

**Examples of the
Standards for
Students' Writing 2017**

**English
Language Arts
Grade 9**

- **Narrative / Essay Writing**

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Other Information

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

Step 1: Type education.alberta.ca.

Step 2: Click on the “[Junior High](#)” card.

Step 3: Click on the “[Provincial Assessment](#)” card.

Step 4: Scroll down to find and click on the “[English Language Arts 7–9](#)” 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 9 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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Contents

Acknowledgements.....	1
Introduction.....	2
Maintaining Consistent Standards.....	4
Local Marking.....	5
Scoring Guide: Narrative/Essay Writing Assignment	7
<i>Part A: Writing – Description and Instructions</i>	12
Assignment I: Narrative/Essay Writing	13
Observations from Standards Confirmation and Central Marking 2017: General Impressions.....	15
Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Did Not Meet the Acceptable Standard.....	17
Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Met the Acceptable Standard	19
Student Exemplar – Satisfactory (Essay).....	21
Rationale for Student Exemplar – Satisfactory (Essay)	24
Student Exemplar – Satisfactory (Narrative).....	27
Rationale for Student Exemplar – Satisfactory (Narrative)	31
Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Met the Standard of Excellence	34
Student Exemplar – Proficient (Essay)	37
Rationale for Student Exemplar – Proficient (Essay).....	41
Student Exemplar – Proficient (Narrative).....	45
Rationale for Student Exemplar – Proficient (Narrative).....	49
Student Exemplar – Excellent (Essay).....	53
Rationale for Student Exemplar – Excellent (Essay)	57
Student Exemplar – Excellent (Narrative).....	61
Rationale for Student Exemplar – Excellent (Narrative).....	66
Appendix: Marker Training Papers.....	70
Marker Training Paper A (Essay).....	71
Rationale for Marker Training Paper A (Essay)	77
Marker Training Paper B (Narrative)	81
Rationale for Marker Training Paper B (Narrative).....	84

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Introduction

The written responses in this document are examples of Grade 9 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 9 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/Essay Writing Assignment.

Cautions

1. *The commentaries are brief.* The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.
2. *Neither the scoring guide nor the assignment is meant to limit students to a single organizational or rhetorical approach in completing any achievement test assignment.* Students must be free to select and organize their material in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make. The student writing in this document illustrates just a few of the many successful organizational and rhetorical strategies used by students. We strongly recommend that you caution your students that there is no preferred approach to an assignment except that which enables the student to communicate his or her own ideas about the topic effectively. We advise you not to draw any conclusions about common patterns of approach taken by students.
3. *The sample papers presented in this document must not be used as models to be reiterated.* Because these papers are only illustrations of sample responses to a set topic, students must not memorize the content of any sample response with the intention of reiterating parts or all of a sample response when either completing classroom assignments or writing future provincial achievement tests. The approaches taken by students at the standard of excellence, not their words or ideas, are what students being examined in the future should emulate. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure in order to develop an individual voice and engage the reader in ideas and forms that the student has considered. Provincial achievement test markers and staff at Alberta Education take plagiarism and cheating seriously.

4. *It is essential that each of these examples of student writing be considered in light of the constraints of the test-writing situation.* Under time constraints, students produce first-draft writing. Given more time, they would be expected to produce papers of considerably improved quality, particularly in the dimensions of **Sentence Structure**, **Vocabulary**, and **Conventions**.
5. For further information regarding student performance on *Part A: Writing* of the Grade 9 English Language Arts Provincial Achievement Test, access the *Grade 9 English Language Arts 2017 Assessment Highlights* document that is posted on the Alberta Education website.

Suggestions

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 provincial achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used both to establish expectations for student work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. These working groups are crucial to ensuring 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 representing various regions of the province who read a large sample of students' written responses. Working-group members select responses that best match the established standards 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 at this time in the selection of Training Papers. These papers are 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, Training Papers typically do not. This is due to the reality that students rarely perform with equal ability in every scoring category, as well as to the necessity of evaluating each scoring category as a distinct skill area.

Exemplar Validation Working Group

The Exemplar Validation Working Group, another group of experienced teachers from various provincial regions, reviews and approves the Exemplars, Training Papers, and Rationales that have been prepared for local marking. The working group ensures that the Rationales accurately reflect the standards embedded in the descriptors in the Scoring Guide while verifying 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 student responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test in relation to student work on the Provincial Achievement Test. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. 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 student paper for inter-rater reliability. 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 Provincial Achievement Test administration. These teacher working groups 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.

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 (see accommodations in the *General Information Bulletin* for information). 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 receive a third reading. All three sets of scores will be used to 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 after the May administration of the test for inclusion in portfolios of the year's work. Copies can be made for parents who request them.

The levels of student achievement in the scoring guides are identified by specific words to describe student achievement in each scoring category. Classroom teachers are encouraged to discuss and use the scoring criteria with their students during the year.

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

A total score for a student’s written response may be calculated by a teacher using the following procedure. For the **Narrative/Essay 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/Essay Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of *Content* and *Content Management*. Then, multiply each score by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total Part A: Writing Score**, add the Narrative/Essay Writing and Functional Writing scores as follows: **Narrative/Essay 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 9 English Language Arts Provincial Achievement Test.

Because students’ responses to the *Narrative/Essay Writing Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Narrative/Essay Writing Assignment* on the provincial achievement test will be in the context of Louise Rosenblatt’s suggestion that “the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s ‘correct’ answer.”

Rosenblatt, Louise. “The Reader’s Contribution in the Literary Experience: Interview with Louise Rosenblatt.” By Lionel Wilson. *English Quarterly* 14, no. 1 (Spring, 1981): 3–12.

Consider also Grant P. Wiggins’ suggestion to assess students’ writing “with the tact of Socrates: tact to respect the student’s ideas enough to enter them fully—even more fully than the thinker sometimes—and thus the tact to accept apt but unanticipatable or unique responses.”

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring **Conventions** for *Assignment I: Narrative/Essay Writing* as well as **Content Management** for *Assignment II: Functional Writing*.

Scoring Guide: Narrative/Essay Writing Assignment

Content

When marking **Content** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider how effectively the student

- explores the topic
- establishes a purpose
- presents ideas
- supports the response
- considers the reader

Cross-reference to **Outcomes in the Program of Studies for Grade 9 English Language Arts: 2.1, 2.2, 2.4, 3.1, 3.3, 4.1, 4.3**

Excellent E	<ul style="list-style-type: none"> • The student’s exploration of the topic is insightful and/or imaginative. • The student’s purpose, whether stated or implied, is deliberate. • The ideas presented by the student are perceptive and/or carefully chosen. • Supporting details are precise and/or original. • The writing is confident and/or creative and holds the reader’s interest.
Proficient Pf	<ul style="list-style-type: none"> • The student’s exploration of the topic is adept and/or plausible. • The student’s purpose, whether stated or implied, is intentional. • The ideas presented by the student are thoughtful and/or sound. • Supporting details are specific and/or apt. • The writing is considered and/or elaborated and draws the reader’s interest.
Satisfactory S	<ul style="list-style-type: none"> • The student’s exploration of the topic is clear and/or logical. • The student’s purpose, whether stated or implied, is evident. • The ideas presented by the student are appropriate and/or predictable. • Supporting details are relevant and/or generic. • The writing is straightforward and/or generalized and occasionally appeals to the reader’s interest.
Limited L	<ul style="list-style-type: none"> • The student’s exploration of the topic is tenuous and/or simplistic. • The student’s purpose, whether stated or implied, is vague. • The ideas presented by the student are superficial and/or ambiguous. • Supporting details are imprecise and/or abbreviated. • The writing is unsubstantiated and/or incomplete and does not appeal to the reader’s interest.
Poor P	<ul style="list-style-type: none"> • The student’s exploration of the topic is minimal and/or tangential. • The student’s purpose, whether stated or implied, is insubstantial. • The ideas presented by the student are overgeneralized and/or underdeveloped. • Supporting details are irrelevant and/or scant. • The writing is confusing and/or lacks validity and does not interest the reader.
Insufficient INS	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to address the task presented in 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 the other scoring categories.

Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be awarded a score of **Insufficient**.

Organization

When marking **Organization** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider how effectively the writing demonstrates

- focus
- coherent order
- connections between events and/or details
- closure

Cross-reference to **Outcomes in the Program of Studies for Grade 9 English Language Arts: 3.1, 3.3, 4.1, 4.3**

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • The introduction is engaging and skillfully establishes a focus that is consistently sustained. • Events and/or details are developed in a judicious order, and coherence is maintained. • Transitions, either explicit or implicit, fluently connect events and/or details within and/or between sentences and/or paragraphs. • Closure is effective and related to the focus.
<p>Proficient</p> <p>Pf</p>	<ul style="list-style-type: none"> • The introduction is purposeful and clearly establishes a focus that is capably sustained. • Events and/or details are developed in a sensible order, and coherence is generally maintained. • Transitions, either explicit or implicit, clearly connect events and/or details within and/or between sentences and/or paragraphs. • Closure is appropriate and related to the focus.
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • The introduction is functional and establishes a focus that is generally sustained. • Events and/or details are developed in a discernible order, although coherence may falter occasionally. • Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is related to the focus and is mechanical and/or artificial.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained. • The development of events and/or details is not clearly discernible, and coherence falters frequently. • Transitions, either explicit or implicit, are lacking and/or indiscriminately used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is abrupt, contrived, and/or unrelated to the focus.
<p>Poor</p> <p>P</p>	<ul style="list-style-type: none"> • The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped. • The development of events and/or details is haphazard and/or incoherent. • Transitions, either explicit or implicit, are absent and/or inappropriately used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is ineffectual or missing.
<p>Insufficient</p> <p>INS</p>	<ul style="list-style-type: none"> • The response has been awarded an INS for Content.

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

Sentence Structure

When marking **Sentence Structure** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider the extent to which

- sentence structure is controlled
- sentence type and sentence length are effective and varied
- sentence beginnings are varied

Proportion of error to length and complexity of response must be considered.

Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 4.1, 4.2

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

Vocabulary

When marking **Vocabulary** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider the

- accuracy of the words and expressions
- effectiveness of the words and expressions
- appropriateness and effectiveness of the voice/tone created by the student

Proportion of error to length and complexity of response must be considered.

Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 4.1, 4.2

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • Words and expressions are used accurately and deliberately. • Precise words and expressions are used to create vivid images and/or to enrich details. • The voice/tone created by the student is convincing.
<p>Proficient</p> <p>Pf</p>	<ul style="list-style-type: none"> • Words and expressions are often used accurately. • Specific words and expressions show some evidence of careful selection and/or some awareness of connotative effect. • The voice/tone created by the student is distinct.
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • Words and expressions are generally used appropriately. • General words and expressions are used adequately to clarify meaning. • The voice/tone created by the student is discernible but may be inconsistent or uneven.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • Words and expressions are often used inexactly. • Imprecise words and expressions predominate; specific words, if present, may be improperly used. • The voice/tone created by the student is not clearly established or is indistinct.
<p>Poor</p> <p>P</p>	<ul style="list-style-type: none"> • Words and expressions are generally used inaccurately. • Ineffective words and expressions predominate; specific words, if present, are frequently misused. • The voice/tone created by the student is not evident or is indiscreet.
<p>Insufficient</p> <p>INS</p>	<ul style="list-style-type: none"> • The response has been awarded an INS for Content.

Conventions

When marking **Conventions** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider the extent to which the student 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 response

Proportion of error to length and complexity of response must be considered.

Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 4.2

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

Part A: Writing – *Description and Instructions*

Grade 9 Provincial Achievement Test

English Language Arts

Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts Provincial Achievement Test mark and consists of two assignments:

- **Assignment I:**

Narrative / Essay Writing

This assignment contains some material for you to consider. You must then respond in writing to the topic presented in the assignment. You should take about 70 minutes to complete Assignment I.

Value: Approximately 65% of the total Part A: Writing test mark

- **Assignment II:**

Functional Writing

This assignment describes a situation to which you must respond in the format of a business letter. You should take about 40 minutes to complete Assignment II.

Value: Approximately 35% of the total Part A: Writing test mark

Before beginning to write, you will have 10 minutes to talk with your classmates (in groups of two to four) about both writing assignments or to think about them alone. During this time, you may record your ideas on the *Planning* pages provided.

This test was developed to be completed in two hours; however, you may take an additional 30 minutes to complete the test.

Do not write your name anywhere in this booklet. You may make corrections and revisions directly on your written work.

2017

Instructions

- You **may** use the following **print** references:
 - a dictionary (English and/or bilingual)
 - a thesaurus
- Complete **both** assignments.
- Record your ideas and/or make a **plan** before you write. Do this on the *Planning* pages.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten copy** of your writing.

Additional Instructions for Students Using Word Processors

- **Format** your work using an **easy-to-read** 12-point or larger font, such as Times.
- **Double-space** your **final printed copy**. For the Functional Writing assignment, this should be applied to the body of the business letter but not to the other parts.
- **Staple** your printed work to the page indicated for word-processed work for each assignment. Hand in **all** work.
- **Indicate** in the space provided on the back cover that you have attached **word-processed** pages.
- You may make handwritten corrections and revisions directly on your printed work.

Assignment I: Narrative/Essay Writing

(suggested time—70 minutes)

Assignment

Write either a narrative or an essay about **the importance of planning for the future**. You may wish to write about yourself or other people, real or fictional. You may set your writing in the past, present, or future.

