

Examples of the  
Standards for  
Students' Writing 2017

English  
Language Arts  
Grade 6

• Narrative Writing

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Follow these steps to access the [Alberta Education](http://www.alberta.ca) 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.

## 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:

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

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.



## 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

<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>• The context is clearly established and consistent.</li> <li>• The ideas and/or events are creative and deliberately chosen for the context established.</li> <li>• Supporting details are precise and consistently effective.</li> <li>• The writing is confident and/or creative and holds the reader’s interest.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>• The context is clearly established and appropriate.</li> <li>• The ideas and/or events are intentionally chosen for the context established.</li> <li>• Supporting details are specific and generally effective.</li> <li>• The writing is purposeful and draws the reader’s interest.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>• The context is established and generally appropriate.</li> <li>• The ideas and/or events are adequate for the context established.</li> <li>• Supporting details are general and may be predictable.</li> <li>• The writing is straightforward and generally holds the reader’s interest.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>• The context is vaguely established and/or may not be appropriate.</li> <li>• The ideas and/or events are vague given the context established.</li> <li>• Supporting details are few and/or may be repetitive.</li> <li>• The writing is superficial and does not hold the reader’s interest.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>• The context may be unclear and/or inappropriate.</li> <li>• The ideas and/or events are undeveloped and/or unrelated to any context established.</li> <li>• Supporting details are scant.</li> <li>• The writing is confusing and/or frustrating for the reader.</li> </ul>
<b>Insufficient</b>  <b>INS</b>	<ul style="list-style-type: none"> <li>• 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 <b>Content</b>.</li> </ul>

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

## 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

<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"> <li>• The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>• Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained.</li> <li>• Connections and/or relationships among events, actions, details, and/or characters are consistently maintained.</li> <li>• The ending ties events and/or actions together.</li> </ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"> <li>• The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>• Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained.</li> <li>• Connections and/or relationships among events, actions, details, and/or characters are maintained.</li> <li>• The ending provides an appropriate finish for events and/or actions.</li> </ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"> <li>• The introduction directly presents information about events, characters, and/or setting.</li> <li>• Events and/or details are developed in a discernible order, although coherence may falter occasionally.</li> <li>• Connections and/or relationships among events, actions, details, and/or characters are generally maintained.</li> <li>• The ending is predictable and/or contrived and is connected to events and/or actions.</li> </ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"> <li>• The introduction presents information about events, characters, and/or setting but lacks direction.</li> <li>• The development of events and/or details is not clearly discernible, and coherence falters frequently.</li> <li>• Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing.</li> <li>• The ending is unpredictable and/or contrived, and may not be connected to events and/or actions.</li> </ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"> <li>• The introduction provides little information and/or is ineffective.</li> <li>• The development of events and/or details is haphazard and incoherent.</li> <li>• Connections and/or relationships among events, actions, details, and/or characters are missing.</li> <li>• The ending, if present, is unconnected to the events and/or actions.</li> </ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"> <li>• The writing has been awarded an INS for Content.</li> </ul>

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

## 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.**

<p><b>Excellent</b></p> <p><b>E</b></p>	<ul style="list-style-type: none"> <li>• Sentence structure is effectively and consistently controlled.</li> <li>• Sentence type and sentence length are consistently effective and varied.</li> <li>• Sentence beginnings are consistently varied.</li> </ul>
<p><b>Proficient</b></p> <p><b>Pf</b></p>	<ul style="list-style-type: none"> <li>• Sentence structure is controlled.</li> <li>• Sentence type and sentence length are usually effective and varied.</li> <li>• Sentence beginnings are often varied.</li> </ul>
<p><b>Satisfactory</b></p> <p><b>S</b></p>	<ul style="list-style-type: none"> <li>• Sentence structure is generally controlled, but lapses may occasionally impede the meaning.</li> <li>• Sentence type and sentence length are sometimes effective and/or varied.</li> <li>• Some variety of sentence beginnings is evident.</li> </ul>
<p><b>Limited</b></p> <p><b>L</b></p>	<ul style="list-style-type: none"> <li>• Sentence structure often lacks control, and this may impede the meaning.</li> <li>• There is little variation of sentence type or sentence length.</li> <li>• There is little variety of sentence beginnings.</li> </ul>
<p><b>Poor</b></p> <p><b>P</b></p>	<ul style="list-style-type: none"> <li>• Sentence structure generally lacks control, and this often impedes the meaning.</li> <li>• There is no variation of sentence type or sentence length.</li> <li>• There is no variety of sentence beginnings.</li> </ul>
<p><b>Insufficient</b></p> <p><b>INS</b></p>	<ul style="list-style-type: none"> <li>• The writing has been awarded an INS for <b>Content</b>.</li> </ul>

