

Examples of the
Standards for
Students' Writing 2013

English
Language Arts
Grade 9

- Narrative / Essay Writing

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Other Information

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

Step 1: Type education.alberta.ca

Step 2: Click on “[Administrators](#)”

Step 3: Under “[Provincial Testing](#),” click on “[Achievement Tests](#)”

On the “Achievement Tests” web page, there is a specific link to “[Subject Bulletins](#).” These bulletins provide students and teachers with information about the 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 this web page is a specific link to “[Examples of the Standards for Students’ Writing](#).” These samples are intended to be used to enhance students’ writing and to assist teachers in assessing student writing relative to the standards embedded in the scoring criteria in the scoring guides.

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Introduction

The written responses in this document are examples of Grade 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 Achievement Test* in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2013 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 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 as a way of developing an individual voice and engaging the reader in ideas and forms that the student has considered. 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 Achievement Test, access the *Grade 9 English Language Arts 2013 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—such as 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 students’ papers 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 Assessment Sector staff members to discuss any questions or concerns.

Maintaining Consistent Standards

For all achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used 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 actual student work on the 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 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, which will determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are **not assessed locally** by teachers will be **scored centrally only once**.

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

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

The 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, 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 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 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

<p>Excellent</p> <p>E</p>	<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.
<p>Proficient</p> <p>Pf</p>	<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.
<p>Satisfactory</p> <p>S</p>	<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.
<p>Limited</p> <p>L</p>	<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 uncertain and/or incomplete and does not appeal to the reader’s interest.
<p>Poor</p> <p>P</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.
<p>Insufficient</p> <p>INS</p>	<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
- connections between events and/or details
- coherent order
- 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 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 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 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 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>	<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 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 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 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 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 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>	<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 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 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 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 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 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>	<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 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 Achievement Test

English Language Arts

Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts 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.

2013

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 self-respect in shaping a person's character**. 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.

**I never can hide myself from me,
I see what others may never see,
I know what others may never know,
I never can fool myself—and so,
Whatever happens, I want to be
Self-respecting and conscience free.**
—from “Myself”



Thank you for providing me with an opportunity to prove myself. With the money I make from working, I will be able to buy the new bike I want.

**Fame is what you have taken,
Character's what you give:
When to this truth you waken,
Then you begin to live!**
—from “Improvisations”



I think the best way to complete this project is to ensure that each one of us contributes equally to getting this project done. That way we can all share the success of our group.



Guest, Edgar A. “Myself.” In *Collected Verse of Edgar A. Guest*. 7th ed. Chicago: The Reilly & Lee Co., 1943.
Taylor, Bayard. *The Poetical Works of Bayard Taylor*. Household Edition. Boston: Houghton, Mifflin and Company, 1890.

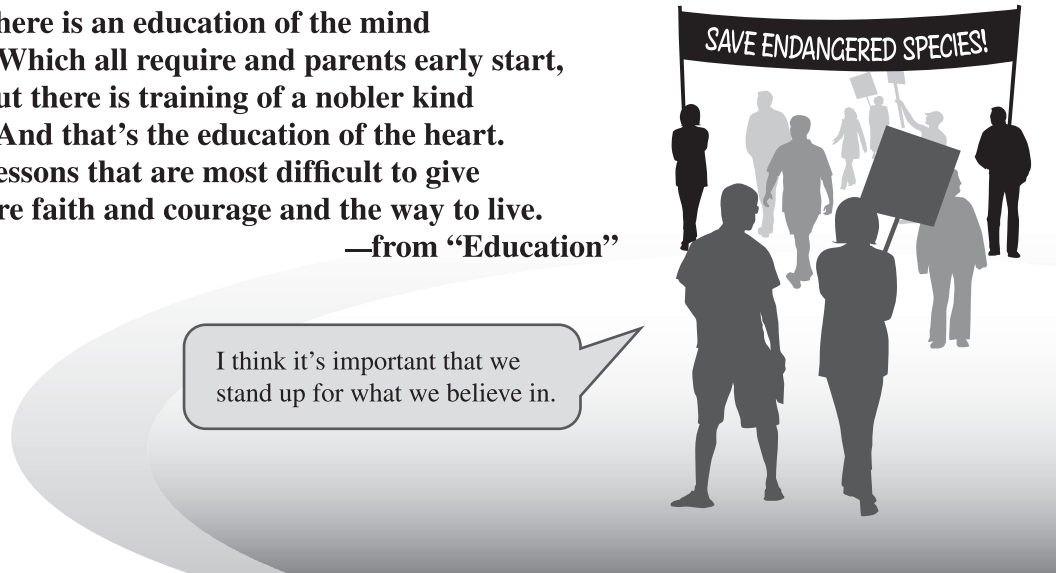
Don't say things. What you *are* stands over you the while, and thunders so that I cannot hear what you say to the contrary.

