

Step Three

What specific kinds of knowledge do students need in order to be competent in this particular area?

**Student Must Know****When, Where, and  
How Taught?**

- *that in a test such as this "best" refers to conformance to school or standard convention*
- *the appearance of all standard punctuation marks and the difference in appearance between capital and lower case letters*
- *the nature of each word in the sentence (e.g. which are nouns, which are abbreviations)*
- *the standard conventions for each use of punctuation*

*In addition, in order to respond to the test items the student must know:*

- *that while the standard convention is sought in the contents of the section, it is not necessarily used in the format of the section*
- *the test maker's convention for the fifth foil*

*It is intended to convey a full thought with the implied subject and predicate "The sentence is." As a full thought it should be a sentence starting with a capital (as it always does) and ending with a period (as it never does)*

Step Four

What specific skills do students need in order to be competent in this particular area?

<b>Students Must Be Able To</b>	<b>When, Where, and How Taught</b>
<ul style="list-style-type: none"> <li>▪ read the sentence</li> <li>▪ identify the focus (problematical) section and determine its relationship to the rest of the sentence</li> <li>▪ note the characteristics, including punctuation, of that section</li> <li>▪ identify the punctuation issue or issues in the focus section</li> <li>▪ recall the standard punctuation convention(s) governing the issue(s) identified</li> <li>▪ envision what application of the convention would look like in the problematical area</li> <li>▪ compare characteristics observed in the problematical area with the envisioned model results</li> <li>▪ decide whether the written results conform with the standard questions in the section</li> <li>▪ read each foil</li> <li>▪ compare the punctuation in each with the envisioned model</li> <li>▪ correctly interpret the fifth foil using non-standard conventions</li> <li>▪ conclude about which foil gives or refers to the best match with the model</li> </ul>	