Ideas

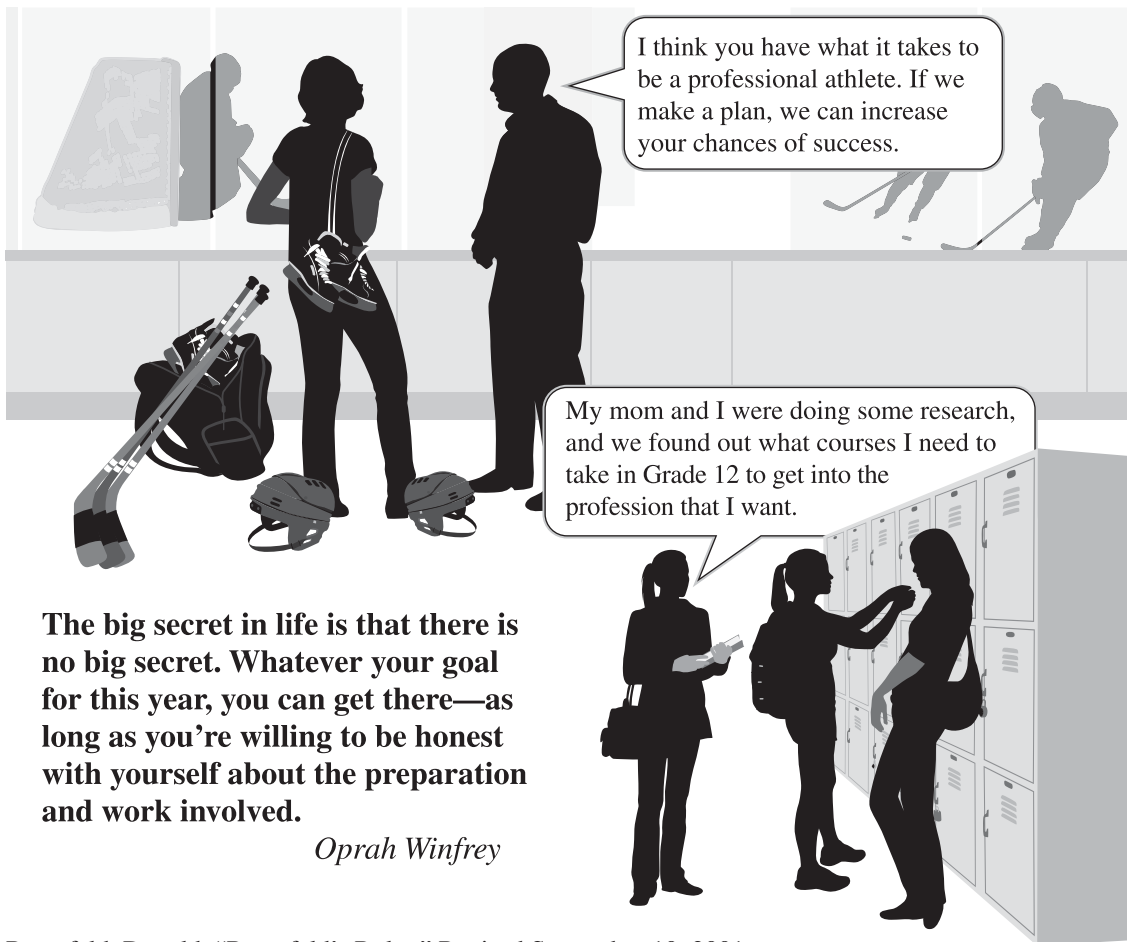
The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider the knowledge and experience you have gained from reading, listening, viewing, discussing, thinking, or imagining.

Think ahead. Don't let day-to-day operations drive out planning.

Donald Rumsfeld

Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today.

Malcolm X



The big secret in life is that there is no big secret. Whatever your goal for this year, you can get there—as long as you're willing to be honest with yourself about the preparation and work involved.

Oprah Winfrey

Rumsfeld, Donald. "Rumsfeld's Rules." Revised September 10, 2001. www.defenselink.mil/news/Jan2001/rumsfeldrules.pdf (site discontinued).

Malcolm X. *By Any Means Necessary*. 2nd ed. New York: Pathfinder, 1992.

Winfrey, Oprah. "What I Know For Sure." *O, The Oprah Magazine*, January 2003.

There came a time to put my toys away,
to choose a path and try to be a man;
to do as much as I could with my day,
to live my life and do the best I can.

Byron D. Howell

The more time you spend contemplating
what you should have done ... you lose
valuable time planning what you can
and will do. Trying to tear down the
past prohibits you from building up
your future.

Lil Wayne



Howell, Byron D. "A Right Time and a Wrong Time to be Lazy." In *Poems for Big Kids: Rhyming Poetry for Children Ages 8–13*. Edited by Neil Harding McAlister and Zara McAlister. Port Perry: McAlister, Neil Harding, 2008.

Wayne, Lil. "Letter #01: Gone 'til November..." Weezy Thanx You. weezythanxyou.com/2010/04/02/letter-01-gone-til-november/.

When writing, be sure to

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

Observations from Standards Confirmation and Central Marking 2017: General Impressions

Throughout the 2017 marking session, every effort was made to reward student strengths where evident rather than to critique what was missing or speculate on what a student should have added or included. When marking student responses, markers were encouraged to conscientiously return to the “**Focus**” section of the scoring categories to consider the extent to which each student had demonstrated competence in the criteria listed. There were several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to review—at the start of each marking day—each assignment and the prompt materials provided in the test booklet with the expectation that many students’ ideas regarding the assignments were informed by details within the prompts. Occasionally, markers needed to re-read a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses were first drafts written under time constraints.

In the **Narrative / Essay Writing Assignment**, students were required to “Write either a narrative or an essay about **the importance of planning for the future.**” This assignment was accessible for students at all levels of achievement. The **literary prompts**—which included quotations from Donald Rumsfeld (“Think ahead. Don’t let day-to-day operations drive out planning.”), Malcolm X (“Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today.”), Oprah Winfrey (“The big secret in life is that there is no big secret. Whatever your goal for this year, you can get there—as long as you’re willing to be honest with yourself about the preparation and work involved.”), Byron D. Howell (“There came a time to put my toys away, / to choose a path and try to be a man; / to do as much as I could with my day, / to live my life and do the best I can.”), and Lil Wayne (“The more time you spend contemplating what you should have done ... you lose valuable time planning what you can and will do. Trying to tear down the past prohibits you from building up your future.”)—provided students with a variety of ideas to explore. In both narrative and essay responses, students often discussed the impact of planning for the future on an individual’s education (in terms of the need to plan in high school in order to succeed in university), an individual’s occupation (in terms of the value of planning in providing opportunities for jobs that people will spend their lives doing), and an individual’s family life (in terms of fulfilling a plan to provide for the needs of loved ones). Other students examined how to succeed in planning for the future by growing up, having a goal, employing personal strengths, being organized, and staying focused. In some responses, students discussed the benefits of planning in giving a person a sense of direction, motivating people to make choices that lead them to success. In other responses, students commented on how a lack of planning can have unexpected or detrimental consequences and how people may have difficulty coming to terms with regrets from the past.

The **visual prompts**—which included two individuals in a hockey arena (wherein one person is saying “I think you have what it takes to be a professional athlete. If we make a plan, we can increase your chances of success”), three girls standing beside lockers in a school hallway (wherein one girl is saying “My mom and I were doing some research, and we found out what courses I need to take in Grade 12 to get into the profession that I want”), four individuals near a car (wherein one person is saying “If I continue to work on weekends, I’ll have enough money saved to buy a car”), two individuals seated at a table (wherein one person is saying “After many years of planning, my family successfully immigrated to Canada”), and a person at a podium

speaking to a crowd (saying “Our community is committed to preserving the environment”)—also offered students a variety of ideas to explore. In both narrative and essay responses, many students examined how planning for the future can lead to success in playing sports, passing tests in school, saving money for material possessions, arriving in a new country, or preserving the environment. Some students presented ideas regarding how planning for the future can enable a person to acquire knowledge, develop new skills, or gain insight. Other students spoke of the value of seeking advice, learning from mistakes, and making wise choices when establishing a plan for the future. Still others addressed the long-term impact on a person’s future of decisions made when moving to a different neighbourhood, going to a new school, or interacting with friends on social media.

As in other years, some students chose to support their ideas with a discussion of the topic in relation to aspects of the lives of renowned athletes (such as Muhammad Ali, Michael Jordan, Michael Phelps, Wayne Gretzky, Connor McDavid, and Sidney Crosby) and popular celebrities (such as Ice Cube, Eminem, Prince, Selena Gomez, and Justin Timberlake). Others spoke of the efforts made by notable individuals—such as Malala Yousafzai, Barack Obama, Bill Gates, Steve Jobs, Terry Fox, Neil Armstrong, Helen Keller, Rosa Parks, Martin Luther King, Jr., Nelson Mandela, and Mother Teresa—to plan ahead, improve the lives of others, or have an influence on future events. Other students cited examples from literary works (including *The Wild Children*, *Touching Spirit Bear*, *The Giver*, *To Kill a Mockingbird*, *Ender’s Game*, *The Princess Bride*, *The Hunger Games*, and *Romeo and Juliet*) and commented on the degree of success achieved by characters in planning for the future.

The **Narrative / Essay Writing Assignment** provided students with the opportunity to successfully demonstrate their attainment of text creation outcomes in the Program of Studies. Most students succeeded in meeting the achievement standards expected of students in the Narrative / Essay Writing Assignment on *Part A: Writing* of the 2017 Grade 9 English Language Arts Provincial Achievement Test.

Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Did Not Meet the Acceptable Standard

In both narrative and essay responses scored “**Poor**” or “**Limited**” in “**Content**,” students typically struggled to convey their thoughts clearly and completely. For example, some students reduced the topic to a discussion of how a lack of planning invariably leads to failure, whereas planning is guaranteed to result in success. In some responses, students quoted randomly from the prompts provided without elaborating on them or connecting them to ideas presented. In other responses, students depicted scenarios in which little context was provided regarding a character’s personality, circumstances, or behaviour in the synopsis of events presented. In such responses, students presented largely unsupported generalizations or randomly recounted experiences that were weakly connected to planning for the future.

The following excerpts were taken from student responses that received “**Poor**” or “**Limited**” scores:

- “Don’t just jump the gun and hope for the best in life cause if you do you will jump the gun and hurt yourself if your not safe. [...] Don’t get stopped in your tracks you need to keep going so that you get what you want in life than youll be happy.”
- “By liveing in the woods everyday Tim wold work to get things and survive. [...] On day their was a bear and Tim just continewd becuse he didn’t care if he lifed or died. The bare was comeing near and took away his life.”
- “Lissening to others talk about there plans for the futre makes Jim think I can’t under stand what there saying. [...] Jim disided Im gonna yolo my life and go through everthing Im going through with out any problemes.”
- “I never put much thought towards school work and sports was a big mistake. [...] Don’t be like me and force dicissions that you are not clear of that, could effect on you down the road.”
- “Tony wanted to be famous one day but not like a song writer or a movie star a Football player in the big league he kepted thinking than he realized that all he wanted to do was play Football all his life. [...] Later that year he said I needed a education to get a good job but I really want to play Football so he ended his dreams to be a pro football player.”
- “For a brighter future playing sports for dreams to be a profesinal player or paying of taxes or dept. [...] Profesinal athlets have the position they have right now before they were profesinals they were just normal athlets trying to get rich.”
- “If you don’t have a plan it will be realy hard to accomplish your goal without a plan but if you have a plan you will accomplish your goal with a plan. [...] Thats why you need to plan so you get your goal otherwize youll will not get your goal because you didn’t have a plan.”
- “When grown ups ask Jon what he whant to be when he got older he said I don’t know but I whant to pick what I whant. [...] Jon picked a job he end up not liking and end up doing for the rest of his life he thought he don’t enjoy doing it so why did he pick it in the first place?”
- “Elise desided that she wanted to be success full in all thing in her life. [...] She went to universty and got a degree in buisness and set up a buisness for less fortunate kids and she also got a phd.”
- “People need to learn don’t make the mistakes past non familiar frends made and think its unfair and at one point evryone does but they need to open their eyes and relies mistakes and learn from them or they’ll never get any were. [...] If a person has to mess around they don’t have alot so they might run out of time in the end.”

In student responses scored “**Poor**” or “**Limited**” in “**Content**,” such as those from which these excerpts were taken, the exploration of the topic was tenuous and/or simplistic or minimal and/or tangential, the purpose was vague or insubstantial, and the ideas presented were superficial and/or ambiguous or overgeneralized and/or underdeveloped. Supporting details were imprecise and/or abbreviated or irrelevant and/or scant, and the writing was unsubstantiated and/or incomplete or confusing and/or lacking in validity with little appeal to the reader’s interest. In “**Organization**,” the introduction lacked purpose and/or was not functional or obscure and/or ineffective, and any focus established provided little or no direction and was undeveloped or not sustained. The development of events and/or details was not clearly discernible, haphazard, and/or incoherent. Transitions were lacking, indiscriminately used, absent, and/or inappropriately used within and/or between sentences and/or paragraphs. Closure was abrupt, contrived, and/or unrelated to the focus or ineffectual and/or missing. “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” in responses receiving scores of “**Poor**” or “**Limited**” typically demonstrated a lack of control and little or no variety in sentence structure. Imprecise or ineffective words and expressions were used inexactly or inaccurately. The voice or tone created by the student was indistinct, not clearly established, indiscreet, and/or not evident. Errors in conventions weakened or impaired communication, blurred or severely reduced clarity, and interrupted or impeded the flow of the response.

As is often the case each year, the connection between the assignment and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a response sufficiently addressed the task presented in the assignment. Most often, there was evidence that the student had implicitly addressed the topic and/or prompts, and the response was assessed accordingly. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that the response was “**Insufficient**,” then the floor supervisors, in consultation with the examination manager, made a final judgment.

Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Met the Acceptable Standard

In both narrative and essay responses that received a score of “**Satisfactory**” in “**Content**,” many students approached the topic by presenting ideas regarding how planning for the future involves standing up for personal beliefs, helping others, or accepting responsibility for one’s actions in order to become who a person wants to be. Some students examined how planning for the future affects the decisions a person makes, the friends a person chooses, or the success a person has in life. Others presented examples of how planning for the future helps individuals to focus on a goal, make good choices, or learn from mistakes. A number of students cited instances wherein planning for the future has allowed people to accept weaknesses, overcome challenges, or find contentment. Still other students suggested that people who do not plan for the future may be viewed negatively by others, encounter difficulties dealing with problems, or struggle to succeed in achieving a goal. Additionally, a number of students commented on the merits of changing a planned course of action, having a back-up plan, or choosing a different plan.