—from *Letters and Social Aims*



**There is an education of the mind
Which all require and parents early start,
But there is training of a nobler kind
And that's the education of the heart.
Lessons that are most difficult to give
Are faith and courage and the way to live.**

—from "Education"



Emerson, Ralph Waldo. *Letters and Social Aims*. The Complete Works of Ralph Waldo Emerson, vol. 8, Centenary Edition. Boston: Houghton, Mifflin and Company, 1904.
Guest, Edgar A. "Education." In *Collected Verse of Edgar A. Guest*. 7th ed. Chicago: The Reilly & Lee Co., 1943.

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 2013: General Impressions

Throughout the 2013 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 are several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were asked 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 self-respect in shaping a person’s character.**” This assignment was accessible for students at all levels of achievement. The **literary prompts**—that included quotations from works by Edgar Guest, Bayard Taylor, and Ralph Waldo Emerson—provided many students with opportunities to explore ideas related to being unable to “hide myself from me,” realizing that “Character’s what you give,” understanding that “What you are” is more important than “things” you “say,” and learning “lessons” regarding “faith and courage and the way to live.” The **visual prompts**—that included a youth expressing gratitude to an employer who is saying “Thank you for providing me with an opportunity to prove myself. With the money I make from working, I will be able to buy the new bike I want,” a group of students who are deciding that “the best way to complete” a “project” is to “ensure that each one [...] contributes equally” and “can [...] share the success” of the group, a youth apologizing to her parents for not doing “household chores” for which she is “responsible,” and a group of people in which some individuals are carrying a banner with the words “SAVE ENDANGERED SPECIES!” and a person telling another individual how “it’s important to stand up for what we believe in”—also offered students a variety of ideas to choose to explore in their responses.

Many students referred to dictionary definitions of self-respect—that included “having a proper respect for oneself as a human being” and “regard for one’s own standing or position.” Myriad conceptualizations of self-respect were evident in student responses, and most students were able to frame their understandings in a manner that illustrated that they were indeed addressing the assigned topic. In some responses, students approached the topic from a personal standpoint, examining the role played by siblings, parents, grandparents, friends, teachers and/or employers in affecting the development of an individual’s self-respect—such as in “I admire my brother Blair because he spends time with me and teaches me how to be strong and do what is right,” “We are not born with the ability to know right from wrong [...] we learn from our parents the virtues we live by,” “True friends will support you in whatever you set out to do and will defend you from criticism from others,” “At school, we learn to treat others the way we wish to be treated,” and “On the job site employees who feel good about themselves are more reliable and productive.”

Students also examined the value of self-respect in reflecting a person’s “honour and integrity,” giving a person “an optimistic attitude toward the future,” and being “a personal shield from being bullied or criticized by others because those who know who they are and what they

stand for will be unaffected by the negative opinions of others.” In some instances, students cited the influence of role models noted for their respect for themselves and others—such as “sports heroes” (including Wayne Gretzky, Michael Jordan, and Tom Brady), “pop stars” (including Miley Cyrus, Justin Bieber, and Beyonce Knowles) and “actors and actresses” (including Channing Tatum, Will Smith, and Julia Roberts)—in inspiring others to realize their own potential. In other responses, students spoke of the value of religious beliefs in guiding individuals through personal crises.

Some students examined the implications of personal postings on “Facebook and other social media sites” that can have lasting consequences. Others responded to the assignment by recounting or explaining how “low self-respect is an obstacle to taking chances and trying new experiences which limits a person’s ability to achieve success and fulfillment,” how “self-respect allows us to take advantage of opportunities as they arise in our lives,” and how “we can accept compliments regarding our achievement graciously when we have self-respect.” To support and develop their ideas, some students also chose to include a discussion of the influence of self-respect on the lives of characters in literary works such as *To Kill a Mockingbird*, *The Wild Children*, *The Chrysalids*, *Ender’s Game*, *The Golden Compass*, and *Touching Spirit Bear*.