## 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.**

<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>• Words and expressions are used accurately.</li> <li>• Precise words and expressions are used to create vivid images and/or to enrich details.</li> <li>• Words and expressions are used to enhance the student’s voice.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>• Words and expressions are often used accurately.</li> <li>• Specific words and expressions are frequently used to create images and/or to add clarity to details.</li> <li>• Words and expressions are descriptive and often enhance the student’s voice.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>• Words and expressions are generally used appropriately.</li> <li>• General words and expressions are used adequately to clarify meaning.</li> <li>• Words and expressions sometimes enhance the student’s voice.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>• Words and expressions generally convey only vague meanings.</li> <li>• Imprecise words and expressions predominate; specific words, if present, may be awkwardly used.</li> <li>• Words and expressions are basic and may detract from the student’s voice.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>• Words and expressions convey only vague meanings.</li> <li>• Overgeneralized words and expressions predominate; specific words, if present, are frequently misused.</li> <li>• Words and expressions are simple and/or obscure the student’s voice.</li> </ul>
<b>Insufficient</b>  <b>INS</b>	<ul style="list-style-type: none"> <li>• The writing has been awarded an INS for <b>Content</b>.</li> </ul>

## 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.**

<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>• The quality of the writing is enhanced because it is essentially error-free.</li> <li>• Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>• The quality of the writing is sustained because it contains only minor convention errors.</li> <li>• Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>• The quality of the writing is maintained through generally correct use of conventions.</li> <li>• Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>• The quality of the writing is weakened by the frequently incorrect use of conventions.</li> <li>• Errors often reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>• The quality of the writing is impaired by the consistently incorrect use of conventions.</li> <li>• Errors severely reduce the clarity and impede the flow of the communication.</li> </ul>
<b>Insufficient</b>  <b>INS</b>	<ul style="list-style-type: none"> <li>• The writing has been awarded an INS for <b>Content</b>.</li> </ul>

**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.*

**This picture is unavailable for electronic posting.**

## Student Exemplar—Satisfactory A

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

Found a Strange thing

(Title)

Bang! A boy found two rocks.

The rocks were just laying there.

So the boy just picked up

the rocks. "Ow" he said. The sand

is so hot. So the boy tried again

he picked up the rocks and he

smashed them together. Then he

just found a fossil. It's a dragon

fly fossil. he brought it to his

mom. he asked "Mom do you know

when it was alive" she said "I don't

know." So it looked like it was



Student Exemplar—Satisfactory A

over a 10,000 years old and it

had blue and white strips.

he asked his mom if he

can keep it. she said 'yes!'

so he put it on his shelf

and he wondered what was going

to happen in 50 years if it will

decimate. he wish today will

never end. the end

**GRADE 6 ENGLISH LANGUAGE ARTS  
2017 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Narrative—Satisfactory A**

**Title:** found a Strange thing

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The context is established and <b>generally appropriate</b> (A boy finds two rocks and smashes them together, revealing a dragonfly fossil).</li> <li><b>S</b> • The ideas and/or events are <b>adequate</b> for the context established (“the rocks where just laying there. so the boy just Picked up the rocks,” “It’s a Drogen fly folsle,” and “he asked his mom if he can keep it. she said ‘yes!’ so he put it on his shelf”).</li> <li><b>S</b> • Supporting details are <b>general</b> and may be <b>predictable</b> (“‘ow’ he said. the sand is so hot. So The boy tried again,” and “Then he Just found a folsle,” and “he Broght it to his mom”).</li> <li><b>S</b> • The writing is <b>straightforward</b> and <b>generally</b> holds the reader’s interest (“he picked up the rocks and he smased them together,” “It’s a Drogen fly folsle,” and “he asked ‘Mom do you know when it was alive’”).</li> </ul>
<b>S</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The introduction <b>directly</b> presents information about events, characters and/or setting (“Bang! A boy found two rocks. the rocks where just laying there”).</li> <li><b>S</b> • Events and/or details are developed in a <b>discernible</b> order, although coherence may falter occasionally (“Then he just found a folsle” and “he Broght it to his mom”).</li> <li><b>S</b> • Connections and/or relationships among events, actions, details and/or characters are <b>generally maintained</b> (“he asked ‘Mom do you know when it was alive’ she said ‘I Don’t know’ and “it looked like it was over 10,000 years old and it had Blue and wight striPs”).</li> <li><b>S</b> • The ending is <b>predictable</b> and/or contrived, and is connected to events and/or actions (“he wish today will never end. the end”).</li> </ul>

