Grade 6
English Language Arts
Examples of the Standards for Students' Writing
Narrative Writing

Alberta Provincial Achievement Testing

2018

Alberta

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Other Information

Follow these steps to access the Alberta Education website:
Step 1: Type education.alberta.ca.
Step 2: Click on the "Elementary" card.
Step 3: Click on the "Provincial Assessment" card.
Step 4: Scroll down to find and click on the "English Language Arts K–6" card.
Step 5: Click on "Provincial Achievement Test (PAT)."

On the website, there is a specific link to "Subject Bulletins." These bulletins provide students and teachers with information about the provincial achievement tests scheduled for the current school year. Please share the contents of the *Grade 6 English Language Arts Subject Bulletin* with your students.

Also on the website, there is a specific link to "Examples of the Standards for Students' Writing." These samples are intended to be used to enhance students' writing and to assist teachers in assessing student writing relative to the standards embedded in the scoring criteria in the scoring guides.

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Introduction

The written responses in this document are examples of Grade 6 English Language Arts writing that meet or exceed the acceptable standard for student achievement. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for the Grade 6 English Language Arts *Part A: Writing* Provincial Achievement Test in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2017 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample papers and commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student's work and the scoring criteria.

The sample responses included in this document represent a very small sample of successful approaches to the Narrative Writing Assignment.

To provide each paper with the most accurate and impartial judgment possible, use only the scoring criteria and the standards set by the Exemplars and Rationales. Each student is a person trying to do his or her very best. All students are completely reliant on your careful, professional consideration of their work.

Markers are responsible for

• reviewing and internalizing the scoring criteria and their application to student writing

• applying the scoring criteria impartially, independently, and consistently to **all** papers

• refraining from marking a response if personal biases—regarding the student's handwriting, development of topic, idiosyncrasies of voice, and/or political or religious preference—interfere with an impartial judgment of the response

• ensuring that every paper is scored
  – fairly
  – according to the scoring criteria
  – in accordance with the standards illustrated in the Exemplars and Rationales

The scores awarded to student responses must be based solely on the scoring criteria with reference to the Exemplars and Rationales. Fairness to all students is the most important requirement of the marking process.

To facilitate fair and valid assessment of all student work during both local and central marking, **teachers must not** mark or write in student booklets. Teacher-created scoring sheets, which may be used during local marking, are **not** to be included in student test booklets.

Please feel free to contact Provincial Assessment Sector staff members to discuss any questions or concerns.

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Maintaining Consistent Standards

For all achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used to establish expectations for student work in relation to the scoring criteria and ensure that scoring is consistent within and between marking sessions. These committees ensure that marks are valid, reliable, and fair measures of student achievement.

Exemplar Selection Working Group

Exemplars are selections of student work, taken from field tests, that best illustrate the scoring criteria. The Exemplar Selection Working Group is composed of experienced teachers from various regions of the province. Working group members read a large sample of students' written responses to the Achievement Test and select responses that best match the standards established in the Exemplars and Rationales from the previous marking session. The working group then writes rationales that explain the relationship between each Exemplar and the scoring criteria in each scoring category. The same process also occurs in the selection of the Training Paper. This paper is selected to illustrate characteristics of student work that might not be covered in the Exemplars and that might lead to inconsistent judgments or marking difficulties. While Exemplars usually receive consistent scores across all categories, the Training Paper may not. This is because students rarely perform with equal ability in every scoring category, and it is necessary to evaluate each scoring category as a distinct skill area.

Exemplar Validation Working Group

The Exemplar Validation Working Group is composed of experienced teachers from various provincial regions, and it reviews and approves the Exemplars, Training Paper, and Rationales that have been prepared for local marking. The working group ensures that the Rationales accurately reflect the descriptors in the Scoring Guide and verifies that appropriate and accurate references have been made to student work. Working group members also strive to ensure that there is clarity within the Rationales.

Standards Confirmation Working Group

Teachers from throughout the province who serve on the Standards Confirmation Working Group read a large sample of students' written responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test when compared with actual student work on the Achievement Test. The working group ensures that the Exemplars, Training Paper, and Rationales are appropriate for central marking, and working group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same paper so that inter-rater reliability is maintained. Reliability Reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

Working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are part of a complex set of processes that have evolved over the years of achievement test administration. They are crucial to ensuring that standards are consistently and fairly applied to student work.

Local Marking

Classroom teachers are encouraged to assess students' writing, using the Scoring Guides, Exemplars, and Rationales that are sent to the schools along with the *Part A: Writing* tests, before returning the tests to Alberta Education. All papers are scored centrally in Edmonton in July.

The Exemplars of student writing and the corresponding Rationales in this document exemplify the standards inherent in the scoring criteria. These Exemplars are **not to be shared with students** and **must be returned to Alberta Education** with the tests.

Scores awarded locally can be submitted to Alberta Education, where they will be used as the first reading of a student's response. Local markers are to use the "**For Teacher Use Only**" section on the back of each *Part A: Writing* test booklet to record their scores by filling in the appropriate circles. The "**School Code**" and "**Accommodations Used**" sections should also be completed. If a teacher wants to know how his or her locally awarded scores compare with the scores that the tests received when scored centrally, then he or she must create a three-digit identification number and enter it in the section labelled "**ID No.**" on the back of each student booklet. No two teachers from the same school should create and use the same ID number. **No other marks are to be made in the test booklet by the teacher.**

Tests are to be returned to Alberta Education according to the scheduling information in the online *General Information Bulletin*. The tests will then be scored centrally by Alberta Education as the second reading. Both sets of scores are used when calculating each student's final mark. In the case of a discrepancy between these two sets of scores, papers will be adjudicated by a third reading, which will determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are **not assessed locally** by teachers will be **scored centrally only once**.

