



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Another Form to Fill Out!</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12 x</i>	<i>A</i>	<i>B x</i>	<i>C</i>	<i>D</i>

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

For this lesson you will need samples of application forms. Following are some recommended examples: job applications, enrollment applications for college, credit card applications, etc.)

1. Divide students into groups of two. Distribute the forms and have students practice identifying and completing them. Students can either complete the forms using their information or supplying information for a fictional character.
2. Discuss with the students important tips to keep in mind when filling out forms of any kind. (Some areas they should list are neatness, honesty, adding hobbies or jobs that show responsibility, etc.)
3. Have each student report on the type of form they worked with and the type of information that was needed.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.(ela 3)
Follow oral or written directions. (ela 4)
Identify, collect, and/or select pertinent information while reading. (ela 5)
Follow written directions carefully and accurately. (ela 6)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)
Understand the importance of accuracy in final drafts. (ela 33)
Edit and revise written text so that it is 100% accurate. (ela 45)
Read for main idea first and then read for detail. (ela 49)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Organize supporting detail in logical and convincing patterns. (ela 54)

Scoring Guide:

Ratings:

- 4.** 1. Addresses all the questions.
2. Uses complete sentences.
3. No mistakes in spelling, punctuation, or capitalization.
4. Very neatly written or typed.
- 3.** 1. Addresses most of the questions.
2. Uses complete sentences most of the time.
3. Few mistakes in spelling, punctuation or capitalization.
4. Writes neatly.
- 2.** 1. Addresses some of the questions.
2. Uses complete sentences some of the time.
3. Several mistakes in spelling, punctuation or capitalization.
4. Writes fairly neatly.
- 1.** 1. Addresses few of the questions.
2. Uses many incomplete sentences.
3. Mistakes in spelling, punctuation, and capitalization interfere with meaning.
4. Illegible writing.

See also attachment: Another Form to Fill Out Scoring Rubric Chart

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension	Algebra	Earth Science
Writing Spelling Grammar Vocabulary Word Processing	Geometry	Life Science
Communications Discussion Listening Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart

Scoring Rubric

Expectations	Exceeds	Meets	Approaches	Needs More Work
Follows Direction				
Stayed Focused on Task				
Takes Turns				
Listens to Others				
Group Participation				

This activity meets specific competencies and indicators as outlined in the National Career Development Guide