Domain: Written presentation

Benchmark: Describe people, places, things, and events in writing

Description: In this task, each pupil is asked to imagine a monster that is scary or funny. The pupil draws the monster and then describes his or her drawing.

Note: Pupils should not be evaluated according to artistic ability, but only according to whether the picture and the written description correspond.

Rationale for choice of topic: Pupils are often asked to describe pictures. The names of the parts of the body and facial features are taught at the foundation level. Monsters are a fun way to learn descriptive language.

Suggestions for implementation (prior to and/or during): Have the class practice describing pictures of people, animals, and creatures both orally and in writing. Give the class written descriptions and have the pupils draw pictures to match. Picture dictation exercises can be done in pairs. You may also want to play guessing games and tell riddles that involve description.

Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

Suggested time allotment: One lesson

Prerequisites:
- Familiarity with vocabulary of parts of the body, facial features, colors, and numbers
- Familiarity with the use of am/is/are and have/has
- Ability to use adjectives correctly
<table>
<thead>
<tr>
<th>Points</th>
<th>Part One Planning*</th>
<th>Part Two Performance</th>
</tr>
</thead>
</table>
| 5      | ♦ Most of the information in the blanks corresponds to the picture | ♦ Wrote at least 5 sentences  
♦ Description corresponds to picture  
♦ Included all required elements (items 3-5 in the checklist)  
♦ Writing is well organized  
♦ Vocabulary is varied  
♦ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 4      | ♦ Some of the information in the blanks corresponds to the picture | ♦ Wrote 3 sentences  
♦ Description corresponds somewhat to picture  
♦ Included some of the required elements (items 3-5 in the checklist)  
♦ Writing is fairly organized  
♦ Vocabulary is basic  
♦ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |
| 2      | ♦ The information in the blanks does not correspond to the picture | ♦ Wrote 1 sentence  
♦ Description does not correspond to picture  
♦ Included few of the required elements (items 3-5 in the checklist)  
♦ Writing is not well organized  
♦ Vocabulary is limited  
♦ Limited use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation) |

* Do not take off points for spelling and grammar in Part One.
My Monster

The name of my monster is Shelli. It is very cute. It has cute dress and small nose. I like it very much. It has six fingers, and two ears. Lucky I have it.
My Monster

<table>
<thead>
<tr>
<th>Score</th>
<th>Part One:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Two:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
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Good start ➔ ➔ ➔ ➔ ➔ ➔ ➔ Well done!

My Monster

1. The monster is in the house.
2. My monster is red.
3. My monster is angry.
4. My monster is grime.
5. My monster is fly.
<table>
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<tbody>
<tr>
<td></td>
<td>Good start</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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</table>

**My Monster**

My monster big.

for ever.