After central marking has been completed and school reports have been sent to the schools, teachers who submitted their scores with an ID number will receive a confidential report on their marking. This report is called the **Local Marker Report** and includes the locally awarded scores, centrally awarded scores, third-read scores if applicable, and the final scores assigned.

Teachers may make photocopies of student writing from only the English Language Arts *Part A: Writing* tests for inclusion in portfolios of the year's work. Copies can be made for parents who request them.

The descriptors of each level of student achievement in the scoring guides were revised in 2008–2009. To continue to maximize fairness for all students, and to maintain consistency across all grade levels, the numeric achievement descriptors in the Grade 6 English Language Arts scoring guides were changed from numbers to specific words to describe student achievement in each scoring category. The revised achievement descriptors correspond to the values of the numbers that they replace. Classroom teachers are encouraged to discuss and use the scoring criteria, including the revised achievement descriptors, with their students during the year. When student writing is marked centrally, the revised achievement descriptors are used.

The previously used and the corresponding revised achievement level descriptors are highlighted below:

Previously Used Descriptors	Revised Descriptors
Meets the *Standard of Excellence* 5	Excellent E
Approaches the *Standard of Excellence* 4	Proficient Pf
Clearly Meets the *Acceptable Standard* 3	Satisfactory S
Does Not Clearly Meet the *Acceptable Standard* 2	Limited L
Clearly Below the *Acceptable Standard* 1	Poor P

To determine a student's mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, Poor = 1

A total score for a student's written response may be calculated by a teacher using the following procedure. For the **Narrative Writing Assignment**, assign a score of 1 to 5 for each of *Content, Organization, Sentence Structure, Vocabulary,* and *Conventions*. Then, multiply the scores for *Content* and *Organization* by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of *Content* and *Content Management*. Then, multiply these scores by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total *Part A: Writing* Score**, add the Narrative Writing and Functional Writing scores as follows: **Narrative Writing /35 (63.6%) + Functional Writing /20 (36.4%) = Total Score /55 (100%)**. The mark for *Part A: Writing* is worth 50% of the total mark for the Grade 6 English Language Arts Achievement Test.

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Scoring Guide—Narrative Writing

Content

Focus

When marking **Content** appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer

- establishes a context
- uses ideas and/or events that are appropriate for the established context
- uses specific details (of characters, setting, actions, events, etc.)
- demonstrates an awareness of audience

Excellent **E**	• The context is clearly established and consistent. • The ideas and/or events are creative and deliberately chosen for the context established. • Supporting details are precise and consistently effective. • The writing is confident and/or creative and holds the reader's interest.
Proficient **Pf**	• The context is clearly established and appropriate. • The ideas and/or events are intentionally chosen for the context established. • Supporting details are specific and generally effective. • The writing is purposeful and draws the reader's interest.
Satisfactory **S**	• The context is established and generally appropriate. • The ideas and/or events are adequate for the context established. • Supporting details are general and may be predictable. • The writing is straightforward and generally holds the reader's interest.
Limited **L**	• The context is vaguely established and/or may not be appropriate. • The ideas and/or events are vague given the context established. • Supporting details are few and/or may be repetitive. • The writing is superficial and does not hold the reader's interest.
Poor **P**	• The context may be unclear and/or inappropriate. • The ideas and/or events are undeveloped and/or unrelated to any context established. • Supporting details are scant. • The writing is confusing and/or frustrating for the reader.
Insufficient **INS**	• The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess **Content**.

Note: **Content** *and* **Organization** *are weighted to be worth twice as much as each of the other categories.*

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Organization

> ### *Focus*
>
> When marking **Organization** appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer
>
> - introduces the response
> - follows a coherent order
> - establishes connections and/or relationships among events, actions, details, and/or characters
> - brings closure to the writing

Excellent **E**	• The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing. • Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained. • Connections and/or relationships among events, actions, details, and/or characters are consistently maintained. • The ending ties events and/or actions together.
Proficient **Pf**	• The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing. • Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained. • Connections and/or relationships among events, actions, details, and/or characters are maintained. • The ending provides an appropriate finish for events and/or actions.
Satisfactory **S**	• The introduction directly presents information about events, characters, and/or setting. • Events and/or details are developed in a discernible order, although coherence may falter occasionally. • Connections and/or relationships among events, actions, details, and/or characters are generally maintained. • The ending is predictable and/or contrived and is connected to events and/or actions.
Limited **L**	• The introduction presents information about events, characters, and/or setting but lacks direction. • The development of events and/or details is not clearly discernible, and coherence falters frequently. • Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing. • The ending is predictable and/or contrived, and may not be connected to events and/or actions.
Poor **P**	• The introduction provides little information and/or is ineffective. • The development of events and/or details is haphazard and incoherent. • Connections and/or relationships among events, actions, details, and/or characters are missing. • The ending, if present, is unconnected to the events and/or actions.
Insufficient **INS**	• The writing has been awarded an INS for Content.

Note: **Content** *and* **Organization** *are weighted to be worth twice as much as each of the other categories.*

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Sentence Structure

Focus

When marking **Sentence Structure** appropriate for Grade 6 narrative writing, the marker should consider the

- writer's control of sentence structure
- effectiveness and variety of sentence type and sentence length
- variety of sentence beginnings

Length and complexity of response must be considered.

