-style-type: none"> • 7-10 minor errors in punctuation, capitalization, end punctuation and apostrophes. • 3-5 spelling errors of age appropriate words. • Some significant comprehension problems created by punctuation. Meaning can be determined with some effort. | <ul style="list-style-type: none"> • 6-8 errors in English Usage, including: <ul style="list-style-type: none"> ○ Subject-Verb Agreement ○ Pronoun-Antecedent Agreement ○ Misplaced Modifiers ○ Omitted Words ○ Homonyms ○ Verb Tense ○ Connectors/Transition Words | <ul style="list-style-type: none"> • 1-3 sentence boundary errors (i.e., fragments, run-on sentences). • 1-2 paragraph miscues. • Significant formatting errors. |
| 1 | <ul style="list-style-type: none"> • More than 10 minor errors in punctuation, capitalization, end punctuation and apostrophes. • More than 5 spelling errors of age appropriate words. • Many significant comprehension problems created by punctuation. Meaning may not be determined. | <ul style="list-style-type: none"> • 9 or more errors in English Usage, including: <ul style="list-style-type: none"> ○ Subject-Verb Agreement ○ Pronoun-Antecedent Agreement ○ Misplaced Modifiers ○ Omitted Words ○ Homonyms ○ Verb Tense ○ Connectors/Transition Words | <ul style="list-style-type: none"> • More than 3 sentence boundary errors (i.e., fragments, run-ons). • Major paragraphing miscues. OR • Paragraphing not attempted. • Major formatting errors. |
| Score | | | |

NOTE: Errors are counted using the criteria of the ISAT Rubric for Grade 10

PROOFREADING/CALLING IN SICK

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- Incorrect subject/verb agreement
- Run-on
- Fragment
- Omitted words that interfere
- Incorrect usage
- Incorrect use of common words
- Incorrect pronoun reference
- Confusing tense shifts

Minor Errors

- Incorrect use of connectors between clauses
- Omitted words that do not interfere

USAGE

Minor Errors

- Commas in a series, for opening or clauses
- Awkward or odd use of words/phrases, but meaning still clear
- Homonyms (its/it's, there/their/they're, to/two/too)

SPELLING

Major Errors

- Misspelled common words (same misspelled word considered once)

Minor Errors

- Inventive spellings for unusual or less frequently used words

PARAGRAPH FORMAT

Major Errors

- Using titles to delineate paragraphs
- Numbering paragraphs

Minor Errors

- Inconsistent separation of paragraphs

PUNCTUATION/ CAPITALIZATION

Major Errors

- Omission of initial caps
- Common proper nouns
- Missing/incorrect end punctuation
- Missing or misplaced apostrophes

Minor Errors

- Missing periods for abbreviations