The following excerpts illustrate some of the ideas presented by students whose responses were awarded “**Satisfactory**” scores:

- “What most people want in the future is to be successful and that is important because if everyone is successful than our world is going to be a great place. [...] Planning your future is about being prepared for anything. Making plans is key because that’s what will put us in the right direction. Planning also helps us to see how to make things better in our lives.”
- “Life will throw many challenges at you so you need to plan ahead. If you plan ahead you will know how to overcome those challenges. [...] Planning ahead will help when you are travelling, your education and your life goals.”
- “When Sam was thirteen years old she started baby sitting she was doing it for the money to go see a movie or buy a lunch. [...] She made 100 dollars each weekend, 2400 dollars every year a good price to get what she wanted when she wanted and was glad she didn’t only live in the present.”
- “Why is planning for the future important? Well, planning for your future can greatly benefit your success rate in life. [...] Some ways why planning for the future is important are: planning can help you decide on what type of education you want, you can have less regrets in the future, and lastly, it can affect who your going to become.”
- “On her way to school Stacey wandered what will happen if I don’t plan for my future. Will I be living at home all my life? [...] When she finally got to school her first class was math, she didn’t like math. Second class was science it was ok. [...] Next class was social it was so boring. Her sister loves it though she is a lawyer that Stacey thought was a boring profession. Plus she didn’t think she could handle the extra seven years of school.”
- “Tom was a smart boy but his only downfall was he was reckless. He never planed for the future. [...] One day his friend Steven got into MIT. Tom always wanted to go to MIT but he didn’t know what it took to get there. [...] When Tom learned what he had to do he studied and got good grades. He knew that to achieve his dream he needed to work hard.”
- “Planning for the future is crucial to be successful. If you have a plan the chances of success are increased. [...] Anybody can accomplish their goals but you must work hard untill you can finish it. As soon as a plan is made you can start to follow your plan untill your dreams can become true. We can have a bright future if we have a plan and follow it.”

- “Why is it important to plan for the future? Planning for the future is important for many people in many ways. [...] Future planning is done so a person can reach their goals and find they’re passion as well as something they love and be happy.”
- “One day John drove to school. That day was ‘Your Future’ day. These people came to school to talk about their jobs. John knew that he had to choose a future. [...] One person talked about the danger of abusing the earths water and forests. From that moment forward John decided to become an environmentalist. [...] He worked to clean up the oceans and protect the forests from being destroyed so that the world would be a better place.”
- “Me and my friend Amy were going on a hiking trip in the mountains. We made sure we had all we need for the trip and I also made sure we had extra water bottles. [...] As we were driving to the mountains Amy’s car started to act real funny. Next thing it had stopped on the road. We tried and tried but it wouldn’t go anywhere. That’s when we found out the gas was on empty. [...] Soon we were in the back of a stangers car on the way back to the gas station and it took several hours before we even got to the mountain.”

In narrative and essay responses scored “**Satisfactory**” in “**Content**,” as illustrated in these excerpts, the students’ exploration of the topic was clear and/or logical, the purpose was evident, relevant and/or generic details were provided to support appropriate and/or predictable ideas, and the writing was straightforward and/or generalized and occasionally appealed to the reader’s interest. The “**Organization**” of such responses was characterized by a functional introduction that established a focus that was generally sustained, events and/or details that were developed in a discernible order, transitions that mechanically connected events and/or details within and/or between sentences and/or paragraphs, and a mechanical and/or artificial closure that was related to the focus. Student responses scored “**Satisfactory**” in “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” demonstrated generally controlled and sometimes effective and/or varied sentence structure, general words and expressions that were generally used appropriately, a discernible voice or tone, generally correct use of conventions, and errors that occasionally reduced clarity and/or sometimes interrupted the flow of the response.

Student Exemplar – Satisfactory (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

Intro:

- decision making
- getting accepted into school
- getting a job

body:

1.
 - leads away from poor choices
 - very rewarding
 - key for a great future
2.
 - making sure you get into one
 - good marks
 - schools look at your record
3.
 - a short cut to a successful career
 - bring in extra income when you start earlier
 - key

A Foundation for the Future

No one knows what they will be like in 10 years although, we know how we can make ourselves successful for that tenth year. Being successful in our future starts off with decision making, getting accepted into school and applying for a good job. We can be sure that we have a big life ahead of us and we do not want to waste it. We must know simple skills for our future.

Decision making is very important for our future. It is not only a choice but it is also a skill. You must be able to decide which choice will lead you to success. It is very important that you think of the outcomes and how each choice will effect you or another person. You must realize that not all choices are good, there are many that can kick you off the trail to success.

When planning for the future, it is important that you get accepted into a school. First, you must know what kind of job or position you would like to apply for. If you do not know what job you want to do, you can use your personal skills and preferences as a base to your choice. Second, you have to find the school that suits your needs. You must also decide weather or not you are going to a university or a college. Finally, you submit an application to your preferred schools and be sure to submit to more than one school incase you are

not accepted. Going to school is key for a successful career because you will learn required skills and have the possibility for a well paying job.

Getting a job will be one more major road block to a successful career. You must consider many ideas when applying for a job. Consider things such as your salary, your place of work, amount of schooling and safety. All of these ideas all play a major role in your job so you will want to make sure that you know exactly what you're doing.

You now know the basic skills and importance to planning for a successful career. Be sure that you make the right choices and consider all facts. Remember that one choice can throw you off of your preferred path so digest all options. Consider your income and how you will earn money. Apply for suitable schools and enter a working field that suits your skills and abilities. Be smart and remember all possibilities.

Rationale for Student Exemplar – Satisfactory (Essay)

Title: “A Foundation for the Future”

Score	Reporting Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1386 562"> <p>S • The student’s exploration of the topic—from the premise that “We must know simple skills for our future” (that include “Decision making,” getting “accepted into a school,” and entering “a working feild that suits your skills and abilities”) in order to have “a successful career”—is clear and logical.</p> <li data-bbox="342 583 1386 724"> <p>S • The student’s purpose is evident in the discussion of how “We can be sure that we have a big life ahead of us” if we are “able to decide which choice will lead [...] to success,” “submit an application to [...] preferred schools,” and “consider many ideas when applying for a job.”</p> <li data-bbox="342 745 1386 970"> <p>S • As demonstrated in “It is very important that you think of the outcomes and how each choice will effect you or another person,” “Going to school is key for a successful career because you will learn required skills and have the possibility for a well paying job,” and “Getting a job will be one more major road block to a successful career,” the ideas presented by the student are appropriate and predictable.</p> <li data-bbox="342 991 1386 1171"> <p>S • Supporting details pertaining to why “You must realize that not all choices are good,” why “you must know what kind of job or position you would like to apply for” in order to “find the school that suits your needs,” and why “You must [...] Consider things such as your salary, your place of work, amount of schooling and safety” are relevant and generic.</p> <li data-bbox="342 1192 1386 1367"> <p>S • The writing is straightforward and generalized (as seen in “If you do not know what job you want to do, you can use your personal skills and preferences as a base to your choice” as well as “Be sure that you make the right choices and consider all facts”) and occasionally appeals to the reader’s interest.</p>

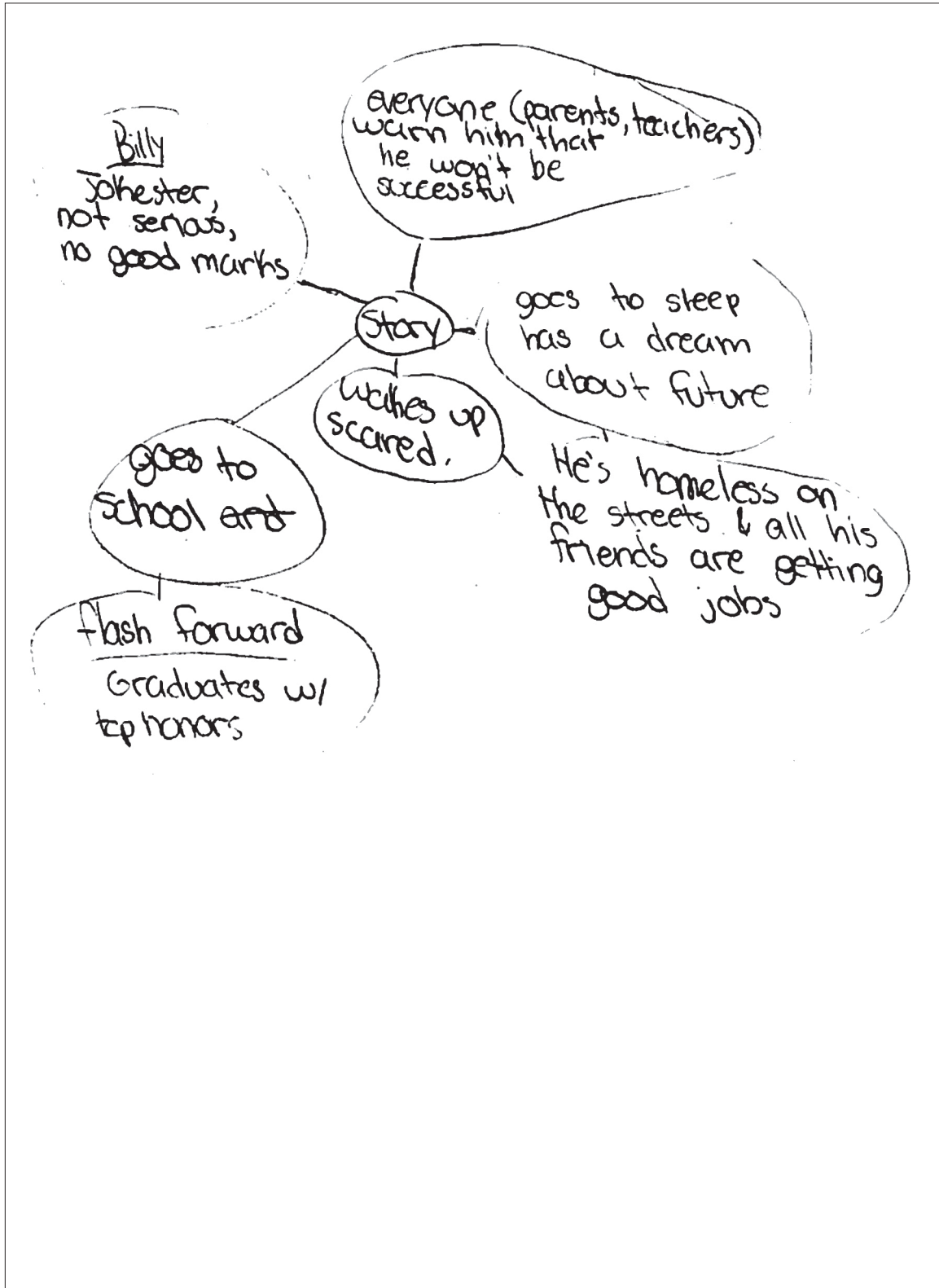
Score	Reporting Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1414 495">S • The opening provided in “No one knows what they will be like in 10 years although, we know how we can make ourselves successful for that tenth year” in the introduction is functional, and establishes a focus (on the argument that “Being successful in our future starts off with decision making, getting accepted into school and applying for a good job”) that is generally sustained. <li data-bbox="342 516 1414 695">S • Details—pertaining to how “Decision making is very important for our future,” how “When planning for the future, it is important that you get accepted into a school,” and how “when applying for a job [...] you will want to make sure that you know exactly what you’re doing”—are developed in a discernible order. <li data-bbox="342 716 1414 863">S • As shown in “First, you must,” “Second, you have to,” “You must also decide,” “Finally, you,” and “You now know the basic skills,” transitions tend to be mechanical and are generally used to connect details within and between sentences and paragraphs. <li data-bbox="342 884 1414 1094">S • The restatement of ideas—in “Remember that one choice can throw you off of your preferred path so digest all options. Consider your income and how you will earn money. Apply for suitable schools and enter a working field that suits your skills and abilities”—in the closure is related to the focus, and the concluding assertion (regarding the need to “Be smart and remember all possibilities”) is mechanical.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1192 1414 1371">S • Sentence structure is generally controlled (as seen in “We can be sure that we have a big life ahead of us and we do not want to waste it” and “Finally, you submit an application to your preferred schools and be sure to submit to more than one school in case you are not accepted,” but lapses may occasionally impede meaning. <li data-bbox="342 1392 1414 1539">S • Sentence type and sentence length—such as in “It is not only a choice but it is also a skill” and “All of these ideas all play a major role in your job so you will want to make sure that you know exactly what you’re doing”—are sometimes effective and varied. <li data-bbox="342 1560 1414 1707">S • As shown in “No one knows what they will be,” “You must be able to,” “When planning for the future,” “If you do not know,” “Going to school is,” and “Consider your income and how you will earn,” some variety of sentence beginnings is evident. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> S • Words and expressions—as in “getting accepted into school,” “know simple skills for our future,” “decide which choice will lead you to success,” “your personal skills and preferences,” and “play a major role in your job”—are generally used appropriately. S • General words and expressions (such as in “a good job,” “very important for our future,” “not all choices are good,” “the school that suits your needs,” and “have the possibility for a well paying job”) are used adequately to clarify meaning. S • The tone created by the student is discernible in statements such as “First, you must know what kind of job or position you would like to apply for,” “Consider things such as your salary, your place of work, amount of schooling and safety,” and “Be sure that you make the right choices and consider all facts.” <p>Proportion of error to length and complexity of response has been considered.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Conventions</p> <ul style="list-style-type: none"> S • As illustrated in “there are many that can kick you off the trail to success” and “Remember that one choice can throw you off of your preferred path so digest all options,” the quality of the writing is sustained through generally correct use of conventions. S • Errors (such as in “although, we know how,” “a base to your choice,” “weather or not you are going to a university or college,” “preferred,” “incase,” “the basic skills and importance to planning for,” “feild,” and “posibilites”) occasionally reduce the clarity of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Satisfactory (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.



Billy's story

(Title)

→ It was 8:15am and Billy was already in the office. He was sitting in his regular chair, that had his name neatly carved into it. It seemed like Billy lived in the office. He was always down there whether he didn't do his homework or if he put gum in that scrawny kid's greasy hair. He didn't like school.

"It's a waste of time!" He always said "Why don't they teach us how to survive in the wild or something?"

→ Others knew the importance of learning and they always told him. His parents and teachers told him, even his peers told him that he needs to do well in school if he wants his future to be successful.

"Colleges look at all your marks! if they see a mark of 42 on here your future won't look so good." His parents always told him.

It wasn't until the night of the 15th of April 2013. Billy just got into an

argument with his mom about school.
He had been sent to his room and
decided to go to bed.