The **Narrative / Essay Writing Assignment** provided students with myriad opportunities 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 2013 Grade 9 English Language Arts Achievement Test.

Observations from Standards Confirmation and Central Marking 2013: Qualities of Student Writing that Did Not Meet the Acceptable Standard

Student writing that was scored “**Poor**” or “**Limited**” in “**Content**” was often characterized by an exploration of the topic that was tenuous, simplistic, minimal, and/or tangential. For example, some students reduced the topic to a discussion of the importance of basic needs (“food, shelter, and water) for daily survival. In some responses, students quoted randomly from the prompts provided without elaborating upon them or connecting them to ideas presented. In other responses, students depicted scenarios in which little context was provided regarding a character’s thoughts, personality, circumstances, or behaviour in the synopsis of events presented. Some students addressed the topic with sweeping generalizations such as “With out self respect we may as well all die,” “it is better to feel good than bad,” and “some times we just need to let our hair down and stop working so hard.” Students at this level of achievement often struggled with clarifying their ideas in relation to the topic and were not always successful in conveying their thoughts clearly and completely.

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

- “What you give is what you get cause if you hate your self you hate others. Theres nothing you can do ‘oh who cares’ so I’m asking everone else people out there to start self respect.”
- “This is a story about ryan, and now he loses his job on day ryan gets a call about he got the job he was nervous about the job the next day at work that next day he was very working hard not giving up. [...] After a couple pay cheks he had money he needed to buy a house were he lives today.”
- “So sunny out i was stuck in side playing guitar i heard a couple of kids walk by and they were talking about the music i was playing. Wow that guy sucks said guy 1. Yea he reeks said guy 2. [...] From then on I felt so bad I dint play guitar again ever again.”
- “Thank you for takeing the time to read my essay and I hope as you read it you feel like you are informed about the importance of self-respect in shaping a person’s character, before it ends I would like to ask if your shapeing someones character are you doing it right or are you doing it wrong.”
- “Bob woke up and said what a nice Day he put on some cloths and went out the door. [...] Bob walked pasted a group of people believe in saving the endangered species so standup for them. [...] Bob walked pasted a home less man and felt good threw money in to his cup. [...] Bob went home and his mom toled him it was time for bed.”
- “We all kinda feel like crap about ourselves sometimes we cant let that take us over, we need to sometimes accept that thats the way we are and we cant always change.”
- “Alexis learned that her friends have a lot to do with everything she is when listening to their advice that partying all the time is not a good thing. [...] When they visit her in the hospital when she crashed her car when she drove home from the party she know she shouldn’t. That was when she knew she had to be more careful.”
- “Self respect is an important shape in a persons character. We all ways get what we earned thinking we are good when you get self respect you feel good because we are all ways paying for what we have done and helping others.”
- “The importance of self respect and how it shapes a person characteristics. In my view self respect shapes our characteristics and then we will be sucessful in life with the image you get in side of you is the emotions that help you pick your clothes. You need only our self-emotion to belive in your own beliefs.”

- “‘Theres a couple reasons why self-respect in shaping a persons character is important’ my granpa said ‘and I’ll tell you why. [...] Chris you need to stand up for what you beleive in and respect your self, then others will respect you. Finally your reputation. Thats why you can succeed.’ [...] ‘Thanks granpa for the advise I’ll let you know how it works.’”

In student responses scored “**Poor**” or “**Limited**” in “**Content**,” such as those from which these excerpts were taken, the purpose was vague or insubstantial. Ideas presented were superficial, ambiguous, overgeneralized, or underdeveloped. Supporting details were imprecise, abbreviated, irrelevant, and/or scant. The writing was uncertain, incomplete, confusing, and/or lacking in validity with little appeal to the reader’s interest. In “**Organization**,” the introduction lacked purpose, and was obscure, ineffective and/or not functional. The development of events and/or details was not clearly discernible, haphazard, and/or incoherent. Transitions were lacking, indiscriminately used, absent, or inappropriately used within and/or between sentences and/or paragraphs. Closure was abrupt, contrived, unrelated to the focus, 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 and/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 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 given response sufficiently addressed the task presented in the assignment. Most often, there was evidence that students had implicitly addressed the topic and/or prompts, and should be assessed. If, however, extensive examination of a student’s work by both a marker and a group leader lead to the conclusion that the response was “**Insufficient**,” then the floor supervisors in consultation with the team leader made a final judgment.