<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>		<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>S • Sentence structure is <b>generally controlled</b> but lapses may occasionally impede the meaning (“So he Put it on his shelf and he wondered what was going to happen in 50 years if it will DecomoPs”).</li> <li>S • Sentence type and sentence length are sometimes <b>effective</b> and/or <b>varied</b> (“Bang! A boy found two rocks,” “he picked uP the rocks and he smased them together,” and “So it looked like it was over a 10,000 years old and it had Blue and wight strips”).</li> <li>L • There is <b>little variety</b> of sentence beginnings (“So The boy,” “he Broght it,” “So it looked like,” “So he put it on,” and “he wish today”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
	<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>S • Words and expressions are <b>generally</b> used appropriately (“he picked uP the rocks and he smased them together,” “it had Blue and wight striPs,” and “he wondered what was going to happen in 50 years”).</li> <li>S • General words and expressions are used <b>adequately</b> to clarify meaning (“the sand is so hot,” “The boy tried again,” and “it had Blue and wight strips”).</li> <li>S • Words and expressions <b>sometimes</b> enhance the student’s voice (“ow’ he said,” “it looked like it was over 10,000 years old,” and “he wondered what was going to happen in 50 years if it will DecomoPs”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
		<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>

## Student Exemplar—Satisfactory B

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

### The Fossil

(Title)

"This is heavy" Tommy was trying to lift a heavy Scupper of dirt clodges.

Tommy was searching for cool rocks to collect for his rock collection. Tommy was a 8 years old boy with a very special dad that studies fossils.

"One day I'll be just like dad" he keep telling him self and Today he was going to be just like his dad

Tommy got up at 6:30 got dress made sure he had all the stuff he needed to find big rocks. Then when he want to go search he left his dad a note. it said: Hey Dad, I'm in the park if you need me. Come get me for lunch.

Tommy

Student Exemplar—Satisfactory B

And off he went.

When he found a good place to start digging he got on his hands and knees and started digging. Once he got down a couple inches he found a big rock he put it aside so he could use it to crack the rest of the rocks.

Right before he gave up he saw something sticking out of the ground he started to dig around it so it would loosen once he got it out he laid it on the ground so he could crack it open.

As he lined the two rocks up to crack one his dad came to give him something to eat and drink "do you think I will be like you when I grow up, dad?" Tommy asked in worry that he won't hear what he wants to hear.

Student Exemplar—Satisfactory B

"I don't know son?" his dad answered "why don't we crack that rock open and see if there is any thing in it!" dad changed the topic so Tommy didn't worry about his futur.

Once Tommy got the rocks lined up again he lifted the one and started hitting the other luckily not hitting his fingers. Once they got it open they saw a ~~plastic~~ small dragon fly fossil.

Tommy got up and started to run home to get a better look at it under his telescope.  
DAD I FOUND A FOSSIL!!  
Tommy screamed so loud the neighbor's ~~and~~ down the road heard him scream.

Tommy's dad took a look at it and went in to Tommy's room placed it on his dresser and said "good job my little Paleontologist."

Tommy's face lit up like a light bulb hearing his dad call him a Paleontologist.

"I am going to take it in to my class and show them what I found." Tom was jumping for joy when he heard a knock at the door it was the News paper crew wanting to know the whole story.

2 minutes later...

"And that was how I found my fossil." Tommy told them every little bit like what he ate and what he did when he saw a friend that's how he decided he was to find his dragon fly.

The End

**GRADE 6 ENGLISH LANGUAGE ARTS  
2017 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Narrative—Satisfactory B**

**Title:** The Fossil

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The context is established and <b>generally appropriate</b> (A boy goes digging in the dirt to find cool rocks. He finds a rock and smashes it, discovering a small dragonfly fossil).</li> <li><b>S</b> • The ideas and/or events are <b>adequate</b> for the context established (“Then when he went to go search he left his dad a note,” “he got on his hands and knees and started digging,” “Once Tommy got the rocks lined up again he lifted the one and started hitting the other,” and “DAD I FOUND A FOSSIL!!”).</li> <li><b>S</b> • Supporting details are <b>general</b> and may be <b>predictable</b> (“This is heavy,” “Tommy got up at 6:30 got dress made sure he had all the stuff he needed to find big rocks,” and “Right before he gave up he saw something sticking out of the ground”).</li> <li><b>S</b> • The writing is <b>straightforward</b> and <b>generally</b> holds the reader’s interest (“When he found a good place to start digging he got on his hands and knees” and “dad Changed the topic So Tommy didn’t worry about his future”).</li> </ul>
<b>S</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The introduction <b>directly</b> presents information about events, characters and/or setting (“Tommy was searching for cool rocks to collect for his rock collection. Tommy was a 8 years old boy with a very special dad that studys fossils”).</li> <li><b>S</b> • Events and/or details are developed in a <b>discernible</b> order, although coherence may falter occasionally (“he left his dad a note,” “off he went,” and “he start to dig around it so it would losen”).</li> <li><b>S</b> • Connections and/or relationships among events, actions, details and/or characters are <b>generally maintained</b> (“he had all the stuff he needed to find big rocks,” “do you think I will be like you wen I grow up, dad’,” and “Tommys face light up like a light bulb hearing his dad calling him a paylitation”).</li> <li><b>S</b> • The ending is <b>predictable</b> and/or contrived, and is connected to events and/or actions (“Thats how exsided he was. To find his dragon fly”).</li> </ul>