Billy usually had weird dreams but
this was the weirdest. It flashed
forward to the year 2020. He saw
all his friends, getting married, getting
degrees and jobs, and being successful. Then
he saw himself, a beggar, living on the
street and couldn't get ~~any~~ a job anywhere.

Billy woke up, frightened by what he
had seen.

"I need to get my stuff together! I
can't be homeless." He ^{Billy} thought to himself.

He went to school and didn't say a
word to anyone during classes. He resisted
the urge to flick that weird student that
sat in front of him in math and didn't
look up from his work once during
science. Billy did that for one day, then
a week, then a month and then
for the rest of the year.

Flash forward three years. Billy was graduating, top honors, for the year 2016. He was chosen as the valedictorian and had a scholarship to Harvard to become a lawyer.

In his speech he said:

"The future can mean in a minute, hour, day, month and/or year. It doesn't seem that important, but it is. Everything can change the future, ~~on a bad mark~~, just like an answer on a test will change the mark. We need to be prepared and focused on what the future brings. Thank you!"

Billy tells his children, Samantha and Zak everyday that the future is important and that they need to think about that and plan for the future.

Rationale for Student Exemplar – Satisfactory (Narrative)

Title: “Billy’s Story”

Score	Reporting Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1409 562"> <p>S • As seen in the portrayal of the experiences of “Billy” (a student who “was already in the office” because he “didn’t like school” but then “went to school and didn’t say a word to anyone during classes” until he “was chosen as the validictorian”), the student’s exploration of the topic is clear.</p> <li data-bbox="342 590 1409 768"> <p>S • The student’s purpose—in documenting how “It seemed like Billy lived in the office,” how “His parents and teachers told him, even his peers, told him that he needs to do well in school if he wants his future to be successful,” how “he saw himself, a begger, living on the street,” and how “Billy was graduating, top honors, for the year 2016”—is evident.</p> <li data-bbox="342 795 1409 1005"> <p>S • The ideas presented by the student related to when Billy “was sitting in his regular chair, that had his name neatly carved into it,” when “he didn’t do his homework or if he put gum in that scrawny kids greasy hair,” when “Billy woke up, frightened by what he had seen,” and when “He resisted the urge to flick that weird student that sat in front of him in math and didn’t look up from his work once during science” are appropriate and predictable.</p> <li data-bbox="342 1033 1409 1211"> <p>S • Supporting details (such as in “Others knew the importance of learning and they always told him,” “He saw all his friends, getting married, getting degrees and jobs, and being successful” while he “couldn’t get a job anywhere,” and “‘I need to get my stuff together! I can’t be homeless.’ Billy thought to himself”) are relevant and generic.</p> <li data-bbox="342 1239 1409 1480"> <p>S • Overall, the writing is straightforward and generalized—as seen in “He had been sent to his room and decided to go to bed” and “Billy did that for one day, then a week, then a month and then for the rest of the year”—and occasionally appeals to the reader’s interest through choices that include the use of dialogue (as in “‘Colleges look at all your marks! if they see a mark of 42 on here your future won’t look so good.’ His parents always told him”).</p>

Score	Reporting Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1365 457">S • The exposition provided (in “It was 8:15am and Billy was already in the office. He was sitting in his regular chair, that had his name neatly carved into it. It seemed like Billy lived in the office”) in the introduction is functional, and establishes a focus on how “He didn’t like school” that is generally sustained. <li data-bbox="342 478 1398 661">S • Events that chronicle the change in Billy’s character from when he believes that school is “a waste of time” and gets “into an argument with his mom about school” to when he dreams he is “a begger, living on the street,” decides to get his “stuff together,” and receives “a scholarship to Harverd to become a lawyer” are developed in a discernible order. <li data-bbox="342 682 1409 865">S • Transitions—such as in “It wasn’t until the night of the 15th of April 2013,” “Billy usually had weird dreams but this was the weirdest. It flashed forward to the year 2020,” and “Flash forward three years”—tend to be mechanical and are generally used to connect events within and between sentences and paragraphs. <li data-bbox="342 886 1393 1068">S • The commentary in Billy’s speech (regarding how “We need to be prepared and focused on what the future brings”) in the closure is mechanical and related to the focus, and the denouement (provided in “Billy tells his children, Samantha and Zak every day that the future is important and that they need to think about that and plan for the future”) is artificial.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1136 1419 1283">S • Sentence structure is generally controlled, as is evident in “Billy just got into an argument with his mom about school” and “He resisted the urge to flick that weird student that sat infront of him in math and didn’t look up from his work once during science.” <li data-bbox="342 1304 1414 1451">S • Sentence type and sentence length (such as in “His parents and teachers told him, even his peers, told him that he needs to do well in school if he wants his future to be successful” and “Billy was graduating, top honors, for the year 2016”) are sometimes effective and varied. <li data-bbox="342 1472 1365 1577">S • Some variety of sentence beginnings is evident in “Others knew the importance of learning,” “Colleges look at all,” “It wasn’t until,” “He had been sent,” “In his speech,” and “Billy tells his children.” <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
S	<p>Vocabulary</p> <ul style="list-style-type: none"> S • Words and expressions such as “sitting in his regular chair,” “had been sent to his room and decided to go to bed,” “for one day, then a week, then a month and then for the rest of the year,” and “be prepared and focused on” are generally used appropriately. S • As demonstrated in “get my stuff together,” “went to school and didn’t say a word to anyone,” “Flash forward,” and “think about that and plan for the future,” general words and expressions are used adequately to clarify meaning. S • The voice created by the student—such as in “‘It’s a waste of time!’ He always said ‘Why don’t they teach us how to survive in the wild or something?’” and “It doesn’t seem that important, but it is. Everything can change the future, just like an answer on a test will change the mark”—is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
S	<p>Conventions</p> <ul style="list-style-type: none"> S • The quality of the writing is sustained through generally correct use of conventions, as seen in “He was always down there whethere he didn’t do his homework or if he put gum in that scrawny kids greasy hair” and “In his speech he said: ‘The future can mean in a minute, hour, day, month and/or year.’” S • Errors—such as in “8:15am,” “‘if they see a mark of 42 on here your future won’t look so good.’ His parents always told him,” “a begger,” “‘I can’t be homeless.’ Billy thought to himself,” “infront,” “chosen as the validictorian and Had,” and “Harverd”—occasionally reduce clarity, and shifts in verb tense sometimes interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Met the Standard of Excellence

In both narrative and essay responses that received scores of “**Proficient**” or “**Excellent**” in “**Content**,” students demonstrated an understanding of how planning for the future enables individuals to discover unknown strengths, compensate for personal weaknesses, anticipate the consequences of one’s actions, or remain true to one’s values. Some students illustrated how planning for the future requires that a person be open to all possibilities and that with a plan for the future, a person can celebrate his or her uniqueness and individuality. Other students examined the role of planning in facilitating character growth, particularly when confronted with adversity. Still other students documented the necessity of making sacrifices to achieve a worthwhile goal, the isolation experienced when directing one’s efforts in an unpopular pursuit, or the paradox of planning for a future that cannot be fully controlled. Many students analyzed how individual character traits, such as self-awareness, perseverance, and resourcefulness, are integral to the fulfilment of one’s future plans.

Examples from student responses that received scores of “**Proficient**” or “**Excellent**” are contained in the following excerpts:

- “My sixteenth birthday was only a week away, and I had saved \$4000 for the used Mustang I had long dreamt of buying from my uncle Kevin. I had spent the last two years guiding student tours at Hearts on Our Sleeve Petting Zoo after school and took baby-sitting jobs for five of my mom’s friends from work. [...] The sad reality was, however, that I still needed another \$1000 – it might as well have been a million! [...] Surrendering to the fact that I could’t afford the Mustang, I receded to my room. With a knock on the door, my father and then my mom came into my room. [...] They were proud of me, not for failing to reach my goal but for working so hard. I could hardly believe it when the birthday gift they gave me was the money I still needed to buy the car.”
- “Alicia burst into my bedroom and without even removing her jacket blurted ‘Omigod! Brace yourself!’ My friends Diane, Steph and I looked at her with raised eyebrows, saying a silent ‘What?’ Alicia paused and then spat out ‘Dustin Stevens has a crush on you, Ashton!’ / Diane froze and Steph giggled. I frowned and reluctantly muttered, ‘I think Dustin is amazing but I can’t deal with boys right now.’ / All the girls stared at me in shock. I shrugged. ‘I have auditions in less than a month for a prestigious music program in New York.’ [...] As I looked out into the brightly lit auditorium, I raised my flute to my mouth. I closed my eyes as the haunting but lyrical melody floated into the air. [...] When I finished, the audience’s roar startled me and I opened my eyes to see the approving smiles of the judges. I knew then that I had made the right choice.”
- “Every day, there are so many factors beyond our control. The future is unpredictable and can make us face unanticipated hardships. If, however we wake up with plans for what we will do that day we have some influence on how the events of our day unfold. [...] When we set our sights on what we hope to achieve, we can plan a route to take to get there. We may encounter a diversion along the way, but we can strategize so that we ultimately get to our destination. The more steadfast we remain in pursuit of our dreams the more likely we are to find ourselves where we wanted to be.”

- “When one does not have a map in a forest, they will likely feel lost and confused. The same is true of the future. No one knows what lurks in the shrouded forest of the future, but those who plan are prepared to face whatever comes their way. [...] Planning allows one to ensure, with a margin of certainty, that they will travel toward the goals that they have set for themselves. Confusion is replaced by confidence and increases the likelihood that they will reach their destination.”
- “Becky and I slurp loudly from our smoothies. I glance at the bright colours of the daycare we are walking past. ‘Hey, look at this!’ Becky exclaims. She points to a sign that reads *Now hiring- Part time Daycare workers with training and experience*. I reluctantly follow her through the rainbow-colored door and approach a grey-haired woman seated at the reception desk. [...] Bouncing up to my locker, Becky shouted, ‘I got the job!’ Her eyes were sparkling with excitement. ‘I gotta go tell my mom!’ / Standing there with my books in hand, I was glad she didn’t notice how I was kind of jealous. It was my own fault, though. I really should have taken that babysitting course.”
- “Mr. Waterton leads me to an empty room by the coach’s office. ‘So Alex. I saw you play today and frankly, I’m impressed.’ / ‘Thank you, sir,’ I reply humbly. / ‘We would be honoured to have you attend our university’s hockey program. But-,’ he paused. ‘You need to improve your grades. Entrants to our program need at least a 75% average. Your coach tells me your grades are nowhere near that.’ [...] I leave the arena so despondent I have an upset stomach. Even though we won the game today, I feel completely defeated. This wasn’t supposed to happen. It was supposed to come so easily. I was meant to play hockey. Then the painful but necessary realization dawns on me that if I really want to achieve my dream of playing in the NHL, I need to put in more effort.”
- “How do you feel when you are holding a wedding and you realize that you are missing something very important, such as the wedding cake? What if, when you are well in to the school year in university, and discover that you have run out of money? These scenarios likely result from insufficient planning beforehand. [...] Planning ahead can help you to face unexpected occurrences, which will enable you to improve the quality of your experiences, and provide you with the tools you need to be successful in achieving the future you desire.”
- “Planning is essential to survival. Planning ensures that people are able to meet their needs which gives them a sense of security and contentment. Having a plan also guides people’s actions toward a particular end. Knowing the goal that is to be reached, an individual can choose a course of action to focus on despite difficulty encountered along the way. [...] It is ironic that planning enables a person to succeed in overcoming unplanned obstacles.”
- “It seemed as though David and his wife barely saw their son at all. Andy slept until afternoon each day and was locked in his room by the time his parent’s came home. David was worried. How could his son be so naive with so little concern for the future? [...] That night while driving feverishly to the hospital, David couldn’t comprehend the words *I’m sorry to tell you that your son’s been in a car accident*. [...] Looking down at Andy’s ravaged face in his hospital bed, David resolved that he would give Andy with the support he needed to regain control of his life.”
- “A plan for the future involves more than just setting your sights on what you want to achieve. You need to reflect on your interests and preferences, and prioritize what provides you with a sense of fulfillment. [...] Equally important, you must know your own strengths and learn to compensate for your weaknesses so that you have the resources needed to follow your intended path. [...] With both the knowledge of your own desires and the skills you possess

anything is possible, even something you previously thought was impossible.”

In responses receiving scores of “**Proficient**” or “**Excellent**” in “**Content**,” as seen in these excerpts, students explored the topic in an adept, plausible, insightful, and/or imaginative manner. The purpose was intentional or deliberate. Ideas presented were thoughtful, sound, perceptive, and/or carefully chosen. Supporting details were specific, apt, precise, and/or original. The writing was considered, elaborated, confident, and/or creative and drew or held the reader’s interest. In “**Organization**,” “**Proficient**” or “**Excellent**” student work contained a purposeful or engaging introduction that clearly or skillfully established a focus that was capably or consistently sustained. Events and/or details were developed coherently in a sensible or judicious order. Transitions clearly or fluently connected events and/or details within and between sentences and paragraphs. An appropriate or effective closure was related to the focus. Student responses scored “**Proficient**” or “**Excellent**” in “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” demonstrated consistently controlled and usually or consistently effective and varied sentence structure. Specific or precise words and expressions were used accurately or deliberately. The voice or tone created by the student was distinct or convincing. Minor convention errors rarely, seldom, or in no way reduced clarity or interrupted the flow of the response.

Student Exemplar – Proficient (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

High school – future

- skills

- habits/attitudes

- friends/relationships

Planning For Your Future

Making the transition to adulthood can be challenging for many teens. The thought of starting university or college can be terrifying. Knowing where you want to be in 10 years, how you are going to get there, and what kind of person you want to be along the way can take much of the stress out of this situation. In this way, you can grow from your experiences and fulfill your greatest potential.

If you asked most grade 12 students what career they wanted to pursue, most would probably have a pretty good idea. When students know what they want to do, they can proceed with confidence and calm. Students who are unsure of their career path can be unconfident in school and may be forced into making hurried choices. Having an idea about your future is important when choosing highschool courses as well. If a grade 12 student suddenly decides to be a chemist, but they have not taken a required chemistry course, they will have to complete it after graduation. This will cost money and require time that could have been spent working in order to fund post-secondary studies. Having a firm plan can save you time, boost your confidence, and help find the way to a successful career.