Observations from Standards Confirmation and Central Marking 2013: Qualities of Student Writing that Met the Acceptable Standard

Students whose responses received a score of “**Satisfactory**” in “**Content**” often approached the topic from the stance that people who have self-respect “stand up for their beliefs,” “help others who are being bullied,” and “respect others so that they will respect you.” Some students examined the relationship between self-respect and “body image,” “the way you dress,” “how you act,” “the friends you make,” and “the decisions you make.” Others presented examples of how having self-respect enables individuals to “strive to succeed,” “make good choices,” and “learn from mistakes.” A number of students examined the importance of self-respect in providing people with the ability to “accept our weaknesses,” “overcome pain and suffering,” “find happiness,” and “show others how to find contentment in their lives.” Still other students purported that “people with out self-respect affect how others see them in a negative fashion,” “discourage others from providing support,” have “trouble dealing with problems,” and are “unable to grow.” As well, some students spoke of the benefits of “having control of your life” and “being able to become the person you want to be.”

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

- “Abbey was a small town girl. She never beleived she could do anything. [...] Abbey had always wanted to play the piano. Her parents let her join clubs and do other sports. Whatever she started she always quit because she didn’t beleive she could do it. It didn’t help that her parents didn’t beleive she could do something. Her parents didn’t beleive because Abbey didn’t beleive in herself.”
- “Do you have self-respect? When you show yourself self-respect it helps you to gain confedence, make a better aperance of yourself and it also makes it easier for you to be liked by others. That’s why self-respect plays an important role in everyday life.”
- “One of my flaws is that I am not very athletic, so my Physical Education mark is usually low. I get frustrated with myself because it is the only class that I don’t do well in. [...] In two months we have a track meet so I’m going to practice really hard. [...] After working with Coach McKay everyday after school I was ready. [...] I won four ribbons and was proud of myself for what I had done. I realized that anything is possible if I just set my mind to it”
- “Michael [a homeless boy of 18] was getting mad because he had no money, he had grugy clothes and old shoes. He walked toward the shack where he lived, and noticed a nice house with no one home. So Michael decided to grab a rock, smash a window and steal some money. [...] All of a sudden several police officers showed up and cornered him. [...] Because he had no self-respect Michael went to jail for his crime.”
- “What shapes a person’s character can be many things. Three of the ways how to gain self respect are attitude, determination, and honesty. All these qualities are important and make your character and will help you become a good person.”
- “Self respect is something all people should have. It raises confidence in the person, help them acheive new heights and will benefit the future. Having self respect is ideal for success in school and at work.”
- “Suzy Ramirez was 14 years old. She is the type of girl that would never speak up in a crowd and express herself. [...] One day at school she was walking down the hallway past her friends who stopped and asked her if she wanted to cheat together on the math test today. [...] She didn’t know what to do but then agreed. [...] When the time for the test came Suzy was

so nervous. [...] She thought about what would happen if she got caught and how people would look down on her. [...] Even though she only got 60% on the test Suzy was glad she did the right thing.”