Excellent **E**	• Sentence structure is effectively and consistently controlled. • Sentence type and sentence length are consistently effective and varied. • Sentence beginnings are consistently varied.
Proficient **Pf**	• Sentence structure is controlled. • Sentence type and sentence length are usually effective and varied. • Sentence beginnings are often varied.
Satisfactory **S**	• Sentence structure is generally controlled, but lapses may occasionally impede the meaning. • Sentence type and sentence length are sometimes effective and/or varied. • Some variety of sentence beginnings is evident.
Limited **L**	• Sentence structure often lacks control, and this may impede the meaning. • There is little variation of sentence type or sentence length. • There is little variety of sentence beginnings.
Poor **P**	• Sentence structure generally lacks control, and this often impedes the meaning. • There is no variation of sentence type or sentence length. • There is no variety of sentence beginnings.
Insufficient **INS**	• The writing has been awarded an INS for **Content**.

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Vocabulary

Focus

When marking **Vocabulary** appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses

• words and expressions accurately
• words and expressions effectively
• words and expressions to enhance the student's voice

Length and complexity of response must be considered.

Excellent **E**	• Words and expressions are used accurately. • Precise words and expressions are used to create vivid images and/or to enrich details. • Words and expressions are used to enhance the student's voice.
Proficient **Pf**	• Words and expressions are often used accurately. • Specific words and expressions are frequently used to create images and/or to add clarity to details. • Words and expressions are descriptive and often enhance the student's voice.
Satisfactory **S**	• Words and expressions are generally used appropriately. • General words and expressions are used adequately to clarify meaning. • Words and expressions sometimes enhance the student's voice.
Limited **L**	• Words and expressions generally convey only vague meanings. • Imprecise words and expressions predominate; specific words, if present, may be awkwardly used. • Words and expressions are basic and may detract from the student's voice.
Poor **P**	• Words and expressions convey only vague meanings. • Overgeneralized words and expressions predominate; specific words, if present, are frequently misused. • Words and expressions are simple and/or obscure the student's voice.
Insufficient **INS**	• The writing has been awarded an INS for **Content**.

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Conventions

> *Focus*
>
> When marking **Conventions** appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of
>
> - mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.)
> - clarity and flow of the communication
>
> **Proportion of error to length and complexity of response must be considered.**

Excellent **E**	• The quality of the writing is enhanced because it is essentially error-free. • Errors, if present, do not reduce the clarity or interrupt the flow of the communication.
Proficient **Pf**	• The quality of the writing is sustained because it contains only minor convention errors. • Errors that are present rarely reduce the clarity or interrupt the flow of the communication.
Satisfactory **S**	• The quality of the writing is maintained through generally correct use of conventions. • Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.
Limited **L**	• The quality of the writing is weakened by the frequently incorrect use of conventions. • Errors often reduce the clarity and interrupt the flow of the communication.
Poor **P**	• The quality of the writing is impaired by the consistently incorrect use of conventions. • Errors severely reduce the clarity and impede the flow of the communication.
Insufficient **INS**	• The writing has been awarded an INS for **Content**.

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Section I: Narrative Writing *(Suggested time—70 minutes)*

Assignment

Look at the picture on page 2. Use your imagination to write a story that the picture has helped you to think about.

When writing your story, **be sure to**

- **consider** your audience
- **focus** on your purpose
- **organize** your thoughts appropriately in sentences and paragraphs
- **use vocabulary** that is interesting and descriptive
- **edit** your work directly on your writing
- **budget** your time

**Place this page inside this writing booklet
when you have finished the test.**

Fold and tear along perforation.

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The Missing Parrat
(Title)

I start my day off as a normal start I get ready for work. once I got to work there was a cage with a blanket on top of it. On the blanket there was a note saying "feed me krackers" so I lifted the blanket and there was a parrat looking at me. I fed all the animals but when I get to the parrat I tried to feed him a kracker but he didn't want it, so I droped it at the bottom of his cage and did the rest of my chore around the shop. later that night I was doing a double check to make sure all the animals are in there cages when I got to the parrat's cage and he was gone. I started to panic looking for him all I found was a small blanket at the bottom of his cage I looked in places where I think he might be I fell asleep around midnight. When I got up he was in his cage. I said to myself "What a night". The End

Narrative—Satisfactory A

Title: The Missing Parrat

Score		Reporting Category
S		**Content**
	S	• The context is established and **generally appropriate** (A worker finds a cage with a blanket on top of it; inside the cage is a parrot).
	S	• The ideas and/or events are **adequate** for the context established ("On the blanket there was a note saying 'feed me krackers' " and "I tried to feed him a cracker but he didn't want it").
	S	• Supporting details are **general** and may be **predictable** ("So I lifted the blanket and there was a parrat looking at me" and "I was doing a double check to make sure all the animals are in there cages when I got to the parrat's cage and he was gone").
	S	• The writing is **straightforward** and **generally** holds the reader's interest ("I started to panic looking for him all I found was a small blanket at the bottom of his cage").
S		**Organization**
	S	• The introduction **directly** presents information about events, characters and/or setting ("I start my day off as a normal start I get ready for work").
	S	• Events and/or details are developed in a **discernible** order, although coherence may falter occasionally ("On the blanket there was a note saying 'feed me krackers'," "I tried to feed him a kracker but he didn't want it," and " I looked in places where I think he might be I fell asleep around midnight").
	S	• Connections and/or relationships among events, actions, details and/or characters are **generally maintained** ("When I got to the parrat's cage and he was gone, I started to panic," "I fell asleep around midnight," and "When I got up he was in his cage").
	S	• The ending is **predictable** and/or contrived, and is connected to events and/or actions ("When I got up he was in his cage I said to myself 'What a night.' The End").