Once you have decided on your destination, you need to figure out how you are going to get there. A student entering high school must plan to take the courses they need to enter universities or certain jobs. It is vital to plan to succeed in highschool. If a student knows what courses are required to get into a chosen post-secondary program, they can make sure that these requirements are fulfilled. If a student plans to attend University but has insufficient funds, they must plan ahead, save money and apply for scholarships. These actions will help the student achieve the future they desire. By knowing their strength's and weaknesses and planning their highschool years accordingly, students can set themselves up for a successful life after highschool. Knowing how to get where you want to be is key to a person's success.

Decisions made during a student's highschool years can also be important in determining who you are as a person. Students who form strong study habits will often thrive later on in university, college, or a proffesion. Good note-taking, attentiveness in class, and daily revision can help a student thrive in any post-secondary situation. Forming a strong group of peers will aid students in interacting possitively with others in work or school. By sharing experiences with other and

providing support when needed, strong bonds are formed that could last a lifetime. By consciously making the decision to form beneficial habits, students can feel satisfied with themselves with how they got to where they are.

Although the future may be a scary concept for many teenagers, proper planning can help relieve some of the stress and help the student to find a successful future. By having a good goal and planning their Highschool years to meet that goal, students with good habits and work ethic will thrive and succeed in the future they choose.

Rationale for Student Exemplar – Proficient (Essay)

Title: “Planning For Your Future”

Score	Reporting Category
Pf	<p>Content</p>
	<p>Pf • The student’s exploration of the topic through the argument that “Knowing where you want to be” (by choosing “what career [...] to pursue”), determining “how you are going to get there” (by taking courses needed “to enter universities or certain jobs”), and deciding “what kind of person you want to be along the way” (by forming “beneficial habits”) will enable you to “fulfill your greatest potential” is adept and plausible.</p>
	<p>Pf • The student’s purpose—in reasoning that “When students know what they want to do, they can proceed with confidence and calm” and “find the way to a successful career” (through “knowing their strength’s and weaknesses,” “planning their highschool years accordingly,” and forming “strong bonds”) which will result in their feeling “satisfied with themselves with how they got to where they are”—is intentional.</p>
	<p>Pf • The ideas presented by the student are thoughtful and sound, as can be seen in the discussion of how “Having an idea about your future is important when choosing highschool courses,” how “If a student knows what courses are required to get into a chosen post-secondary program, they can make sure that these requirements are fulfilled,” and how “Forming a strong group of peers will aid students in interacting positively with others in work or school.”</p>
	<p>Pf • Supporting details related to circumstances faced by “a grade 12 student” who has “not taken a required chemistry course” and “will have to complete it after graduation,” the need for “a student [who] plans to attend University but has insufficient funds” to “plan ahead, save money and apply for scholarships,” and the value of “Good note-taking, attentiveness in class, and daily revision” as well as “sharing experiences with other and providing support when needed” are apt.</p>
<p>Pf • The writing is considered and elaborated—as seen in “Students who are unsure of their career path can be unconfident in school and may be forced into making hurried choices [...] This will cost money and require time that could have been spent working in order to fund post-secondary studies”—and draws the reader’s interest through the parallel drawn between travelling to a “destination” and “Knowing how to get where you want to be” in “determining who you are as a person.”</p>	

Score	Reporting Category
Pf	<p data-bbox="391 212 1430 268">Organization</p> <p data-bbox="391 268 1430 506"> Pf • The opening ruminations—“Making the transition to adulthood can be challenging for many teens. The thought of starting university or college can be terrifying”—in the introduction are purposeful, and clearly establish a focus (on how “Knowing where you want to be in 10 years, how you are going to get there, and what kind of person you want to be along the way can take much of the stress out of this situation”) that is capably sustained. </p> <p data-bbox="391 506 1430 743"> Pf • Details pertaining to being able to “grow from your experiences and fulfill your greatest potential” that include “Having an idea about your future [...] when choosing highschool courses,” knowing “what courses are required to get into a chosen post-secondary program,” and “interacting positively with others in work or school” are developed in a sensible order, and coherence is generally maintained. </p> <p data-bbox="391 743 1430 980"> Pf • Transitions (such as in “Having a firm plan can save you time, boost your confidence, and help find the way to a successful career,” “These actions will help the student achieve the future they desire,” and “Decisions made during a student’s highschool years can also be important in determining who you are as a person”) clearly connect details within and between sentences and paragraphs. </p> <p data-bbox="391 980 1430 1222"> Pf • The summation “Although the future may be a scary concept for many teenagers, proper planning can help relieve some of the stress and help the student to find a successful future. By having a good goal and planning their Highschool years to meet that goal, students with good habits and work ethic will thrive and succeed in the future they choose” in the closure is appropriate and related to the focus. </p>

Score	Reporting Category
Pf	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="337 279 1419 499">Pf • As illustrated in “If you asked most grade 12 students what career they wanted to pursue, most would probably have a pretty good idea,” “A student entering high school must plan to take the courses they need to enter universities or certain jobs,” and “Students who form strong study habits will often thrive later on in university, college, or a profession,” sentence structure is consistently controlled. <li data-bbox="337 520 1419 772">Pf • Sentence type and sentence length are usually effective and varied, as can be seen in “If a grade 12 student suddenly decides to be a chemist, but they have not taken a required chemistry course, they will have to complete it after graduation,” “Once you have decided on your destination, you need to figure out how you are going to get there,” and “By sharing experiences with other and providing support when needed, strong bonds are formed that could last a lifetime.” <li data-bbox="337 793 1419 1014">Pf • Sentence beginnings—such as in “Making the transition to adulthood can be,” “In this way,” “Students who are unsure of,” “If a student knows,” “Knowing how to get where you want to be is,” “Decisions made during a student’s highschool years can also be important in determining,” “Although the future may be a scary concept for many teenagers,” and “By having a good goal”—are often varied. <p>Proportion of error to length and complexity of response has been considered.</p>
Pf	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="337 1176 1419 1360">Pf • Words and expressions (as in “The thought of starting university or college,” “a required chemistry course,” “a chosen post-secondary program,” “plan ahead, save money and apply for scholarships,” “key to a person’s success,” and “help relieve some of the stress and help the student to find a successful future”) are often used accurately. <li data-bbox="337 1381 1419 1560">Pf • Specific words and expressions—such as “grow from your experiences and fulfill your greatest potential,” “forced into making hurried choices,” “cost money and require time,” “Having a firm plan,” “insufficient funds,” and “thrive and succeed in the future they choose”—show some evidence of careful selection. <li data-bbox="337 1581 1419 1759">Pf • As demonstrated in “When students know what they want to do, they can proceed with confidence and calm,” “It is vital to plan to succeed in highschool,” and “Good note-taking, attentiveness in class, and daily revision can help a student thrive in any post-secondary situation,” the tone created by the student is distinct. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="391 275 1430 506"> <p>Pf • The quality of the writing is sustained—as seen in “By knowing their strength’s and weaknesses and planning their highschool years accordingly, students can set themselves up for a successful life after highschool” and “By consciously making the decision to form beneficial habits, students can feel satisfied with themselves with how they got to where they are”—because it contains only minor convention errors.</p> <li data-bbox="391 506 1430 674"> <p>Pf • Any errors that are present such as “attend University,” “proffesion,” “possitively,” “sharing experiences with other,” “Highschool,” and “work ethnic” rarely reduce clarity and seldom interrupt the flow of the response.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Proficient (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

- Important Exams: PA's, Diploma exams?

- Obstacles: Younger siblings, recital? IDK, hanging out with friends
general procrastination.

Procrastination

I did it, it was finally over! Three long, torturous years of high school and I was finally getting out of that place. It was the most freeing thing in the world, the thought that I'd never have to step foot in that brick-lined prison to go to 8:00 AM classes ever again. I'd never have to stand through long lines of students to get horrible cafeteria food with... questionable ingredients. I wouldn't have to get pummeled in dodgeball in gym class anymore! Just two more weeks and then I was home free! It was practically summer vacation and nothing was standing in my way.

Well, there was one tiny thing actually.

Just my diploma exams. You know, arguably the most important exams I was going to take at that point in my life. The exams that I had spent three years of high school preparing for. The ones that I had been warned about since 9th grade.

No big deal, right?

I had one week left to study. One week to cramming three years of mathematical equations, historical dates, and scientific theories back into my brain before I could do a week's worth of standardized tests on it all. I'd be fine, I was sure of it.

Monday came along and I spent the day planning the vacation I was going to go on once the school year had ended. Summer was basically here already and I wanted everything to be perfect for when it happened.

Then came Tuesday. I reminded myself about the exams, that I should probably be studying. But right as the thought crossed my mind, I get a call from one of my friends about a sale at the bookstore down the street. The exams quickly left my mind.

When Wednesday rolled around, my mom reminds me that my little sister has a dance recital that afternoon. It was her first one and I certainly wasn't going to miss it. I spent the morning doing her makeup and making sure it's perfect for her performance. Afterwards we went out for dinner to celebrate. In the midst of all the running around, the exams didn't cross my mind once.

On Thursday, my friends and I planned to go to the beach. It was some of our last days being together before we all went off for summer vacation and then college. A small voice in the back of my mind reminded me about the exams. I tried to ignore it.

Friday went by, and then Saturday. I still hadn't done anything productive.

Suddenly it was Sunday and it dawns on me that I had done no preparation for the next morning. So, I did the only thing I could think to do, stay up all night and try to cram it all into my mind. At once, I regretted all of my procrastination.

On the morning of the exam I walked into the school with a large coffee and some very noticeable bags under my eyes. There was only one thing on my mind; the fact that I'm completely and utterly doomed. I sat down at my desk with the test booklet in front of me and my heart racing in my chest as I picked up the pencil to start the exam.

It all went by in a blur really. The two hours felt like twenty minutes full of me trying to remember what I studied the night before. In the end, I probably guessed on about half of the questions. I walked out of the classroom with what felt like a crushing weight on my chest.

In retrospect, I probably should've planned this better.

Rationale for Student Exemplar – Proficient (Narrative)

Title: “Procrastination”

Score	Reporting Category
Pf	<p>Content</p> <p>Pf • The student’s exploration of the topic is adept and plausible in terms of how the elation of nearing the completion of “Three long, torturous years of high school” causes the narrator to procrastinate when preparing to write “diploma exams” in “one week” and then “stay up all night and try to cram,” feel “completely and utterly doomed,” and reflect that she “probably should’ve planned this better.”</p> <p>Pf • The student’s purpose—in the portrayal of the manner in which the narrator’s feelings of liberation at being “home free” in “Just two more weeks” (which lead to spending time “planning” a “vacation” and going to “a sale at the bookstore,” a sibling’s “dance recital,” and “the beach”) change when “Suddenly it was Sunday” and she realizes that she “had done no preparation for the next morning” (which leads to her walking “out of the classroom with what felt like a crushing weight” on her “chest”)—is intentional.</p> <p>Pf • The ideas presented by the student through the reflections of the narrator (as in “It was the most freeing thing in the world, the thought that I’d never have to step foot in that brick-lined prison to go to 8:00 AM classes ever again,” “In the midst of all the running around, the exams didn’t cross my mind once,” “At once, I regretted all of my procrastination,” and “I sat down at my desk with the test booklet in front of me and my heart racing in my chest as I picked up the pencil to start the exam”) are thoughtful and sound.</p> <p>Pf • Supporting details related to standing “through long lines of students to get horrible cafeteria food with...questionable ingredients,” “cramming three years of mathematical equations, historical dates, and scientific theories back into my brain,” hearing “A small voice in the back of my mind [that] reminded me about the exams” which “I tried to ignore,” and walking “into the school with a large coffee and some very noticeable bags under my eyes” are specific and apt.</p> <p>Pf • As illustrated in “You know, arguably the most important exams I was going to take at that point in my life. The exams that I had spent three years of high school preparing for,” the writing is considered and elaborated, and the manner in which the conflict is resolved (when “The two hours felt like twenty minutes full of me trying to remember what I studied the night before. In the end, I probably guessed on about half of the questions”) draws the reader’s interest.</p>