S	S	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Sentence structure is <b>generally controlled</b> but lapses may occasionally impede the meaning (“Hey Dad, I’m in the park if you need me. Come get me for lunch,” “he start to dig around it so it would losen,” and “I am going to take it in to my class and show them what I found”).</li> </ul>
	S	<ul style="list-style-type: none"> <li>• Sentence type and sentence length are sometimes <b>effective</b> and/or <b>varied</b> (“And off he went,” “why don’t we crack that rock open and see if there is any thing in it’,” “Once they got it opened they saw a beautiful small dragon fly fossil,” and “2 mineuts later...”).</li> </ul>
	S	<ul style="list-style-type: none"> <li>• <b>Some variety</b> of sentence beginnings is evident (“Once he got down a cupple inches,” “Right before he gave up,” “As he lined the two rocks up,” and “And that was how I found my fossil”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
S	S	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Words and expressions are <b>generally</b> used appropriately (“Once he got down cupple inches he found a big rock,” “they saw a beautiful small dragon fly fossil,” and “Tommy Screamed So loud the Neighbour’s down the road heard him scream”).</li> </ul>
	S	<ul style="list-style-type: none"> <li>• General words and expressions are used <b>adequately</b> to clarify meaning (“and Today he was going to be Just like his dad,” “he laid it on the ground so he could crack it open,” “I don’t know son.’ his dad answerd,” and “Tommy got up and started to run home to get a better look at it under the telescope”).</li> </ul>
	S	<ul style="list-style-type: none"> <li>• Words and expressions <b>sometimes</b> enhance the student’s voice (“Hey Dad, I’m in the park if you need me,” “he put it aside,” “Tommys face light up like a light bulb,” and “Tom was Jumping for joy”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
S	S	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• The quality of the writing is <b>maintained</b> through <b>generally</b> correct use of conventions (“it said: Hey Dad, I’m in the park if you need me,” “Tommy’s dad took a look at it and went in to tommys room placed it on his dresser and said ‘good Job my little Paylitaltion,’” and “2 mineuts later... ‘And that was how I found my fossil’”).</li> </ul>
	S	<ul style="list-style-type: none"> <li>• Errors that are present <b>occasionally reduce</b> the clarity and <b>sometimes</b> interrupt the flow of the communication (“trying to lift a heavy Scupp of dirt clogs,” “Tommy asked in worry that he won’t hear what he wont to hear,” and “Tommy told them every little touch”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## Student Exemplar—Satisfactory C

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

### Fossil Finder

(Title)

"Another fossil for the collection!" exclaimed Mr. Jackson while hugging his nephew Sam, who had red curly hair.

"Welcome back uncle Ben!" Sam said smiling. "My mom is cooking supper, would you like to stay?" Sam asked. "I sure wish I could but I have to go home and rest."

Mr. Jackson said picking up his work box. Sam frowned then gave his uncle one last hug.

Later the next day Sam asked his mom if he could try to find fossils in his back alley.

"There are some gloves and other tools on the table." Sam's mom said while cleaning the floor.

"be carefull!" As Sam was shoveling the cold wet sand he noticed a large rock.

The rock looked a bit different from all the other one's. Sam remembered what his uncle taught him to do if he wanted to 'crack' a rock's (fossil). Sam grabbed another large rock and slammed it on the other one until it cracked open. Sam noticed an odd shape inside the rock. "It looks like a dragonfly." Sam said to himself. Just then Sam realized what it was. "a-a-a fossil!"

Sam ran to his mom and showed her what he found. "Call uncle Ben!" Sam's mom shouted.

As Sam was talking to his uncle he decided to bring the fossil to the local museum.

"Extraordinary!" Shouted the museum manager. "We shall place this fossil here at the museum."

At school the next day Sam decided to do a presentation

Student Exemplar—Satisfactory C

on his findings. Sam was then  
known to be the youngest fossil  
finder at the age of eight years.  
His uncle was prouder than ever.

