



## Writing – Benchmark 8

### III. Getting Things Done

- Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

[Writing is up to about 3 paragraphs.]

- Conveys a clear message to the reader.
  - Conveys a sense of audience in language and format.
- Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.
- [Forms have over 40 items; text responses on forms are up to 1 paragraph.]
- Identifies purpose of form and its sections and completes it with required information, including 1 paragraph written responses, if required.
  - Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.
  - Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

#### Sample Tasks

Write an email to fellow students working on a group project. Describe the work completed so far and any specific problems encountered, and make a recommendation for what should happen next.

Write an email to a team leader explaining why there is a need for another person on the team.

Write a résumé and formal cover letter to a human resources manager in response to a job advertisement and request an interview.

Write a brief report to a supervisor to inform him/her that a piece of equipment is not working properly.

Complete paper-based or online job application forms of any length.

### IV. Sharing Information

- Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.
  - Write a paragraph to explain information in a table, graph, flow chart or diagram.
- Addresses the purpose of the task.
  - Provides accurate and detailed descriptions, explanations and accounts of events in a clear sequence.
  - Presents text as a coherent connected whole with good use of appropriate connective words and phrases.
  - Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

#### Sample Tasks

In a paragraph, describe information in a statistical table listing average incomes of Canadians by family type. Introduce the paragraph with a general topic sentence, and then support it with details drawn from the table.

Write an essay for an entrance exam to a post-secondary institution. Take a position on an issue and develop the position into the essay, with reasons for the position.