Score	Reporting Category
Pf	<p>Organization</p> <p>Pf • The exposition provided in the opening (“I did it, it was finally over! Three long, torturous years of high school and I was finally getting out of that place”) in the introduction is purposeful, and clearly establishes a focus (on narrator’s struggle to reconcile the feeling that “It was practically summer vacation and nothing was standing in my way” with the awareness that she “should probably be studying”) that is capably sustained.</p> <p>Pf • Events are developed in a sensible order—from the point at which the narrator believed that “Summer was basically here already” and “wanted everything to be perfect for when it happened” until “Friday went by, and then Saturday” and she “still hadn’t done anything productive” to the point at which she “did the only thing” that she “could think to do, stay up all night and try to cram it all” into her “mind”—and coherence is generally maintained.</p> <p>Pf • As demonstrated in “Well, there was one tiny thing actually. / Just my diploma exams,” “But right as the thought crossed my mind, I get a call from one of my friends about a sale at the bookstore down the street. The exams quickly left my mind,” and “There was only one thing on my mind; the fact that I’m completely and utterly doomed,” transitions clearly connect events within and between sentences and paragraphs.</p> <p>Pf • The closure—provided in “It all went by in a blur really. The two hours felt like twenty minutes full of me trying to remember what I studied the night before. In the end, I probably guessed on about half of the questions. I walked out of the classroom with what felt like a crushing weight on my chest”—is appropriate, and the succinct denouement (“In retrospect, I probably should’ve planned this better”) is related to the focus.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Sentence Structure</p> <p>Pf • Sentence structure—such as in “Monday came along and I spent the day planning the vacation I was going to go on once the school year had ended,” “When Wednesday rolled around, my mom reminds me that my little sister has a dance recital that afternoon,” and “On the morning of the exam I walked into the school with a large coffee and some very noticeable bags under my eyes”—is consistently controlled.</p> <p>Pf • Sentence type and sentence length are usually effective and varied, as seen in “I’d never have to stand through long lines of students to get horrible cafeteria food with...questionable ingredients. I wouldn’t have to get pummeled in dodgeball in gym class anymore!,” “Then came Tuesday. I reminded myself about the exams, that I should probably be studying,” and “It was her first one and I certainly wasn’t going to miss it.”</p> <p>Pf • Sentence beginnings (such as “I had one week left,” “But right as the thought crossed my mind,” “Afterwards we went out for dinner,” “In the midst of all the running around,” “On Thursday, my friends and I planned,” “So, I did the only thing I could think to do,” “There was only one thing on my mind,” and “In retrospect”) are often varied.</p> <p>Proportion of error to length and complexity of response has been considered.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Vocabulary</p> <p>Pf • As illustrated in “nothing was standing in my way,” “one tiny thing actually. / Just my diploma exams,” “arguably the most important exams I was going to take at that point in my life,” “a sale at the bookstore down the street,” “the exams didn’t cross my mind once,” and “hadn’t done anything productive,” words and expressions are often used accurately.</p> <p>Pf • Specific words and expressions (such as “Three long, torturous years of high school,” “that brick-lined prison,” “horrible cafeteria food with... questionable ingredients,” “pummeled in dodgeball,” and “sat down at my desk with the test booklet in front of me and my heart racing in my chest”) show some evidence of careful selection and some awareness of connotative effect.</p> <p>Pf • The voice created by the student through the narrator’s omniscience (as in “Just two more weeks and then I was home free!,” “The exams that I had spent three years of high school preparing for. The ones that I had been warned about since 9th grade. / No big deal, right?,” and “A small voice in the back of my mind reminded me about the exams. I tried to ignore it”) is distinct.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score		Reporting Category
Pf	Pf	<p>Conventions</p> <ul style="list-style-type: none"> As seen in “One week to cramming three years of mathematical equations, historical dates, and scientific theories back into my brain before I could do a week’s worth of standardized tests on it all” and “It was some of our last days being together before we all went off for summer vacation and then college,” the quality of the writing is sustained because it contains only minor convention errors.
	Pf	<ul style="list-style-type: none"> Overall, any errors that are present—such as in “I did it, it was finally over!,” “8:00 AM,” “I’d be fine, I was sure of it,” and shifts in verb tense (as in “as the thought crossed my mind, I get a call,” “I spent the morning doing her makeup and making sure it’s perfect for her performance,” and “Suddenly it was Sunday and it dawns on me”)—rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Excellent (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

destination

route

obstacles

arrival

Life's Journey

A warm wind whips through the open window as the car you are driving winds its way down the endless ribbon of highway. Comfortable with the destination you have chosen, you remain focused on the route that you have planned to take in order to get there. Unforeseen events may occur that could require that you take a detour, but being resourceful will ensure that you will ultimately arrive safely. The journey that each of us chooses to take through life is determined by goals we set, particularly in terms of the career we choose that will become our life's work. Success is dependent on acquiring the education we need and learning to adapt to unexpected situations with the skills we have gained along the way. If we achieve what we set out to do, we can look back on our lives with the satisfaction of knowing that the future we sought to attain has become a reality.

Knowing that we will spend many years of our life working in order to provide for our needs, we must choose a career or occupation that we will find rewarding. Some individuals may choose a trade, possibly in petrochemical engineering or culinary arts. Others might be interested in finance and commerce and find fulfillment in brokering stocks or owning a business that sells retail goods. Those motivated by compassion and concern for others might wish to become health care professionals or teachers. Being able to employ our unique strengths in areas of personal interest will provide us with the contentment we are seeking.

With a clear destination on which to set one's journey in life, a person will be able to plan effectively for the future.

To reach our chosen destination, we must determine the pathways we will select in order to travel in the direction we wish to go. Education is key. The knowledge and skill we gain in our early school years provide us with a strong foundation on which to build. In addition to enhancing our ability to communicate through reading and writing, we gain fundamental understandings of mathematical and scientific principles that govern our lives, such as the theory of Relativity, gravity or photosynthesis. If post-secondary training is required for a chosen profession, we need to ensure that we perform well in the courses that are needed for admission. High marks in Physics 30, for example, could better one's chances of entering a physiotherapy program. Time and money invested in post-secondary studies will be repaid when a person gains employment in a desired field based on the expertise gained. Planning a route into the future is vital to success.

While travelling the path that one has chosen through life, it is likely that unexpected obstacles may arise or a person might make a wrong turn. By never losing sight of our destination and researching our route thoroughly, we can be prepared for whatever lies down the road. A road closure resulting from a car accident could require that a detour be taken. Persistence will ensure that we return to our intended path and if we are resourceful, we will be able to find our

way back to the road from which we have taken the wrong exit or change a tire that has gone flat. The pursuit of one's career can also be filled with challenges. A broken bone could pose a serious setback to the aspirations of an athlete striving to play professional hockey, but a personal commitment to rehabilitation and reconditioning can ensure that this injury is not career-ending. An economic recession could pose a threat to the owner of a business that sells recreational items, but he or she could diversify its products to increase sales. Being able to adapt to unforeseen circumstances while travelling through life is crucial to one's success.

Departing down an unknown highway is not as discouraging if a person has determined in advance the point at which the goal of the journey will be attained, plans which route to take and is prepared for unanticipated challenges. Focusing on our desired occupation, getting the education required, and being able to overcome challenges along the way will enable us to get to where we want to be in life. The destination itself may be sought for the financial rewards gained, such as a six figure salary, or the benefit of being able to provide for the needs of our family. We can offer our children opportunities that will enhance the quality of their lives, and give them confidence as they go on their own life journey.

Rationale for Student Exemplar – Excellent (Essay)

Title: “Life’s Journey”

Score	Reporting Category
E	<p>Content</p> <p>E • The student’s exploration of the topic—through the analogy of driving “down the endless ribbon of highway” toward a “destination” while being “focused on the route that you have planned” despite the prospect of “a detour” to choosing a career “that will become our life’s work,” “acquiring the education we need and learning to adapt to unexpected situations with the skills we have gained along the way,” and looking “back on our lives with the satisfaction of knowing that the future we sought to attain has become a reality”—is insightful.</p> <p>E • The student’s purpose in supporting the premise that “we must choose a career or occupation that we will find rewarding” with the reasoning that “With a clear destination on which to set one’s journey in life, a person will be able to plan effectively for the future,” that “Planning a route into the future is vital to success,” and that “Being able to adapt to unforeseen circumstances while travelling through life is crucial to one’s success” and “will enable us to get to where we want to be in life” is deliberate.</p> <p>E • The ideas presented by the student in the arguments pertaining to “Being able to employ our unique strengths in areas of personal interest” when seeking “contentment,” “The knowledge and skill we gain in our early school years” providing “a strong foundation on which to build,” “Time and money invested in post-secondary studies” being “repaid when a person gains employment in a desired field based on the expertise gained,” and “never losing sight of our destination and researching our route thoroughly” so that “we can be prepared for whatever lies down the road” are perceptive and carefully chosen.</p> <p>E • Supporting details related to choosing “a trade, possibly in petrochemical engineering or culinary arts,” “brokering stocks or owning a business that sells retail goods,” becoming “health care professionals or teachers,” “mathematical and scientific principles that govern our lives, such as the theory of Relativity, gravity or photosynthesis,” “High marks in Physics 30” that “could better one’s chances of entering a physiotherapy program,” and the impact of either a “broken bone” on “an athlete striving to play professional hockey” or an “economic recession” on “a business that sells recreational items” are precise.</p> <p>E • The writing is confident and creative (as seen in “To reach our chosen destination, we must determine the pathways we will select in order to travel in the direction we wish to go” and “Perseverance will ensure that we return to our intended path and if we are resourceful, we will be able to find our way back to the road from which we have taken the wrong exit or change a tire that has gone flat”) and holds the reader’s interest through the metaphor regarding the “journey that each of us chooses to take through life.”</p>

Score	Reporting Category
E	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1393 646"> <p>E • The opening (“A warm wind whips through the open window as the car you are driving winds its way down the endless ribbon of highway. Comfortable with the destination you have chosen, you remain focused on the route that you have planned to take in order to get there. Unforeseen events may occur that could require that you take a detour, but being resourceful will ensure that you will ultimately arrive safely”) in the introduction is engaging, and skillfully establishes a focus—on how achieving the “goals we set” (by “acquiring the education we need and learning to adapt to unexpected situations”) will result in “the future we sought to attain” becoming “a reality”—that is consistently sustained.</p> <li data-bbox="342 667 1393 961"> <p>E • Details regarding the value of “Knowing that we will spend many years of our life working in order to provide for our needs” when choosing “a career or occupation that we will find rewarding,” the significance of “our early school years” in providing “a strong foundation on which to build,” the importance of the “post-secondary training” that “is required for a chosen profession” in providing “a route into the future,” and the necessity of “Being able to adapt to unforeseen circumstances while travelling through life” are developed in a judicious order, and coherence is maintained.</p> <li data-bbox="342 982 1393 1350"> <p>E • Transitions—such as in “Some individuals may choose a trade, possibly in petrochemical engineering or culinary arts. Others might be interested in finance and commerce and find fulfillment in brokering stocks or owning a business that sells retail goods,” “In addition to enhancing our ability to communicate through reading and writing, we gain fundamental understandings of mathematical and scientific principles that govern our lives,” and “While travelling the path that one has chosen through life, it is likely that unexpected obstacles may arise or a person might make a wrong turn”—fluently connect details within and between sentences and paragraphs.</p> <li data-bbox="342 1371 1393 1770"> <p>E • The closure (provided in “Departing down an unknown highway is not as discouraging if a person has determined in advance the point at which the goal of the journey will be attained, plans which route to take and is prepared for unanticipated challenges”) and the restatement of ideas (contained in “Focusing on our desired occupation, getting the education required, and being able to overcome challenges along the way will enable us to get to where we want to be in life”) are effective, and the final reflections—pertaining to “the financial rewards gained” as well as “the benefit of being able to provide for the needs of our family” and offering “our children opportunities that will enhance the quality of their lives, and give them confidence as they go on their own life journey”—are related to the focus.</p>

Score	Reporting Category
E	<p data-bbox="399 222 659 254">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="337 279 1419 533">E • Sentence structure (as in “Those motivated by compassion and concern for others might wish to become health care professionals or teachers,” “High marks in Physics 30, for example, could better one’s chances of entering a physiotherapy program,” and “A broken bone could pose a serious setback to the aspirations of an athlete striving to play professional hockey, but a personal commitment to rehabilitation and reconditioning can ensure that this injury is not career-ending”) is effectively and consistently controlled. <li data-bbox="337 552 1419 806">E • Sentence type and sentence length—such as in “To reach our chosen destination, we must determine the pathways we will select in order to travel in the direction we wish to go. Education is key,” “A road closure resulting from a car accident could require that a detour be taken,” and “The destination itself may be sought for the financial rewards gained, such as a six figure salary, or the benefit of being able to provide for the needs of our family”—are consistently effective and varied. <li data-bbox="337 825 1419 1115">E • As seen in “Success is dependent on,” “If we achieve what we set out to do,” “Knowing that we will spend,” “Some individuals may choose,” “Others might be interested,” “With a clear destination,” “The knowledge and skill we gain,” “In addition to enhancing our ability to communicate,” “While travelling the path that one has chosen,” “Departing down an unknown highway is not as discouraging if,” and “We can offer our children opportunities that will enhance,” sentence beginnings are consistently varied. <p data-bbox="399 1136 1289 1199">Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1390 533">E • Words and expressions—such as “Unforeseen events,” “petrochemical engineering,” “brokering stocks or owning a business,” “a strong foundation on which to build,” “fundamental understandings of mathematical and scientific principles,” “the aspirations of an athlete striving to play professional hockey,” “rehabilitation and reconditioning,” and “financial rewards gained, such as a six figure salary”—are used accurately and deliberately. <li data-bbox="342 554 1414 808">E • As illustrated in “A warm wind whips through the open window,” “the endless ribbon of highway,” “require that you take a detour,” “ensure that you will ultimately arrive safely,” “make a wrong turn,” “never losing sight of our destination and researching our route thoroughly,” “our intended path,” and “find our way back to the road from which we have taken the wrong exit or change a tire that has gone flat,” precise words and expressions are used to create vivid images and to enrich details. <li data-bbox="342 829 1390 1119">E • The tone created by the student (as in “The journey that each of us chooses to take through life is determined by goals we set, particularly in terms of the career we choose that will become our life’s work,” “If post-secondary training is required for a chosen profession, we need to ensure that we perform well in the courses that are needed for admission,” and “An economic recession could pose a threat to the owner of a business that sells recreational items, but he or she could diversify its products to increase sales”) is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 1276 1390 1497">E • The quality of the writing is enhanced because it is essentially error-free, as illustrated in “Being able to employ our unique strengths in areas of personal interest will provide us with the contentment we are seeking,” “Time and money invested in post-secondary studies will be repaid when a person gains employment in a desired field based on the expertise gained,” and “The pursuit of one’s career can also be filled with challenges.” <li data-bbox="342 1518 1390 1623">E • Any errors that are present—such as in “particularly,” “coulinary,” “theory of Reletivity,” and “Perserverance”—do not reduce clarity and do not interrupt the flow of this lengthy and complex response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Excellent (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

CHARACTER/SETTING

Kyla
Professional gymnast, does tutoring
Competes internationally

PROBLEM

She broke her ankle (or had a serious injury)
couldn't do gymnastics anymore, so had to plan for
her future in a different way

SOLUTION

Planned her future and stuck to her plan

LESSON

It's important to plan for the future

Taking Baby Steps

(Title)

I felt no pain as I toppled down like a crashed plane from the top of the balance beam to the floor. The bright, blinding lights from the press cameras exploded, the photographers eager to capture the moment of my humiliation and defeat.

"Give her space!" Coach roared, jumping to my aid as the paramedics gingerly carried and strapped me to a cushioned litter. I wanted to tell the cameras to stop taking pictures, but I didn't have the energy for anger. I tried to put all of my energy to ease the pain that was now blossoming in my broken leg.

I lay there, completely immobilized, wincing at the evergrowing pain as the ambulance whisked me away to the nearest hospital.

For the first time in my life, I was terrified of the future. Everyday, I had a sense of control and knowing, as if I could predict anything that would ever happen to me. At that time, my daily routine was monotonous. Everyday, I would wake up at dawn, eat a healthy breakfast and then head straight to the gym. Twice a week, a tutor would come to teach me the same things people learned in school. However, education was a second priority to me and my mom. This resulted in me being about as smart as a football player with a concussion.