**GRADE 6 ENGLISH LANGUAGE ARTS  
2017 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Narrative—Satisfactory C**

**Title:** Fossil Finder

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The context is established and <b>generally appropriate</b> (Sam finds a fossil with his Uncle Ben. The next day Sam finds another fossil on his own that he takes to the museum).</li> <li><b>S</b> • The ideas and/or events are <b>adequate</b> for the context established (“‘Another fossil for the collection!’ exclaimed Mr. Jackson,” “As Sam was shoveling the cold wet sand he noticed a large rock,” “Sam ran to his mom and showed her what he found,” and “‘We shall place this fossil here at the museum’”).</li> <li><b>S</b> • Supporting details are <b>general</b> and may be <b>predictable</b> (“‘My mom is cooking supper, Would you like to stay’,” “Sam frowned then gave his uncle one last hug,” “Later the next day Sam asked his mom if he could try to find fossils in his back alley,” and “Sam remembered what his uncle taught him to do if he wanted to crack a rock”).</li> <li><b>S</b> • The writing is <b>straightforward</b> and <b>generally</b> holds the reader’s interest (“The rock looked a bit different from all the other one’s” and “‘It look’s like a dragonfly’ Sam said to himself”).</li> </ul>
<b>S</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The introduction <b>directly</b> presents information about events, characters and/or setting (“‘Another fossil for the collection!’ exclaimed Mr. Jackson while hugging his nefew Sam who had red curly hair” and “Later the next day Sam asked his mom if he could try to find fossils”).</li> <li><b>S</b> • Events and/or details are developed in a <b>discernible</b> order, although coherence may falter occasionally (“The rock looked a bit different,” “Sam realized what it was,” and “he decided to bring the fossil to the local museum”).</li> <li><b>S</b> • Connections and/or relationships among events, actions, details and/or characters are <b>generally maintained</b> (“Sam ran to his mom and showed her what he found. ‘Call uncle Ben!’ Sam’s mom shouted” and “At school the next day Sam decided to do a presentation”).</li> <li><b>S</b> • The ending is <b>predictable</b> and/or contrived, and is connected to events and/or actions (“Sam was then known to be the youngest fossil finder at the age of eight years. His uncle was prouder then ever”).</li> </ul>

<b>S</b>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>S • Sentence structure is <b>generally controlled</b> but lapses may occasionally impede the meaning (“Sam noticed an odd shape inside the rock”).</li> <li>S • Sentence type and sentence length are sometimes <b>effective</b> and/or <b>varied</b> (“‘There are some gloves and other tools on the table.’ Sam’s mom said while cleaning the floor,” “‘a-a-a fossil’,” and “As Sam was talking to his uncle he decided to bring the fossil to the local museum”).</li> <li>S • <b>Some variety</b> of sentence beginnings is evident (“Later the next day,” “As Sam was shoveling,” “Just then,” and “‘Extraordinary’”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
<b>S</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>S • Words and expressions are <b>generally</b> used appropriately (“red curly hair,” “Sam grabbed another large rock and slammed it on the other one until it cracked open,” and “Sam decided to do a presentation on his finding’s”).</li> <li>S • General words and expressions are used <b>adequately</b> to clarify meaning (“‘I sure wish I could’,” “picking up his work box,” “shoveling the cold wet sand,” and “Sam noticed an odd shape”).</li> <li>S • Words and expressions <b>sometimes</b> enhance the student’s voice (“‘I sure wish I could but I have to go home and rest’,” and ‘Extraordinary!’ Shouted the museum manager,” and “His uncle was prouder then ever”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
<b>S</b>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>S • The quality of the writing is <b>maintained</b> through <b>generally</b> correct use of conventions (“‘Welcome back uncle Ben!’ Sam said smiling. ‘My mom is cooking supper, would you like to stay?’,” “Sam frowned then gave his uncle one last hug,” and “Sam remembered what his uncle taught him”).</li> <li>S • Errors that are present <b>occasionally reduce</b> the clarity and <b>sometimes</b> interrupt the flow of the communication (“his nefew Sam,” “‘be carefull’,” and “from all the other one’s”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## Student Exemplar—Proficient

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

### The Unbreakable Stone

(Title)

"Ouch!" Michael yelled as he tripped on a stone and landed face first in the hot summer sand.

"~~I beat you~~" Michael's younger sister said as she turned to face him at the finish line. As soon as she saw Michael on the ground with sand on his jeans and polo shirt and ~~mess in~~ his blonde hair she asked, "What did you trip on?"

"Some rock," Michael replied as he started digging out the stone. Sarah soon helped him and they quickly dug the solid grey stone out of the sand.

"What is it?" Sarah wondered to

Student Exemplar—Proficient

Michael.

"I bet you it's a fossil!" Michael acknowledged as he lifted the rock. "I've heard they're quite common all over Vancouver Island, especially where we're visiting." Michael informed her. He was smart like that, incredibly smart for a ten year old. Sarah on the other hand was more of an average seven year old. One thing they did have in common was the love of finding cool things.

"How can you tell?" Sarah asked.

"I can't, the only way to tell is if you crack it open."

"So let's do it," Sarah said as if it was obvious they should do it. Michael nodded



Student Exemplar—Proficient

and they started by jumping on it thinking it would break apart pretty easily since there could be something inside.

Michael and Sarah tried opening it for hours then concluded that it wouldn't work.

"Maybe it's just a plain old rock," Michael said frustrated as he kicked the rock.

"We're probably not doing it right, we should try throwing it," Sarah noted hopefully.

"Fine," Michael agreed grumpily. That's what they did. Sarah then Michael throwing the ten pound stone as high as they could

Student Exemplar—Proficient

so it would land hard on the ground. "It's no use, man said we had to be home before supper and it is getting late." Michael told Sarah while he lightly threw the rock. "We just have to keep trying." Sarah chided. "No, it's not a fossil and anyway the chances were slim that it would be." Michael screamed angrily and with that he picked up a small pebble and whipped it at the stone. Upon impact the pebble split the rock in half. Michael and Sarah then rushed over and noticed right in the middle of the stone was a perfect fossil of a prehistoric dragonfly.