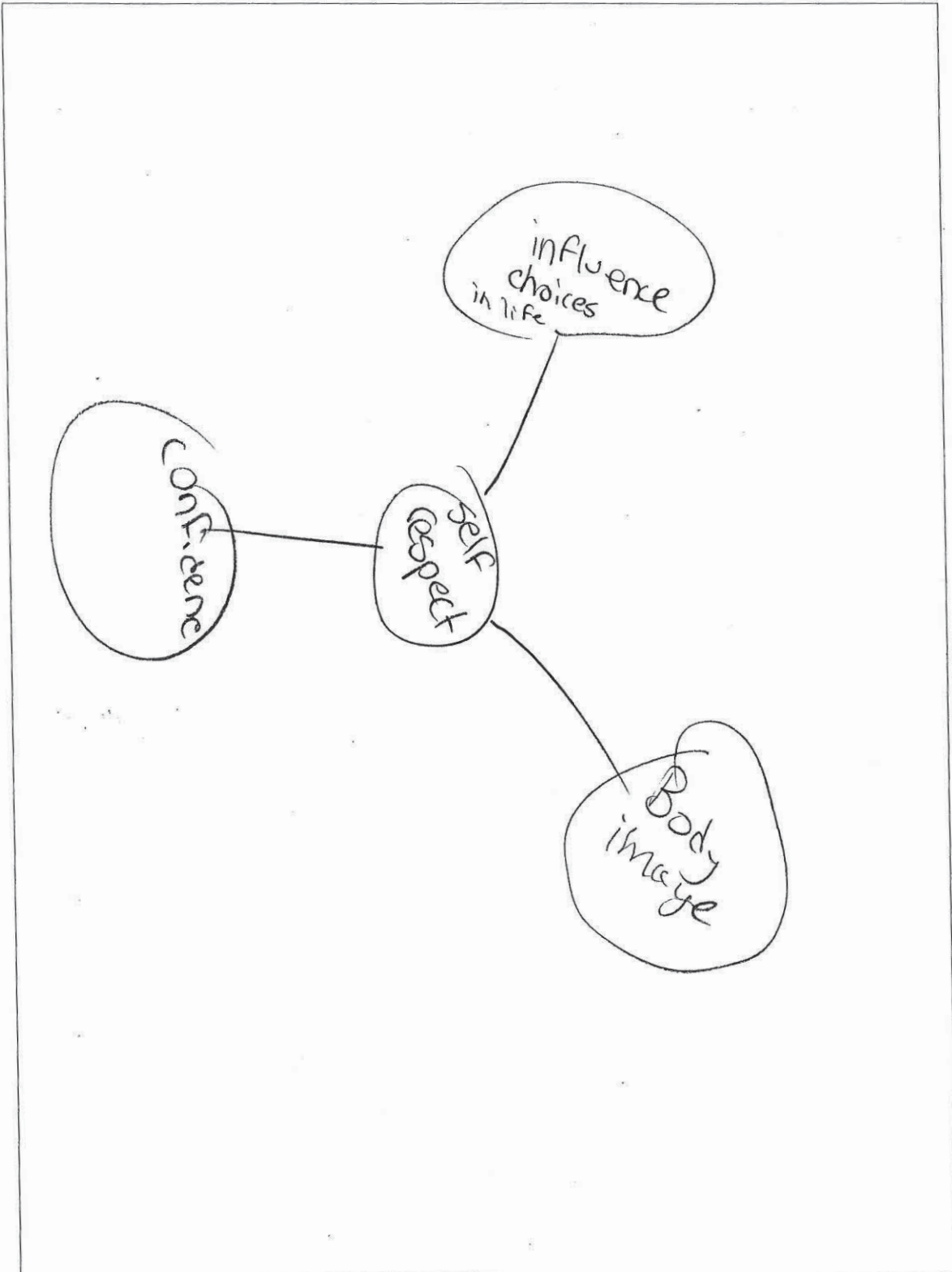
- “With self-respect you end up going down the right path. It doesn’t mean just respecting yourself in one way. It is having good hygiene, a healthy lifestyle, and confidence in yourself. [...] If you truly show yourself to the people around you they will respect you for who you are.”
- “Finally the day came. I was now 16 years old and getting ready to go in for my drivers’ licence. [...] The day I got my licence my dad gave me the car. He told me to be careful and not get in any accidents. [...] I picked up my friends and off we went. [...] Trying to impress them I started speeding. [...] there was a sudden turn and I could not control the car. [...] we smashed into some trees but were not hurt bad. [...] My dad was so angry he grounded me for a year but what hurts most is how disappointed he is in me and how disappointed I am with myself.”
- “Respect is needed. We are used to hearing our teachers, friends, and parents telling us to respect ourselves in one way or another. Self-respect is a vital component in building who you are. Every human being needs self-respect to have confidence, be able to look in the mirror and like what they see, and have self-esteem.”