S	**S**	**Sentence Structure** • Sentence structure is **generally controlled** but lapses may occasionally impede the meaning ("I fed all the animals but when I get to the parrot I tried to feed him a kracker but he didn't want it, so I droped it at the bottom of his cage and did the rest of my chore around the shop").
	S	• Sentence and sentence length are sometimes **effective** and/or **varied** ("Once I got to work there was a cage with a blanket on top of it" and " 'What a night' ").
	S	• **Some variety** of sentence beginnings is evident ("On the blanket," "later that night," and "When I got up"). **Length and complexity of response have been considered.**
S	**S**	**Vocabulary** • Words and expressions are **generally** used appropriately ("later that night I was doing a double check," "I started to panic," and "I looked in places where I think he might be").
	S	• General words and expressions are used **adequately** to clarify meaning ("there was a cage with a blanket on top of it. On the blanket there was a note saying 'feed me krackers'," "did the rest of my chore around the shop," and "I started to panic looking for him").
	S	• Words and expressions **sometimes** enhance the student's voice ("When I got up he was in his cage I said to myself 'What a night' "). **Length and complexity of response have been considered.**
S	**L**	**Conventions** • The quality of the writing is weakened by the **frequently incorrect** use of conventions ("Parrat," "krackers," "I droped it at the bottom of his cage and did the rest of my chore," and "in there cages," and "I started to panic looking for him all I found was a small blanket").
	S	• Errors that are present **occasionally reduce** the clarity and **sometimes** interrupt the flow of the communication ("I start my day off as a normal start I get ready for work. once I got to work there was a cage with a blanket on top of it," "I droped it," and "all the animals are in there cages when I got to the parrat's cage and he was gone"). **Proportion of error to length and complexity of response has been considered.**

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Scott and the bird.
(Title)

One fine afternoon Scott was
at the pet store with his mom.
Peanut, their dog just ran out
of food and they went to
get more. "Mom can I go look
at the birds" asked Scott. "Yes
you can" replyed Scott mom.
And so he did. He saw red birds
to blue birds. After awaly
Scott saw a gray bird. It
had a nice red tail and a
beack that was nice and

shiny. Scott felt bad for the
bird because it was locked
up in a cage. Scott ~~say~~ Saw the
price for the bird. He was
shocked. The bird was $2.00.
After that he started saving
evrey penny He got. After
two month ~~tafter~~ Scott
bought the gray bird. He
couldent come up with a
name, so He was going to
let the bird come up with
its own name. When he

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got his bird he also bought
in it's
toy's that hange it's cage. Scott
thought the bird might be
hungry; so he tried to feed
it a cracker. But then the
bird got mad and pecked
Scott. "Hey I'm going to name
you pecky" said Scott. And
the name did suit pecky After
he tried to peck Scott.
The only thing pecky ate was
worm's and ovesly drinked
water, Scott build

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a little nest for pecky because
he thought pecky might need
it. One morning Scott fount
pecky sleeping in his nest.
He tried to wake him up
so He coald feed pecky.
But pecky wouldent wake
up. they toke pecky to they
vet.
     "I am sorry, but pecky dident
make it" said the vet. Scott
cried
     "Pecky was my best friend"
said scott.

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"What did I do wrong"
"Scott you dident do anything
wrong. Pecky is in another
happey place" replyed scott's
mom. So the buired Pecky
in the backyard and moved
on.

the End

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GRADE 6 ENGLISH LANGUAGE ARTS
2018 ACHIEVEMENT TEST
RATIONALE FOR STUDENT EXEMPLAR

Narrative—Satisfactory B

Title: Scott and the bird.

Score		Reporting Category
S		**Content**
	S	• The context is established and **generally appropriate** (Scott and his mom are at the pet store to get dog food; Scott goes to look at the birds).
	S	• The ideas and/or events are **adequate** for the context established ("After awaly scott saw a gray bird," "Scott felt bad for the bird because it was locked up in a cag," and "After two month Scott bought the gray bird").
	S	• Supporting details are **general** and may be **predictable** ("The bird was $2.00. After that he started saving evrey penny He got," "Scott thought the bird might be hungry, so he tried to feed it a cracker," and "the bird got mad and pecked Scott. 'Hey I'm going to name you pecky'").
	S	• The writing is **straightforward** and **generally** holds the reader's interest ("One morning Scott found pecky sleeping in his nest. He tried to wake him up so He could feed pecky. But pecky wouldent wake up. they toke pecky to they vet").
S		**Organization**
	S	• The introduction **directly** presents information about events, characters and/or setting ("One fine afternoon Scott was at the pet store with his mom. Peanut, their dog just ran out of food and they went to get more").
	S	• Events and/or details are developed in a **discernible** order, although coherence may falter occasionally (" 'Mom can I go look at the bird's' asked Scott," "He saw red birds to blue birds," "After two month Scott bought the grey bird," and "Scott build a little nest for pecky because he thought pecky might need it").
	S	• Connections and/or relationships among events, actions, details and/or characters are **generally maintained** ("He couldent come up with a name, so He was going to let the bird come up with it's own name" and " 'Hey I'm going to name you pecky' said Scott").
	S	• The ending is **predictable** and/or contrived, and is connected to events and/or actions (" 'I am sorry, but pecky did'ent make it' said the vet" and "So the buired Pecky in the backyard and moved on").