Student Exemplar—Proficient

They both stared in awe at the sight.

"We have to get this to the museum," Sarah said excitedly. Michael also thought that it was the right thing to do.

That evening after supper at their grandmother's house Michael and Sarah brought the dragonfly fossil to the museum who accepted it gratefully. It was what Michael and Sarah had always wanted, to find something cool and amazing and that's what they did.

**GRADE 6 ENGLISH LANGUAGE ARTS  
2017 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Narrative—Proficient**

**Title:** The Unbreakable Stone

Score	Reporting Category
<b>Pf</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>Pf</b> • The context is <b>clearly</b> established and appropriate (Michael is racing his sister, Sarah, and trips over a stone. After several attempts, they finally break open the stone and find a dragonfly fossil inside).</li> <li><b>Pf</b> • The ideas and/or events are <b>intentionally</b> chosen for the context established (“‘What did you trip on?’ ‘Some rock,’ Michael replied,” “they quickly dug the solid grey stone out of the sand,” “they started by jumping on it thinking it would break,” and “Upon impact the pebble split the rock in half”).</li> <li><b>Pf</b> • Supporting details are <b>specific</b> and <b>generally</b> effective (“‘Maybe it’s just a plain old rock,’ Michael said frustrated as he kicked the rock,” “he picked up a small pebble and whipped it at the stone,” and “right in the middle of the stone was a perfect fossil of a prehistoric dragonfly”).</li> <li><b>Pf</b> • The writing is <b>purposeful</b> and draws the reader’s interest (“he was smart like that, incredibly smart for a ten year old” and “One thing they did have in common was the love of finding cool things”).</li> </ul>
<b>Pf</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li><b>Pf</b> • The introduction <b>clearly establishes</b> events, characters, and/or setting, and <b>provides direction</b> for the writing (“‘Ouch,’ Michael yelled as he tripped on a stone and landed face first in the hot summer sand. ‘I beat you’ Michael’s younger sister said” and “‘I’ve heard they’re quite common all over Vancouver Island, especially where we’re visiting’”).</li> <li><b>Pf</b> • Events and/or details are developed in paragraphs, in a <b>purposeful</b> order, and coherence is <b>generally</b> maintained (“Sarah soon helped him and they quickly dug the solid grey stone out of the sand,” “‘the only way to tell is if you crack it open’,” and “They both stared in awe at the sight”).</li> <li><b>Pf</b> • Connections and/or relationships among events, actions, details and characters are <b>maintained</b> (“Michael and Sarah tried opening it for hours,” “throwing the ten pound stone as high as they could,” and “‘It’s no use, mom said we had to be home before supper and it is getting late’”).</li> <li><b>Pf</b> • The ending provides an <b>appropriate</b> finish for events and/or actions (“It was what Michael and Sarah had always wanted, to find something cool and amazing and that’s what they did”).</li> </ul>

<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Sentence Structure</b></p> <p><b>Pf</b> • Sentence structure is <b>controlled</b> (“‘Some rock,’ Michael replied as he started digging out the stone,” “Michael and Sarah tried opening it for hours then concluded that it wouldn’t work,” and “‘We’re probably not doing it right, we should try throwing it,’ Sarah noted hopefully”).</p> <p><b>Pf</b> • Sentence type and length are usually <b>effective</b> and varied ( “‘Fine,’ Michael agreed grumpily. That’s what they did” and “That evening after supper at their grandmother’s house Michael and Sarah brought the dragonfly fossil to the museum who accepted gratefully”).</p> <p><b>Pf</b> • Sentence beginnings are <b>often</b> varied (“As soon as she saw Michael on the ground,” “Sarah soon helped him,” “‘I bet you it’s a fossil,’” and “They both stared in awe”).</p> <p><b>Length and complexity of response have been considered.</b></p>	
	<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Vocabulary</b></p> <p><b>Pf</b> • Words and expressions are often used accurately (“‘landed face first,” “Michael informed her,” “Sarah on the other hand,” “Michael agreed grumpily,” and “Upon impact the pebble split the rock in half”).</p> <p><b>Pf</b> • Specific words and expressions are <b>frequently</b> used to create images and/or to add clarity to details (“‘on the ground with sand on his jeans and polo shirt and more in his blonde hair,” “Michael said frustrated as he kicked the rock,” “he picked up a small pebble and whipped it at the stone,” and “Michael and Sarah then rushed over”).</p> <p><b>Pf</b> • Words and expressions are <b>descriptive</b> and <b>generally</b> enhance the student’s voice (“‘I’ve heard they’re quite common’,” “he was smart like that, incredibly smart,” “‘So let’s do it’ Sarah said as if it was obvious,” and “‘We just have to keep trying,’ Sarah chided”).</p> <p><b>Length and complexity of response have been considered.</b></p>
		<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>

## Student Exemplar—Excellent

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

### The Luck Of James, P Sulavin (Title)

"Good morning!" James yelled from the hallway. He looked outside at the sun, shining brightly in the crystal clear sky. James knew exactly what he'd do today. "Hey Mom!" His voice echoed through the little cottage as if there was someone mimicking his every word. He beamed. How amazing! "Echo!" He called out.