In narrative and essay responses scored “**Satisfactory**” in “**Content**,” such as those from which these excerpts were taken, 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. In “**Organization**,” responses scored “**Satisfactory**” were 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 between sentences and 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.



Self Respect In You

(Title)

Some people say that self respect is not essential to have a good career and life. But to many other people they say that having a good self respect will get you through life untroubled. It is a big part in your life because it will help change your confidence, influence your choices, and alterate your body image. Positive self respect can effect how the rest of your life will be.

Whether your confidence is good or bad it will affect the way you act to certain tasks in life. If you

have a good confidence you will

be willing to try more things.

Even if you don't complete the

task you will be confident about

it next time. In your career confidence

will help you achieve and will make

you want to always do better.

There are many things that

will help influence your decisions, but

self respect is one of the main things.

It will effect your decisions by taking

what kind of self respect you have

and either make a good choice or a bad

one. If you have good self respect, you will make positive choices, but if you have bad self respect it will influence you to make bad choices. Some decisions can effect your entire life so good self respect will help you make good decisions and help you have a good life.

Body image is important for when you want something. If you have a negative self respect you will see yourself with a bad body and that will bring down your confidence to try new things.

Body image is important for when it comes to meeting new people. If they see you and you have bad body image they might not like you. Body image will help others opinions about you and can have a big change in your life.

Self respect will change your entire life. You can help mold your life by having good self respect. Self respect influences the choices you make, your body image, and how much confidence you have.

So to have a good
career and life you need
a positive self respect.

Rationale for Student Exemplar – Satisfactory (Essay)

Title: “Self Respect In You”

Score		Reporting Category
S		Content
	S	<ul style="list-style-type: none"> The student’s exploration of the topic in the analysis of the contention that “having a good self respect will get you through life untroubled” in terms of the impact it has upon “your confidence,” “your choices,” and “your body image” is clear.
	S	<ul style="list-style-type: none"> The student’s purpose in examining the importance of self-respect in determining “how the rest of your life will be”—in that it can “affect the way you act to certain tasks in life,” “influence your decisions,” and “help others opinions about you”—is evident.
	S	<ul style="list-style-type: none"> The ideas presented by the student are appropriate and predictable, as demonstrated in “If you have a good confidence you will be willing to try more things,” “If you have good self respect you will make positive choices, but if you have bad self respect it will influence you to make bad choices,” and “Body image is important for when it comes to meeting new people.”
	S	<ul style="list-style-type: none"> Supporting details such as those related to “your career” (wherein “confidence will help you acheive and will make you want to always do better”), “your decisions” (wherein “by taking what kind of self respect you have,” you “either make a good choice or a bad one”), and “Body image” (wherein “If you have a negative self respect you will see yourself with a bad body and that will bring down your confidence to try new things”) are relevant and generic.
S	<ul style="list-style-type: none"> As is evident in “Some decisions cane effect your entire life so good self respect will help you make good decisions and help you have a good life,” the writing is straightforward and generalized and occasionally appeals to the reader’s interest by means of encouraging the reader to “help mold your life by having good self respect.” 	