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S	**S**	**Sentence Structure**
		• Sentence structure is **generally controlled** but lapses may occasionally impede the meaning ("But pecky wouldent wake up. they toke pecky to they vet" and "So the buired Pecky in the backyard").
	S	• Sentence type and sentence length are sometimes **effective** and/or **varied** ("And so he did," "Scott saw the price for the bird. He was shocked," "He couldent come up with a name, so He was going to let the bird come up with it's own name," and "Scott thought the bird might be hungry, so he tried to feed it a cracker").
	S	• **Some variety** of sentence beginnings is evident ("One fine afternoon," "After awaly," "When he got his bird," and "The only thing").
		Length and complexity of response have been considered.
S	**S**	**Vocabulary**
		• Words and expressions are **generally** used appropriately ("'Yes you can' replyed scott mom," "After that he started saving every penny He got," and "But then the bird got mad and pecked Scott").
	S	• General words and expressions are used **adequately** to clarify meaning ("Scott felt bad for the bird," "The only thing pecky ate was worm's and ovesly drinked water," and "'Pecky was my best friend' Said Scott").
	S	• Words and expressions **sometimes** enhance the student's voice ("Scott saw the price for the bird. He was shocked" and "And the name did suit pecky").
		Length and complexity of response have been considered.
S	**S**	**Conventions**
		• The quality of the writing is **maintained** through **generally** correct use of conventions ("'Mom can I go look at the bird's' asked Scott," "The bird was $2.00," and "But then the bird got mad and pecked Scott").
	S	• Errors that are present **occasionally reduce** the clarity and **sometimes** interrupt the flow of the communication ("He saw red birds to blue birds," "After awaly," "he also bought toy's that hanged in it's cag," and "The only thing pecky ate was worm's and ovesly drinked water").
		Proportion of error to length and complexity of response has been considered.

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Hardworking Pet Care
(Title)

It was June 1 and Hannah, Emma, and Cody just arrived at there first day volentering at Fun pets store. As the teenagers were walking in Cody saw a list that said," Hi today you will have to start off by feeding all the birds, snakes, and dogs. Cody kept reading,"The food for the animals is in the storge room they are all labeled so it sould be easy to find. Hannah started to read now," When you are done that please let the bird Jim out

of his cage to fly around. It read
just clean his cage well he is flying
around. Do Not clean The Others! Make
sure all the windows and doors
are closed. Emma read, "thank you for
volateering and I hope you have fun
and oh the keys are behind my desk.
Cody went to grab the keys and
went to the storge room to get the
food. As ~~they~~ ,the gang went to feed the
birds they were all to scared so
~~They~~ the friends had to try something else.

        Emma suggested," Why don't we
use tweezers instead of our hands.

"That's a good idea" Cody added.

Hannah went to the storge room

to get tweezers Ten minutes later

they finished feeding all the animals.

Hannah said in a soft voice," now

we have to clean out the bird Jim's

cage. So Emma went to let Jim out

of his cage. As Cody was cleaning out

the cage Hannah said in a loud voice,"

Jim is flying out the window!" Hannah's

loud voice scared Cody and he drop the

cage. They did not relize it a first

but the door and roof broke of the cage

when they finally relized they did not

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know what to do. Emma said,"Cody

you go out and look for Jim and Hannah

you go out and by a new cage and

I will clean up here ok," they both answered

Five minutes later

unison "ok". Hannah came back with

a new cage then Hannah made it look

the same as the old one.

Cody came back and said," I found

Jim but I need a later." There's one

in the storge room Hannah added.

Ten minutes later Cody came back

with Jim. The group Put the bird in

the cage cleaned up and they were

the friends

done. They had fun but they worked

hard.

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Narrative—Satisfactory C

Title: Hardworking Pet Care

Score		Reporting Category
S	**S**	**Content** • The context is established and **generally appropriate** (Three teenagers are volunteering at a pet store. They are given instructions to feed the pets and to clean the cage of Jim, the bird).
	S	• The ideas and/or events are **adequate** for the context established ("first day volentering at Fun pets store," " 'you will have to start off by feeding all the birds, Snakes, and dogs," and " 'When you are done that Please let the bird Jim out of his cage to fly around").
	S	• Supporting details are **general** and may be **predictable** (" 'they are all labeled so it sould be easy to find," "Make sure all the windows and doors are closed," and "They did not relize it a first but the door and roof broke of the cage").
	S	• The writing is **straightforward** and **generally** holds the reader's interest ("As the teenagers were walking in Cody saw a list," "Make sure all the windows and doors and closed," and "Cody went to grab the keys and went to the storage room").
S	**S**	**Organization** • The introduction **directly** presents information about events, characters and/or setting ("It was June 1 and Hannah, Emma and Cody just arrived at there first day volentering at Fun Pets Store").
	S	• Events and/or details are developed in a **discernible** order, although coherence may falter occasionally (" 'the food for the animals is in the storge room," "As the gang went to feed the birds they were all to scared," and " 'Why don't we use tweezers instead of our hands").
	S	• Connections and/or relationships among events, actions, details and/or characters are **generally maintained** ("Ten minutes later they finished feeding all the animals," " 'now we have to clean out the bird Jim's cage," "he drop the cage," and "Hannah made it look the same as the old one").
	S	• The ending is **predictable** and/or contrived, and is connected to events and/or actions ("The group Put the bird in the cage cleaned up and they were done. the friends had fun but they worked hard").