Gymnastics was my destiny and the only future I was supposed to have. Now that I was strapped and injured, it seemed as if my future had vanished in an instant. In that dark, cramped and jumpy ride, for the first time in my life, I felt like I didn't have a future.

The surprising thing was, I was okay with not competing internationally at the highest level of gymnastics, like I was before. The devastating injury gave me something I've never had before: the freedom to do something else aside from gymnastics.

The treatments finally stopped and I was able to go home and finally decide what I wanted to do with my life.

One morning, I was doing my spring cleaning, my mom walked inside my room and sat on my floral duvet.

"Kyla, what do you want to do now?" Mom asked softly. She took the injury and defeat way harder than I did; it was always her dream to raise a champion gymnast in our family. I had failed her, and myself too.

I brought out a box I had just recently found, after cleaning my pale-yellow painted and dainty room. I had found a box that was labelled EDUCATION.

I sat beside my mom, handing the box to her.

"Maybe I should focus on my studies now. I've been putting it off long enough. See this high school? They accept students who have been tutored like me. They also help you get into some pretty hands on programs and colleges," I suggested, flipping through one of the brochures.

"But what about your gymnastics?" Mom asked, choking back tears.

"Mom, I have to let go and you have to help me," I breathed in.

Mom wiped away her tears. "I guess we'll just have to plan a whole other future for you."

I laughed a little, and hugged her. "Mom, we can try taking baby steps, for once, you know."

Mom nodded, laughing through her tears. "Right, baby steps then. So, now that you can do anything, what do you want to do?"

I brushed through the other brochures. "Well, I still love sports. I can combine it with education. I can go to a normal high school, take some courses and get jobs at places to pay for college and I'll take up sports management. Then, maybe, I'll own a gymnastics sports shop or a gym or I can even be a coach and run a gym at the same time!" I exclaimed excitedly.

"That sounds pretty good, Kyla. You should start filling up application forms and visiting some of these schools," Mom cried, pulling out a form from the box and handing it to me.

I took it, laughed happily and hugged her. "Sounds good mom, but remember baby steps."

Mom chuckled and stood up. "Well, I'm about to make dinner. Why don't you come help me?"

I was thrilled! I hadn't realized until now how much I had been missing out. Now, I got to spend more time with my family. Eyeing the pile of brochures and applications, I suddenly felt like I had my whole future ahead of me.

But remember, I thought to myself, take time to enjoy the present and... take baby steps.

Rationale for Student Exemplar – Excellent (Narrative)

Title: “Taking Baby Steps”

Score	Reporting Category
E	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="331 422 1406 674"> <p>E • As seen in the portrayal of how the injury suffered by the narrator (when she “toppled down like a crashed plane from the top of the balance beam to the floor” and “lay there, completely immobilized, wincing at the evergrowing pain”) ironically provides her with the epiphany that she has “the freedom to do something else aside from gymnastics” (which motivates her to “focus on” her “studies” and “start filling up application forms and visiting some of these schools”), the student’s exploration the topic is insightful and imaginative.</p> <li data-bbox="331 695 1425 947"> <p>E • The student’s purpose—in chronicling the narrator’s transition from feeling that she had lost the “sense of control and knowing” that she “could predict anything that would ever happen” when she was “strapped and injured” and her “future had vanished in an instant” to feeling that, when the “treatments finally stopped” and she “was able to go home,” she could “plan a whole other future” and take “baby steps” toward being able to “own a gymnastics sports shop or a gym” or “be a coach and run a gym at the same time”—is deliberate.</p> <li data-bbox="331 968 1398 1220"> <p>E • The ideas presented by the student through the reflections of the narrator (as in “At that time, my daily routine was monotonous,” “In that dark, cramped and jumpy ride, for the first time in my life, I felt like I didn’t have a future,” “The surprising thing was, I was okay with not competing internationally at the highest level of gymnastics, like I was before,” and “I can go to a normal high school, take some courses and get jobs at places to pay for college and I’ll take up sports management”) are perceptive and carefully chosen.</p> <li data-bbox="331 1241 1425 1535"> <p>E • Supporting details such as in “Everyday, I would wake up at dawn, eat a healthy breakfast and then head straight to the gym. Twice a week, a tutor would come to teach me the same things people learned in school,” “One morning, I was doing my spring cleaning, my mom walked inside my room and sat on my floral duvet,” ““They also help you get into some pretty hands on programs and colleges,” I suggested, flipping through one of the brochures,” “Mom nodded, laughing through her tears,” and “Mom sighed, pulling out a form from the box and handing it to me” are precise and original.</p> <li data-bbox="331 1556 1425 1871"> <p>E • The writing is confident and creative—as shown in “The bright, blinding lights from the press cameras exploded, the photographers eager to capture the moment of my humiliation and defeat. / ‘Give her space!’ Coach roared, jumping to my aid as the paramedics gingerly carried and strapped me to a cushioned litter”—and the narrator’s omniscience (as in “education was a second priority to me and my mom. This resulted in me being about as smart as a football player with a concussion” and “She took the injury and defeat way harder than I did; it was always her dream to raise a champion gymnast in our family. I had failed her, and myself too”) holds the reader’s interest.</p>

Score	Reporting Category
E	<p data-bbox="402 220 586 254">Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1406 680"> <p data-bbox="342 279 367 310">E</p> <p data-bbox="402 279 1406 680">• The in medias res opening—“I felt no pain as I toppled down like a crashed plane from the top of the balance beam to the floor. The bright, blinding lights from the press cameras exploded, the photographers eager to capture the moment of my humiliation and defeat. / ‘Give her space!’ Coach roared, jumping to my aid as the paramedics gingerly carried and strapped me to a cushioned litter. I wanted to tell the cameras to stop taking pictures, but I didn’t have the energy for anger. I tried to put all of my energy to ease the pain that was now blossoming in my broken leg”—in the introduction is engaging, and skillfully establishes a focus on the conflict faced by the narrator (in “For the first time in my life, I was terrified of the future”) that is consistently sustained.</p> <li data-bbox="342 705 1406 957"> <p data-bbox="342 705 367 737">E</p> <p data-bbox="402 705 1406 957">• Events that delineate how the narrator’s feelings of anxiety (as in “for the first time in my life, I felt like I didn’t have a future”) and disillusionment (as in “I had failed her, and myself too”) are overcome when she is able to come to terms with her circumstances (as in “Mom, I have to let go and you have to help me”) and empower herself (as in “I brushed through the other brochures. ‘Well, I still love sports. I can combine it with education’”) are developed in a judicious order, and coherence is maintained.</p> <li data-bbox="342 982 1406 1310"> <p data-bbox="342 982 367 1014">E</p> <p data-bbox="402 982 1406 1310">• As illustrated in “The devastating injury gave me something I’ve never had before: the freedom to do something else aside from gymnastics,” “I brought out a box I had just recently found, after cleaning my pale-yellow painted and dainty room. I had found a box that was labelled EDUCATION. / I sat beside my mom, handing the box to her,” and “Mom wiped away her tears. ‘I guess we’ll just have to plan a whole other future for you.’ / I laughed a little, and hugged her. ‘Mom, we can try taking baby steps, for one, you know,’” transitions fluently connect events within and between sentences and paragraphs.</p> <li data-bbox="342 1335 1406 1617"> <p data-bbox="342 1335 367 1367">E</p> <p data-bbox="402 1335 1406 1617">• The closure (provided in “I took it, laughed happily and hugged her. ‘Sounds good mom, but remember baby steps.’ / Mom chuckled and stood up. ‘Well, I’m about to make dinner. Why don’t you come help me?’”) is effective, and the narrator’s final reflections—in “I was thrilled! I hadn’t realized until now how much I had been missing out. Now, I got to spend more time with my family. Eyeing the pile of brochures and applications, I suddenly felt like I had my whole future ahead of me. / But remember, I thought to myself, take time to enjoy the present and . . . take baby steps”—are related to the focus.</p>

Score	Reporting Category
E	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1398 499"> <p>E • Sentence structure is effectively and consistently controlled, as shown in “Everyday, I had a sense of control and knowing, as if I could predict anything that would ever happen to me. At that time, my daily routine was monotonous,” “‘Kyla, what do you want to do now?’ Mom asked softly,” and “‘Mom nodded, laughing through her tears. ‘Right, baby steps then. So, now that you can do anything, what do you want to do?’”</p> <li data-bbox="342 516 1398 737"> <p>E • Sentence type and sentence length (such as in “The treatments finally stopped and I was able to go home and finally decide what I wanted to do with my life,” “‘But what about your gymnastics?’ Mom asked, choking back tears,” and “‘Then, maybe, I’ll own a gymnastics sports shop or a gym or I can even be a coach and run a gym at the same time!’ I exclaimed excitedly”) are consistently effective and varied.</p> <li data-bbox="342 753 1398 974"> <p>E • Sentence beginnings—as in “For the first time in my life,” “Twice a week, a tutor would come,” “This resulted in me being,” “In that dark, cramped and jumpy ride,” “The surprising thing was,” “The devastating injury gave me,” “One morning, I was doing my spring cleaning,” “She took the injury and defeat,” “I brought out a box I had just recently found,” and “But remember, I thought to myself”—are consistently varied.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
E	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1409 533"> <p>E • Words and expressions (such as “wake up at dawn, eat a healthy breakfast and then head straight to the gym,” “teach me the same things people learned in school,” “not competing internationally at the highest level of gymnastics,” “it was always her dream to raise a champion gymnast,” “flipping through one of the brochures,” “brushed through the other brochures,” “I took it, laughed happily and hugged her,” and “take time to enjoy the present and . . . take baby steps”) are used accurately and deliberately.</p> <li data-bbox="342 552 1409 806"> <p>E • Precise words and expressions—as in “toppled down like a crashed plane,” “bright blinding lights,” “eager to capture the moment of my humiliation and defeat,” “paramedics gingerly carried and strapped me to a cushioned litter,” “ease the pain that was now blossoming,” “as smart as a football player with a concussion,” “my floral duvet,” “my pale-yellow painted and dainty room,” and “Mom wiped away her tears”—are used to create vivid images and to enrich details.</p> <li data-bbox="342 825 1409 1079"> <p>E • As seen in “I lay there, completely immobilized, wincing at the evergrowing pain as the ambulance whisked me away to the nearest hospital,” “Gymnastics was my destiny and the only future I was supposed to have. Now that I was strapped and injured, it seemed as if my future had vanished in an instant,” and “Maybe I should focus on my studies now. I’ve been putting it off long enough. See this high school? They accept students who have been tutored like me,” the voice created by the student is convincing.</p> <p>Proportion of error to length and complexity of response has been considered.</p>
E	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 1239 1409 1457"> <p>E • The quality of the writing is enhanced (as in “However, education was a second priority to me and my mom,” “‘Mom, I have to let go and you have to help me,’ I breathed in,” and “‘That sounds pretty good, Kyla. You should start filling up application forms and visiting some of these schools,’ Mom sighed, pulling out a form from the box and handing it to me”) because it is essentially error-free.</p> <li data-bbox="342 1476 1409 1583"> <p>E • Any errors that are present such as in “evergrowing,” “Everyday,” “hands on programs,” and “chocking” do not reduce clarity and do not interrupt the flow of the response.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Appendix: Marker Training Papers

The Marker Training Papers are intended to provide markers with an opportunity to

- apply the standards embedded in the scoring criteria and illustrated in the Exemplars and Rationales
- grapple with some of the more complex decisions that markers face
- read and score the Training Papers according to the scoring criteria
- compare individually awarded scores with those awarded in each scoring category

Reminders for marking:

- When a student’s work exhibits characteristics of two scoring criteria, a marker must use professional judgment to apply the scoring criterion that most accurately and appropriately describes the features of the paper. Usually, the appropriate criterion is the one from which there are **the most descriptors that “fit”** the student’s work.
- Be objective in your marking. Mark according to the **Scoring Guide** and **Exemplars ONLY**.
- Before marking each scoring category, read the **focus information** to help you to focus on the **key words and phrases** of each reporting category that help to distinguish differences among scoring levels.
- Student work must be related to the assignment. An **INSUFFICIENT** paper demonstrates no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**. A **NO RESPONSE** paper has absolutely nothing written, drawn, or highlighted.
- Information provided by a student on the **planning page** can be used to inform a marker’s judgments but is **not directly scored**.
- Do not be misled by the physical appearance of a response. Poorly handwritten/word-processed responses are not necessarily poorly constructed, just as neatly handwritten/word-processed responses are not necessarily of quality and substance.
- Score each bullet within each reporting category separately, and then assign an overall score for that category. For example, if two of the three bullets in a scoring category are scored as “Pf” and the third bullet as “S,” assign an overall score of “Pf” in this scoring category. You will encounter papers that, according to the scoring guide, are at the high end or low end of the range of a given scoring level; nonetheless, **a single score must be awarded** for each scoring category.
- Be careful **not to penalize** a student **twice**. If, for example, you have noted inconsistent use of end punctuation and assigned the appropriate mark in **Conventions**, do not mark the paper down in **Sentence Structure** for lack of control.
- A student response **does not have to be perfect** to receive a score of **Excellent** in any one or all of the scoring categories.

Marker Training Paper A (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

- You have a plan and goals
- Plan so that what you do today won't have negative impacts on future generations
- plan so that you don't repeat past mistakes
- have goals and fallback goals so that if you can't reach certain goals, you have something else to strive towards.
- you're ready for the real world

Life is a constant battle between the need to strive and the desire to coast along at the bare minimum. Whether it be in school, occupation, recreation or sports you have to persistently convince yourself that it is beneficial for you to be successful. When you plan for the future you set goals for yourself. Goals often aid in keeping you on track in the direction you need, rather than wandering off into the abyss of laziness. When you plan for the future you help make informed decisions on the impacts of what you are taking part in, on future generations, plan ahead and interpret some of the possible outcomes of the path you are on, and you have objectives as well as fall-back options in case something affects your ability to fulfill those goals, and making sure you are ready for the real world or the next chapter of your life.

When you plan for the future it is very important to look ahead and hypothesize about the impacts of your actions and goals on future generations. There are a plethora of ways that even the simplest of tasks can affect the future.