"James, you awake all ready?" What a strange echo... he thought as he stroled towards the kitchen. James was suprised he remembered how to get there! He was still getting used to the new house so getting around wasn't the easiest thing.

"Hey Mom, can I go to the beach today?" James questioned his mother as he entered the tiny kitchen.

He glanced over at his mom who was sitting at the table. That's strange. James thought. There wasn't a single pancake or piece of bacon in sight.

"Hey what's that you got there?" James noticed a little letter in her hand (a mug of coffee in the other).

"Oh, Hi James!" She quickly folded up the little sheet and stuffed it in an envelope. She looked like she had been attacked by a bear! Her was in dreads and there were monsterouse bags beneath her half shut eyes.

"wow! Is something wrong?" James looked at his mother in utter shock. Something must have happened!

## Student Exemplar—Excellent

"... James." She replied in a hushed tone. "I don't have any... any..."  
She stopped.

"Any what?!" James asked in an alarmed voice. His mother dropped her head and passed him the letter she had been reading before. It's a... a tax bill! He stared at his mother. "I understand." He looked out the window at the ocean blue sky and thought about how he had felt a few minutes before. I have no desire to go to the beach anymore. He thought. Suddenly, an idea popped into his head. "I'll make this all better!" He assured his distraught mother as he ran towards the door. "I promise!"

James slipped on his runners in a flash and then began his long hike. He had a perfect plan to get money! Just one right turn, and then 3 lefts and... James popped through the bushes and was greeted by the appearance of his neighbor's 3 story house. Let's hope he's home.

James started towards the big, looming building with his fingers crossed. Let's just hope that he has lemons and a few pitchers. James held his finger to the little button near the door. He listened... and waited. He tried looking through the glass window on the right, but couldn't see through the dark blue curtains in the way. Suddenly, the door shot open.

"Oh, hi James. What brings you here?" Billy's such a strange boy! Thought James, staring at marker on his face. James tried not to laugh at the pink mustache above his lip.

"Um... hi!" He giggled. "I was wondering if you'd happen to... haha ha!" Billy looked at him in surprise.

"Is something wrong?" James stopped laughing. I need to focus.

## Student Exemplar—Excellent

"No, nothing." He remembered his poor mother. I'll do it for her. "Billy, do you want to start a lemonade stand?" Billy cocked his head to the side as if James was a puzzle.

"Um... sorry." He replied.

"Is something wrong?" Billy gave him another confused look.

"No I just... bye!" He slammed the door. What was that all about? James wondered. Not that it matters, now I need a new plan! He looked around himself for something useful, but found nothing. James sighed and headed back towards the bush from which he came. Suddenly, something in the tree caught his eye. Something brown and twiggy. Is that a... a nest! And just like that, he had his plan.

James grasped the first branch in his hand and lifted his head to look up. The nest was surprisingly close, about 7 branches up. James got to work immediately! He hoisted himself up to the next branch and placed his foot on the last one. This is going to be easy! He grabbed the next branch and then the next and... he stopped. Oh no! He looked at the empty pile of sticks. Not an egg in sight. Well that was a waste! He looked back down. And my pants got ripped too! He jumped down. By this point, he felt hopeless. James wasn't ready to face his mother in ripped jeans and... eww! James was covered in a sticky yellow substance, hardening by the second. Now he had to clean off as well!?

James ran through the shrub, twigs scratching his face as he went. It was hard to see through the leaves up high so he often tripped as well! But none of that stopped him.

James jumped over a root, a log and a tree before finally arriving at his destination. It took his eyes a while to adjust to the sudden light, but he knew his way towards the ocean!



## Student Exemplar—Excellent

He slipped off his running shoes and socks and began running towards the massive body of water; the hot sand squeaking beneath his feet as he went. I need to get off this soap he thought, bending over to wash the substance off his arm. What? He stopped. It's not... He picked up a rock from the surf. It's not coming off!!! He threw the rock as hard as he could, across the beach in frustration. What a horrible day!

Suddenly, a sharp crack filled the air. Ahh? James turned around. What's this? He picked up half a piece of rock to examine. No way... He stopped.

"I did it!!" James yelled. "I got to go show Mom!"

James sprinted down the path towards his house. How lucky! James had found what he had been looking for: Money! He just needed to sell it now.

"Hey Mom!!!" James yelled throwing open the front door to his cottage. "Mom I found it!" James' mother immediately came to greet him by the door. "I found you money, I found a fossil!!!"