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S	**S**	**Sentence Structure**
		• Sentence structure is **generally controlled** but lapses may occasionally impede the meaning ("Emma said 'Cody you go out and look for Jim and Hannah you go out and by a new cage and I will clean up here ok'," and "Five minutes later Hannah came back with a new cage then Hannah made it look the same as the old one").
	S	• Sentence type and sentence length are sometimes **effective** and/or **varied** ("Do Not clean the Others," "As the gang went to feed the birds they were all to scared so the friends had to try something else," "Hannah went to the storage room to get tweezers," and "When they finally relized they did not know what to do").
	S	• **Some variety** of sentence beginnings is evident ("As the teenagers were walking in," "Emma suggested," "As Cody was cleaning out the cage," and "Ten minutes later").
		Length and complexity of response have been considered.
S		**Vocabulary**
	S	• Words and expressions are **generally** used appropriately (" 'thank you for volateering and I hope you have fun," "Cody went to grab the keys and went to the storage room," and "they both answered unison 'ok' ").
	S	• General words and expressions are used **adequately** to clarify meaning ("Hannah said in a soft voice," "Hannah's loud voice scared Cody," and "they finally relized")
	S	• Words and expressions **sometimes** enhance the student's voice ("It read just clean his cage well he is flying around," " 'and oh the keys are behind my desk," and "the friends had fun but they worked hard").
		Length and complexity of response have been considered.
S		**Conventions**
	S	• The quality of the writing is **maintained** through **generally** correct use of conventions ("were all to scared," "As Cody was cleaning out the cage Hannah said in a loud voice, 'Jim is flying out the window!'," "he drop the cage," and "There's one in the storge room").
	S	• Errors that are present **occasionally reduce** the clarity and **sometimes** interrupt the flow of the communication ("they are all labeled so it sould be easy to find," " 'thank you for volateering'," "clean out the bird Jim's cage," and "Cody came back and said, 'I found Jim but I need a later' ").
		Proportion of error to length and complexity of response has been considered.

If you are using a word processor, staple your Story here.
You may make corrections directly on your printed page(s).

My New Pet
(Title)

"Yes!" I exclaim. It's finally happened, my parents are letting me buy a pet. After many months of begging and pleading they've caved in. They look at me now in the kitchen with big smiles plastered on their faces. They seem a bit nervous about what kind of animal I'm going to buy. I have been waiting for this for eternity. I even sent them a convincing letter on why I should be allowed to own my own pet. I am so happy I jump around the kitchen for a while.

We have to go right now to the pet store, I tell my parents. "Come on, come on!" I yell. "Well go on Saturday, Tom." my dad informs me. My heart plummets in my chest. Saturday! That's 3 days away! We negotiate for a while and decide to go tomorrow after school.

As I sit in my uncomfortable desk chair, pretending to listen, I watch the clock out of the corner of my eye. There only 10 minutes left but every second of waiting is painfully slow. I think about what kind of animal I want to buy. My friend Max has a big brown fluffy dog named Bruno, who is really fun.

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But Bruno chews on books and that wouldn't be good for my comic book collection. Cats are cute, but they are not good for cuddling. Fish are boring and you can't teach them tricks. Suddenly, the bell rings, shaking me out of my thoughts. I grab my plaid backpack and race out of the classroom. Ms. Hyatt, our teacher, will yell probalbly yell at me tomorrow, but right now, I have a pet to find!

My mother was waiting for me in our Honda Civic van. We sped through the traffic and parked in front of "The Pet Emporium". the store was huge, and brightly coloured banners, advertising different products

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were hung on the walls. The sounds of meowing, barking and chirping filled the air. To me, it was glorious. I ran this and that, inspecting animals from all the different parts of the store. My mother, who loved good deals, approached one of the people working there and asked if there was anything on sale. He replied that all the birds were on sale, and my mother steered me over to the most noisy section of the store.

I immediatly knew the right pet for me. He was mostly gray, but with

a bright red plumed tail, as bright as an apple. I pointed him out to my mother, and we purchased him and brought him home. I had saved up all of my money for what seemed like years for this animal. I named him Red, because of his plummage. I placed him into the cage I had bought, along with the toys and feeding things. I went to bed, exited for tomorrow's day with my new pet.

My night did not go as expected. My bird woke me up with all of his cawing and noises. We tried everything to make him stop, but nothing helped.

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My mother threatened to bring him back to the pet store. And so, as my last resort, I bought a book called "All The Problems Your Bird IS Having And How To Fix Them!!

I read it in a day. I tried singing to him, playing music and putting him in dark place. I finally came up with a solution: giving him birdly company.

The next day, I came home with a yellow bird to be his friend. They bonded quickly and I never heard a peep out of him again.