The environment is very delicate in that the drop of a pin can create an earthquake. If our everyday actions in pursuit of our goals have a negative impact on the environment, then we are selling it for our children and grandchildren. Another issue is discrimination. If people create negative views about a certain group for any reason and it persists, we could theoretically be killing our family name before the next generation is out of the womb. We, as a generation, are already frustrated with the state of our environment and society so we must

use the ideology that we want to pass the world on to the people of the future in a better condition than when we were given it.

The future is often seen as a straight road to victory with only a few obstacles to hurdle over along the way, but in reality it is the polar opposite. The future is a storming desert with mirages at every turn, but so many possible ways to civilization. When we try to plan our direct path we often stumble on the pebbles and sticks in the way and turn back toward home because you don't see any other possibilities. To plan you need to have precise goals as well as some blurry opportunities to become clear when your first goal is no longer relevant. Interpreting some of the outcomes of our paths and leaving room for failure or change is important so that

we know that what we want to happen is not what necessarily will happen. If you sit down and say this is my ultimate goal but if something happens and that is no longer obtainable, then these are some back up plans that I could branch off onto. Knowing the possibilities of the future and allowing "wiggle room" will in time help you on your journey to greatness.

When we are young, we often naively and misinterpret what the future will bring. We see a mystical land of independence and freedom, but all the responsibility is shrouded by our fantasy. Making milestones and objectives slowly readies us for adult life step by step, lesson by lesson, until we are ready to emerge into the world as a strong, independent,

self-sufficient adult. Even once you reach adulthood, every chapter of your life requires planning and looking forward to the future. Change is never easy but when you set goals it makes everything a little easier and keeps your mind narrowed in aspiration for that goal.

If you stumble blindly through life, doing only what is required of you, your full potential will never be reached and you might give up in constant search. If you have a target you can take aim and shoot off towards it and be successful in some way, shape, or form. It is true when they say that life is a journey but they never stress the importance of knowing the ultimate destination and the possibility of finding oasis at any point on that journey. Just stay encouraged, motivated and aimed in the right direction and everything will work out.

Rationale for Marker Training Paper A (Essay)

Title:

Score	Reporting Category
Pf	<p>Content</p>
	<p>Pf • The student’s exploration of the topic from the standpoint that “When you plan for the future you set goals for yourself” which “aid in keeping you on track” in terms of making “informed decisions on the impacts of what you are taking part in on future generations,” anticipating “some of the possible outcomes of the path you are on,” having “objectives as well as fall-back options,” and “making sure you are ready for the real world” is plausible.</p>
	<p>Pf • The student’s purpose (in arguing that “we want to pass the world on to the people of the future in a better condition than when we were given it,” “Knowing the possibilities of the future and allowing ‘wiggle room’ will in time help you on your journey to greatness,” and “Making milestones and objectives slowly readies us for adult life step by step, lesson by lesson, until we are ready to emerge into the world as a strong, independant, self-sufficient adult”) is intentional.</p>
	<p>Pf • The ideas presented by the student—regarding why “There are a plethora of ways that even the simplest of tasks can affect the future,” why “Interpreting some of the outcomes of our paths and leaving room for failure or change is important so that we know that what we want to happen is not what neccessarily will happen,” and why “Even once you reach adulthood, every chapter of your life requires planning and looking forward to the future”—are thoughtful and sound.</p>
	<p>Pf • Supporting details related to how “The environment is very delicate in that the drop of a pin can create an earthquake,” how “discrimination” creates “negative views about a certain group,” how “The future is a storming desert with mirages at every turn, but so many possible ways to civilization,” and how “When we are young, we [are] often naive and misinterpret what the future will bring” are apt.</p>
<p>E • The writing is confident (as seen in “If our everyday actions in pursuit of our goals have a negative impact on the environment, then we are soiling it for our children and grandchildren” and “When we try to plan our direct path we often stumble on the pebbles and sticks in the way and turn back toward home because you don’t see any other possibilities”) and—through the inclusion of reflections such as “We see a mystical land of independance and freedom, but all the responsibility is shrouded by our fantasy”—holds the reader’s interest.</p>	

Score	Reporting Category
Pf	<p>Organization</p> <p>Pf • The opening (“Life is a constant battle between the need to strive and the desire to coast along at the bare minimum. Whether it be in school, occupation, recreation or sports you have to persistantly convince yourself that it is beneficial for you to be successfull”) in the introduction is purposeful, and clearly establishes a focus on the value of setting “goals for yourself” in “keeping you on track in the direction you need, rather than wandering off into the abyss of laziness” that is capably sustained.</p> <p>Pf • Details regarding how “it is very important to look ahead and hypothesize about the impacts of your actions and goals on future generations,” how “you need to have precise goals as well as some blurry opportunities to become clear when your first goal is no longer relevant,” and how “when you set goals it makes everything a little easier and keeps your mind narrowed in aspiration for that goal” are developed in a sensible order, and coherence is generally maintained.</p> <p>Pf • Transitions—such as in “If people create negative views about a certain group for any reason and it persists, we could theoretically be killing our family name before the next generation is out of the womb,” “The future is often seen as a straight road to victory with only a few obstacles to hurdle over along the way, but in reality it is the polar opposite,” and “If you stumble blindly through life, doing only what is required of you, your full potential will never be reached”—clearly connect details within and between sentences and paragraphs.</p> <p>Pf • The closure (provided in “If you have a target you can take aim and shoot off towards it and be successfull in some way, shape, or form. It is true when they say that life is a journey but they never stress the importance of knowing the ultimate destination and the possibility of finding oasis at any point on that journey”) is appropriate, and the concluding affirmation (“Just stay encouraged, motivated and aimed in the right direction and everything will work out”) is related to the focus.</p>

Score	Reporting Category
Pf	<p data-bbox="394 222 651 254">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="329 279 1419 533">Pf • Sentence structure—such as in “Goals often aid in keeping you on track in the direction you need, rather than wandering off into the abyss of laziness,” “We, as a generation, are already frustrated with the state of our environment and society so we must use the ideology that we want to pass the world on to the people of the future in a better condition than when we were given it,” and “To plan you need to have precise goals as well as some blurry opportunities to become clear when your first goal is no longer relevant”—is consistently controlled. <li data-bbox="329 558 1419 772">Pf • As demonstrated in “When you plan for the future it is very important to look ahead and hypothesize about the impacts of your actions and goals on future generations,” “Another issue is discrimination,” and “When we try to plan our direct path we often stumble on the pebbles and sticks in the way and turn back toward home because you don’t see any other possibilities,” sentence type and sentence length are usually effective and varied. <li data-bbox="329 798 1419 974">Pf • Sentence beginnings (as in “Life is a constant battle between,” “Whether it be,” “When you plan for the future,” “If our everyday actions in pursuit of our goals,” “Knowing the possibilities,” “Making milestones and objectives slowly readies us,” “Even once you reach adulthood,” and “It is true when they say”) are often varied. <p data-bbox="394 999 1276 1062">Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
E	<p>Vocabulary</p> <ul style="list-style-type: none"> E • As is evident in “the need to strive and the desire to coast along,” “the abyss of laziness,” “frustrated with the state of our environment and society,” “in a better condition than when we were given it,” “leaving room for failure or change,” “ultimate goal,” “if something happens and that is no longer obtainable,” “a mystical land,” “shrouded by our fantasy,” “doing only what is required of you,” and “the importance of knowing the ultimate destination,” words and expressions are used accurately and deliberately. E • Precise words and expressions are used to create vivid images (as seen in “stumble on the pebbles and sticks in the way and turn back toward home,” “step by step, lesson by lesson,” “stumble blindly through life,” and “take aim and shoot off towards it”) and to enrich details (as seen in “allowing ‘wobble room’ will in time help you on your journey to greatness,” “emerge into the world as a strong, independent, self-sufficient adult,” and “every chapter of your life”). E • The tone created by the student—in statements such as “There are a plethora of ways that even the simplest of tasks can affect the future. The environment is very delicate in that the drop of a pin can create an earthquake” and “The future is often seen as a straight road to victory with only a few obstacles to hurdle over along the way, but in reality it is the polar opposite. The future is a storming desert with mirages at every turn, but so many possible ways to civilization”—is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>
Pf	<p>Conventions</p> <ul style="list-style-type: none"> Pf • The quality of the writing is sustained because it contains only minor convention errors, as shown in “When you plan for the future you help make informed decisions on the impacts of what you are taking part in on future generations, plan ahead and interpret some of the possible outcomes of the path you are on, and you have objectives as well as fall-back options in case something affects your ability to fulfill those goals, and making sure you are ready for the real world or the next chapter of your life” and “Change is never easy but when you set goals it makes everything a little easier and keeps your mind narrowed in aspiration for that goal.” Pf • Any errors that are present—such as “in school, occupation, recreation or sports,” “persistantly,” “successfull,” “ideology,” “Interpreting,” “necissarily,” “some back up plans,” “we often naive,” “independance,” and “finding oasis”—rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Marker Training Paper B (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

	Never thought ahead and that brought carl to where he is now
talks to parents and friends and	

What's next (Title)

When I was 12 I never thought on what I was going to say or do I just did it. My parents always called me stupid for that but I steel ignored them, but now that I'm 21 I am scread because of that.

I always thought that making fun of others made me a better person in popularity and all that until highschool my friends left me because I was not a good influence, but I finishe highschool and got adiptoma.

But after high school I could find no job because the boss where all my grade 6 bictims that I bullied no one wanted me, and my dad well he only kept me for a year after that he told me to find a job and help him but because I could not they kicked me out.

After that my life changed I came to be a hobo for at least three months this got me to think about my future. I had studied as a mechanic so I thought I can be my own boss and thats how it

it changed again.

I talked to my dad about it and he told me that I could use his tools to help me + that really made me feel good. Sometimes we even worked together repairing cars dad that brought a lot of money to the house.

After that it got me thinking how stupid it was to treat others like dirt I thought "why did I not think of my future" and then "what's next?"

Rationale for Marker Training Paper B (Narrative)

Title: “What’s next”

Score		Reporting Category
S		Content
	L	<ul style="list-style-type: none"> The student’s exploration of the topic through the recollections of the narrator regarding “making fun of others,” being told “to find a job,” living as “a hobo,” and becoming “amechanich” is simplistic.
	S	<ul style="list-style-type: none"> The student’s purpose—in the portrayal of how the narrator “finishe highschool and got adiploma,” “could find no job,” and was “kicked [...] out” until his “life changed”—is evident.
	S	<ul style="list-style-type: none"> The ideas presented by the student pertaining to how the narrator’s initial outlook (evident in “my friends left me because I was not a good influence” and “no one wanted me”) undergoes a transition (evident in “this got me to think about my future” and “I talked to my dad aboutit and he told me that I could use his tools to help me”) are appropriate and predictable.
	L	<ul style="list-style-type: none"> Supporting details related to facing “all my grade 6 bictims that I bullied,” being “my own boss,” feeling “good,” and “thinking how stupid it was to treat others like dirt” are imprecise and abbreviated.
S	<ul style="list-style-type: none"> The writing is straightforward and generalized—as seen in “my dad well he only kept me for a year” and “Sometimes we even worked together repairing cars and that brought a lot of money to the house”—and occasionally appeals to the reader’s interest through the narrator’s reflections on how to be “a better person.” 	
S		Organization
	S	<ul style="list-style-type: none"> The background provided in “When I was 12 I never thought on what I was going to say or due I just did it. My parents always called me stupid for that but I steel ignored them” in the introduction is functional, and establishes a focus (in “now that I’m 21 I am scread because of that”) that is generally sustained.
	L	<ul style="list-style-type: none"> The development of events documenting the narrator’s experiences in “highschool,” “after high school,” and “After that” is not clearly discernible, and coherence falters frequently.
	S	<ul style="list-style-type: none"> Transitions—such as in “he told me to find a job and help him but because I could not they kicked me out” and “I had studied as amechanich so I thought I can be my own boss”—tend to be mechanical and are generally used to connect events within and between sentences and paragraphs.
L	<ul style="list-style-type: none"> The closure (“After tha it got me thinking how stupid it was to treat others like dirt I thought ‘why did I not think of my future?’ and than ‘what’s next?’”) is abrupt and contrived. 	

Score	Reporting Category
L	<p>Sentence Structure</p> <ul style="list-style-type: none"> L • Sentence structure often lacks control (such as in “My parents always called me stupid for that but I steel ignored them, but now that I’m 21 I am scread because of that” and “But after high school I could find no job because the bosser where all my grade 6 bictims that I bullied no one wanted me, and my dad well he only kept me for a year after that he told me to find a job and help him but because I could not they kicked me out”), and this may impede meaning. L • As demonstrated in “I always thought that making fun of others made me a better person in popularity and all that until highschool my friends left me because I was not a good influence, but I finishe highschool and got adiploma,” sentence type and sentence length are seldom effective or varied; syntactic structures such as these are frequently awkward. L • There is little variety of sentence beginnings, evident in “My parents always,” “I always,” “But after high school,” “After that,” “I had studied,” and “I talked to my dad.” <p>Proportion of error to length and complexity of response has been considered.</p>
S	<p>Vocabulary</p> <ul style="list-style-type: none"> S • Words and expressions—as in “When I was 12,” “my friends left me because I was not a good influence,” “I could find no job,” and “so I thought I can be my own boss”—are generally used appropriately. L • Imprecise words and expressions such as “called me stupid for that,” “a better person in popularity and all that,” “they kicked me out,” “my life changed,” “it changed again,” and “that realy made me feel good” predominate. S • As seen in “I came to be a hobo for at least three moths this got me to think about my future” and “Sometimes we even worked toghether repairing cars,” the voice created by the student is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
L	<p>Conventions</p> <ul style="list-style-type: none"> L • As illustrated in “I thought ‘why did I not think of my future?’ and than ‘what’s next?,” the quality of the writing is weakened by the frequently incorrect use of conventions. L • Errors (such as in “never thought on,” “what I was going to say or due,” “I steel ignored them,” “scread,” “finishe highschool,” “the bosser where all my grade 6 bictims,” “at least three moths,” “amechanich,” “thats how it it changed,” “aboutit,” “realy,” “together,” and “After tha”) blur clarity and interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>