**GRADE 6 ENGLISH LANGUAGE ARTS  
2017 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Narrative—Excellent**

**Title:** The Luck of James. P Sulavin

Score	Reporting Category
<b>E</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>E</b> • The context is <b>clearly</b> established and <b>consistent</b> (James’ mom needs money to pay the taxes. He finds a rock at the beach and the fossil inside will solve her problem).</li> <li><b>E</b> • The ideas and/or events are <b>creative</b> and <b>deliberately</b> chosen for the context established (“James looked at his mother in utter shock. Something must have happened,” “His mother draped her head and passed him the letter she had been reading before. ‘It’s a ...a tax bill’;” and “Sudently, an idea popped into his head. ‘I’ll make this all beter!’ He assured his distraught mother”).</li> <li><b>E</b> • Supporting details are <b>precise</b> and <b>consistently</b> effective (“James noticed a little letter in her hand (a mug of cofee in the other)” and “James grasped the first branch in his hand and lifted his head to look up. The nest was surprisingly close, about 7 branches up”).</li> <li><b>E</b> • The writing is <b>confident</b> and/or <b>creative</b> and holds the reader’s interest (“That’s strange. James thought. There wasn’t a single pancake or piece of bacon in sight” and “James sprinted down the path towards his house. How lucky! James had found what he had been looking for: Money! He just needed to sell it now”).</li> </ul>
<b>E</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li><b>E</b> • The introduction is <b>purposeful, interesting,</b> and <b>effectively establishes</b> events, characters, and/or setting, and <b>provides direction</b> for the writing (“‘Good morning!’ James yelled from the hallway. He looked outside at the sun, shining brightly in the crystal clear sky. James knew exactly what he’d do today”).</li> <li><b>E</b> • Events and/or details are developed in paragraphs, in a <b>purposeful</b> and <b>effective</b> order, and coherence is maintained (“‘Oh, Hi James!’ She quickly folded up the little sheet and stuffed it in an envelope,” “James started towards the big, looming building with his fingers crossed,” “Now I need a new plan! He looked around himself for something useful”).</li> <li><b>E</b> • Connections and/or relationships among events, actions, details and/or characters are <b>consistently</b> maintained (“James ran through the shrub, twigs scratching his face as he went. It was hard to see through the leaves up high so he often tripped as well! But none of that stopped him” and “I need to get off this sap! He thought, bending over to wash the substance off his arm”).</li> <li><b>E</b> • The ending <b>ties</b> events and/or actions together (“‘Hey Mom!!!’ James yelled throwing open the front door to his cottage. ‘Mom I found it!’ James’ mother imediatly came to greet him by the door. ‘I found you money, I found a fossil!!!’”).</li> </ul>

<p><b>E</b></p>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>E • Sentence structure is <b>effectively</b> and <b>consistently</b> controlled (““Hey Mom, can I go to the beach today?” James questioned his mother as he entered the tiny kitchen,” “Well that was a waste! He looked back down. And my pants got ripped too,” and “It took his eyes a while to adjust to the sudden light, but he knew his way towards the ocean”).</li> <li>E • Sentence type and sentence length are <b>consistently effective</b> and <b>varied</b> (“He beamed. How amazing! ‘Echo!’ He called out,” “He listened...and waited,” and “He slipped off his running shoes and socks and began running towards the massive body of water; the hot sand squeaking beneath his feet as he went. I need to get off this sap”).</li> <li>E • Sentence beginnings are <b>consistently varied</b> (““Good morning!”,” “Sudently, an idea,” “Just one right turn,” “It’s not...,” and “James sprinted down the path”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
<p><b>E</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>E • Words and expressions are used <b>accurately</b> (“He looked outside at the sun, shining brightly in the crystal clear sky,” “His voice echoed through the little cottage as if there was someone mimiking his every word,” and “he assured his distraught mother”).</li> <li>E • Precise words and expressions are used to create <b>vivid</b> images and/or to <b>enrich</b> details (“She looked like she had been attaked by a bear,” “big, looming building,” “Billy cocked his head to the side,” and “He hoisted himself up”).</li> <li>E • Words and expressions are used to <b>enhance</b> the student’s voice (“And just like that, he had his plan,” “eww! James was covered in a sticky yellow substance, hardening by the second. Now he had to clean off as well!?” and “Huh? James turned around. What’s this? He picked up half a piece of rock to examine. No way...”).</li> </ul> <p><b>Length and complexity of response have been considered.</b></p>
<p><b>E</b></p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>E • The quality of the writing is <b>enhanced</b> because it is <b>essentially error-free</b>. (““Any what?!” James asked in an alarmed voice”).</li> <li>E • Errors, if present, <b>do not reduce</b> the clarity or interrupt the flow of the communication (“mimiking,” “Her was in dreads,” “James poped through the bushes,” and “finaly arriving”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## *Credits*

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