GRADE 6 ENGLISH LANGUAGE ARTS
2018 ACHIEVEMENT TEST
RATIONALE FOR STUDENT EXEMPLAR

Narrative—Proficient

Title: My New Pet

Score		Reporting Category
Pf		**Content**
	Pf	• The context is **clearly** established and appropriate (Tom's parents finally agree to let him get a pet. He buys a parrot that turns out to be very noisy, but Tom eventually figures out how to quiet the parrot).
	Pf	• The ideas and/or events are **intentionally** chosen for the context established ("We sped through the traffic and parked in front of 'The Pet Emporium'," "I immediately knew the right pet," "I placed him into the cage I had bought, along with the toys and feeding things," and "My night did not go as expected").
	Pf	• Supporting details are **specific** and **generally** effective ("I am so happy I jump around the kitchen," "We negotiate for a while and decide to go tomorrow after school," and "I grab my plaid backpack and race out of the classroom").
	Pf	• The writing is **purposeful** and draws the reader's interest ("My heart plummets in my chest. Saturday! That's 3 days away" and "My mother, who loved good deals, approached one of the people working").
Pf		**Organization**
	Pf	• The introduction **clearly establishes** events, characters, and/or setting, and **provides direction** for the writing ("'Yes!' I exclaim. It's finally happened, my parents are letting me buy a pet. After many month's of begging and pleading the've caved in").
	Pf	• Events and/or details are developed in paragraphs, in a **purposeful** order, and coherence is **generally** maintained ("My mother was waiting for me in our Honda Civic van," "I immediately knew the right pet for me, "I pointed him out to my mother, and we purchased him and brought him home").
	Pf	• Connections and/or relationships among events, actions, details and characters are **maintained** ("My night did not go as expected," "We tried everything to make him stop," "My mother threatened to bring him back," and "I finally came up with a solution: giving him birdly company").
	Pf	• The ending provides an **appropriate** finish for events and/or actions ("The next day, I came home with a yellow bird to be his friend. They bonded quickly and I never heard a peep out of him again").

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Pf	**Pf**	**Sentence Structure** • Sentence structure is **controlled** ("As I sit in my uncomfortable desk chair, pretending to listen, I watch the clock out of the corner of my eye," "He replied that all the birds were on sale, and my mother steered me over to the most noisy section of the store," and "The next day, I came home with a yellow bird to be his friend").
	Pf	• Sentence type and length are usually **effective** and varied ("My friend Max has a big brown fluffy dog named Bruno, who is really fun" and "And so, as my last resort, I bought a book called 'All the Problems Your Bird Is Having And How To Fix Them.' I read it in a day").
	Pf	• Sentence beginnings are **often** varied ("After many month's of begging," "As I sit," "But Bruno chews on books," and "The next day"). **Length and complexity of response have been considered.**
Pf	**Pf**	**Vocabulary** • Words and expressions are **often** used accurately ("I have been waiting for this for eternity," "We negotiate for a while," "Suddenly, the bell rings, shaking me out of my thoughts," and "I named him Red, because of his plummage").
	Pf	• Specific words and expressions are **frequently** used to create images and/or to add clarity to details ("The store was huge, and brightly coloured banners, advertising different products were hung on the walls. The sounds of meowing, barking and chirping filled the air" and "He was mostly gray, but with a bright red plumed tail, as bright as an apple").
	Pf	• Words and expressions are **descriptive** and **generally** enhance the student's voice ("After many months of begging and pleading the've caved," "but every second of waiting is painfully slow," and "To me, it was glorious"). **Length and complexity of response have been considered.**
Pf	**Pf**	**Conventions** • The quality of writing is **sustained** because it contains only minor convention errors ("After many month's," "the've caved in," and "I went to bed, exited for tomorrow's day with my new pet").
	Pf	• Errors that are present **rarely** reduce the clarity or interrupt the flow of communication ("Ms. Hyatt, our teacher, will yell probalbly yell at me tomorrow," "I ran this and that," and "I hade saved up all of my money for what seemed like years"). **Proportion of error to length and complexity of response has been considered.**

Student Exemplar—Excellent

Parrot Problems
(Title)

You know when you're having a perfect, chill day And then something or someone has to go and ruin it for you? This is exactly what happened to me today (and I'm not happy about it).

I was just lying on my bed, listening to music while reading a chapter from a book on an app on my iPad when suddenly, the phone rang. I groan, get out of bed and walk over to my desk where the phone is sitting. The caller ID reads a name— 'Fred.' I groan again. Fred is the most annoying kid in my neighbourhood. I walk back to my bed and ignore the call. The phone rings again. Still ignoring it. The phone keeps ringing and ringing. I stomp over to the desk and put the phone on mute. "There," I thought. "Nothing will bother me now." I'm about to get back in bed when suddenly, the doorbell rings. "What now?!" I say in frustration. I walk down the stairs, walk to the front entryway and open the front door. I almost groan again when I see who's at the door. Standing there, right in front of me, is Fred.

"Olivia!" he cries. "You have to help me!"

"What do you want Fred?" I ask, not very politely.

"My parrot!" he whines. "My parrot doesn't like me and I don't know how to take care of it!"

I roll my eyes. Fred got a new parrot for his seventh birthday and he's been bragging about it non-stop. "No wonder your parrot doesn't like you," I thought. "You're super annoying."

"I can't do anything about your parrot not liking you," I said.

"But you know how to take care of a parrot!" he reasoned. "You've had a parrot before!"

"Yeah, when I was 5! I'm twelve now, I don't remember how to take care of a parrot anymore!"

"Come on, please?? If you don't help me, I'll tell my mom and she'll tell your Mom!"

I almost scream in frustration. What a tattletale. What an annoying little brat! But if my mom finds out I didn't help Fred, she's going to ground me and make me APOYOGESE to the little brat.

"Fine!" I say. "I'll help you take care of your parrot. But I can't guarantee I'll do a good job!"

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"Yay!" Fred cries. He runs off my front porch and goes towards his house. I sigh. Why does Fred have to ruin everything?

I almost start to choke when I get to Fred's house. Cracker crumbs are scattered all over the floor, some orange juice is spilled onto the carpet and some toys are hanging from the chandelier. "Glad Fred didn't ask me to help him clean up," I thought.

"Olivia!" I hear Fred yell from upstairs.
"Coming!" I yell back. I head upstairs and find Fred in a room with a cage and parrot.
"This is my parrot. Her name is Polly," he says triumphantly. I look at Polly. She's perched on a branch in her cage. She's a gray colour with piercing yellow eyes.
"Maybe it's mad at you because it's hungry," I say. "Try feeding it."
"I already did," Fred says dejectedly. "It squawks at me every time I try to feed it. Here, I'll show you." He takes a cracker and opens the cage's door. He sticks his hand into the cage and waves the cracker in Polly's face. She starts squaking like mad.
"See?" he says. "She doesn't like me."
"Give the cracker to me," I say. Fred hands

me the cracker and I place it at the bottom of the cage. I close the cage door.

"Watch," I say. Polly looks at the cracker, then flies down to eat it. Fred gasps. Polly squeaks a happy squeak.

"You did it!" Fred cries. "Polly is happy now!"

"Now you know how to properly feed a parrot," I say. "Need any more help?"

"No," says Fred, smiling. "You can go home now. Bye!"

"Bye," I say and head downstairs. I sigh. That wasn't too hard. I head home and collapse on my bed. I turn the music back on and start to read my chapter. Suddenly, the doorbell rings. "UGH!" I yell. "CAN A GIRL GET A MOMENT OF PEACE AND QUIET?!" I stomp down the stairs and throw open the front door.

"WHAT NOW?!" I yell. I look at the person standing in front of me. It's Fred again.

"I, uh, need help cleaning up my house," he says.

This time, I actually scream in frustration.

Narrative—Excellent

Title: Parrot Problems

Score		Reporting Category
E		**Content**
	E	• The context is **clearly** established and **consistent** (Olivia's reading is repeatedly interrupted by her annoying young neighbour, Fred. He needs her help in caring for his new pet parrot).
	E	• The ideas and/or events are **creative** and **deliberately** chosen for the context established ("Fred is the most annoying kid in my neighbourhood," "I roll my eyes. Fred got a new parrot for his seventh birthday and he's been bragging about it non-stop," and "I almost scream in frustration. What a tattletale").
	E	• Supporting details are **precise** and **consistently** effective ("I was just lying on my bed, listening to music while reading a chapter from a book on an app on my iPad," "The caller ID reads a name – 'Fred.' I groan again," and "I almost groan again when I see who's at the door").
	E	• The writing is **confident** and/or **creative** and holds the reader's interest ("'Olivia!' he cries. 'You have to help me!' 'What do you want Fred?' I ask, not very politely" and "if my mom finds out I didn't help Fred, she's going to ground me and make me APOLOGISE to the little brat").
E		**Organization**
	E	• The introduction is **purposeful**, **interesting**, and **effectively establishes** events, characters, and/or setting, and **provides direction** for the writing ("You know when you're having a perfect, chill day and then something or someone has to go and ruin it for you? This is exactly what happened to me today (and I'm not happy about it)").
	E	• Events and/or details are developed in paragraphs, in a **purposeful** and **effective** order, and coherence is maintained ("I almost start to choke when I get to Fred's house. Cracker crumbs are scattered all over the floor, some orange juice is spilled onto the carpet and some toys are hanging from the chandelier. 'Glad Fred didn't ask me to help him clean up,' I thought").
	E	• Connections and/or relationships among events, actions, details and/or characters are **consistently** maintained ("'My parrot doesn't like me and I don't know how to take care of it!' "and " 'Watch,' I say. Polly looks at the cracker, then flies down to eat it. Fred gasps").
	E	• The ending **ties** events and/or actions together ("'WHAT NOW?!' I yell. I look at the person standing in front of me. It's Fred again. 'I, uh, need help cleaning up my house,' he says. This time, I actually scream in fustration").

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		Sentence Structure
E	**E**	• Sentence structure is **effectively** and **consistently** controlled ("I sigh. Why does Fred have to ruin everything," "I head upstairs and find Fred in a room with a cage and parrot," and "I stomp down the stairs and throw open the front door").
	E	• Sentence type and sentence length are **consistently effective** and **varied** ("The phone rings again. Still ignoring it," "I walk down the stairs, walk to the front entryway and open the front door," "I sigh. That wasn't too hard," and "Suddenly, the doorbell rings").
	E	• Sentence beginnings are **consistently varied** ("You know when," "'What now'," "Standing there, right in front of me," and "'But I can't guarantee I'll do a good job'").
		Length and complexity of response have been considered.
E		**Vocabulary**
	E	• Words and expressions are used **accurately** ("'What now?!' I say in frustration," "he reasoned," and "'I already did,' Fred say dejectedly").
	E	• Precise words and expressions are used to create **vivid** images and/or to **enrich** details and ("She's a gray colour with piercing yellow eyes," "'It sqawks at me every time I try to feed it'," and "I head home and collapse on my bed").
	E	• Words and expressions are used to enhance the student's voice ("You know when you're having a perfect, chill day," "Still ignoring it," "I sigh. Why does Fred have to ruin everything," and "Fred gasps").
		Length and complexity of response have been considered.
E		**Conventions**
	E	• The quality of the writing is **enhanced** because it is **essentially error-free**. ("'My parrot!' he whines. 'My parrot doesn't like me and I don't know how to take care of it!'" and "But if my mom finds out I didn't help Fred, she's going to ground me and make me APOLOGISE to the little brat").
	E	• Errors, if present, **do not reduce** the clarity or interrupt the flow of the communication ("Fred say dejectedly," "Polly squaks a happy squak," and "I actually scream in fustration").
		Proportion of error to length and complexity of response has been considered.

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