Score	Reporting Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1409 499">S • The introduction (provided in “Some people say that self respect is not essential to have a good career and life. But to many other people they say that having a good self respect will get you through life untroubled”) is functional and establishes a focus (on the premise that “It is a big part in your life because it will help change your confidence, influence your choices, and alterate your body image”) that is generally sustained. <li data-bbox="342 516 1409 663">S • Details pertaining to the effect of “Positive self respect” on “the rest of your life” in establishing “Whether your confidence is good or bad,” whether “you [...] make a good choice or a bad one,” and whether or not “new people” will “like you” are developed in a discernible order. <li data-bbox="342 680 1409 863">S • Transitions—such as in “Even if you don’t complete the task you will be confident about it next time” and “Their are many things that will help influence your decisions, but self respect is one of the main things”—tend to be mechanical and are generally used to connect details within and between sentences and paragraphs. <li data-bbox="342 879 1409 1062">S • The summation in “Self respect will change your entire life. You can help mold your life by having good self respect” in the closure is related to the focus and the restatement of ideas (in “Self respect influences the choices you make, your body image, and how much confidence you have. So to have a good career and life you need a positive self respect”) is mechanical.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1146 1409 1371">S • Sentence structure is generally controlled (as seen in “In your career confidence will help you acheive and will make you want to always do better” and “If they see you and you have bad body image they might not like you”), but lapses (such as in “But to many other people they say that having a good self respect will get you through life untroubled”) may occasionally impede meaning. <li data-bbox="342 1388 1409 1570">S • Sentence type and sentence length are sometimes effective and varied, as demonstrated in “It will effect your decisions by taking what kind of self respect you have and either make a good choice or a bad one” and “If you have a negative self respect you will see yourself with a bad body and that will bring down your confidence to try new things.” <li data-bbox="342 1587 1409 1734">S • Some variety of sentence beginnings is evident in “Some people say,” “It is a big part in,” “Positive self respect can,” “If you have,” “Some decisions,” “Body image is important,” “Self respect will change,” and “So to have a good career and life.” <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"> <li data-bbox="342 275 1382 422">S • Words and expressions (as in “get you through life untroubled,” “it will affect the way you act,” “many things that will help influence,” “when you want something,” “bring down your confidence,” and “a big change in your life”) are generally used appropriately. <li data-bbox="342 443 1382 590">S • General words and expressions such as “a good career,” “a big part in your life,” “how the rest of your life will be,” “willing to try more things,” and “self respect influences the choices you make” are used adequately to clarify meaning. <li data-bbox="342 611 1382 716">S • The tone created by the student in arguing that self-respect “will help change your confidence, influence your choices, and alterate your body image”—in order “to have a good career and life”—is discernible. <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"> <li data-bbox="342 873 1382 1062">S • The quality of the writing is sustained—as illustrated in “If you have good self respect you will make positive choices, but if you have bad self respect it will influence you to make bad choices” and “Body image is important for when it comes to meeting new people”—through generally correct use of conventions. <li data-bbox="342 1083 1382 1230">S • Errors (such as in “self respect in not,” “alterate,” “Wheather,” “the way you act to certain tasks,” “have a good confidence,” “acheive,” “Their are,” and “help others opinions”) occasionally reduce clarity and sometimes interrupt the flow 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.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the student to use for planning their work.

Trying your best

Angelina always dreamt of making it big. She loved the freedom of flying down the ice. She loved skating but did not like all the hours of practice and the constant naging of her coach. As she stood on the ice her coach came up to her. “Angelina why are you just standing there?”

Angelina just shrugged and said “I don’t know.”

“Well if you don’t know how am I sposed to know? Your wasting my time.”

Time was up for the lesson and as Angelina was leaving the arena her coach told her not to come back unless she was willing to try. Good thought Angelina. Now I don’t have to be told what to do. I can do what I want and won’t miss being naged at.

When Angelina got home her supper was on the table with a note from her mom. Angelina sat down and started to eat. In the note her mom had left she said she was sorry she wasn’t home but she got called in to work at her second job. Angelina knew that her mom was a single mom and she needed the extra money to pay for Angelinas skating lessons. Angelina put the dishes away and went to the living room to watch tv. As

she flipped through the channels she stopped at the worlds figure skating championships.

They were interviewing the winner of the ladies competition she was crying as she accepted the gold medal. The announcer was saying how amazing she was to lose her mom a few months ago and still win today. Angelina couldn't imagine what it would be like not to have her mom who was working right now to support Angelina. She felt guilty and knew how dissappointed her mom would be if she quite skating.

The next day Angelina showed up early for practice and was already warmed up when her coach got there. Before her coach could say any thing Angelina said she was sorry for how she acted and was ready to work hard. "I'm lucky to be here and am going to give it my best!" With a new additude Angelina's blades glided across the ice and she landed all of her jumps. Someone was clapping in the seats Angelina looked over to see her mom standing there.

She skated up to her mom and gave her a big hug. "I got off work early and came to watch. Your great! I'm so proud of you!" Angelina smiled from ear to ear. Hearing these words meant the world to her and she skated back onto the ice and she held her head high.

Rationale for Student Exemplar – Satisfactory (Narrative)

Title: “Trying your best”

Score	Reporting Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1406 674"> <p>S • The student’s exploration of the topic in the portrayal of the experiences of “Angelina” (who loves “skating but did not like all the hours of practice and the constant naging of her coach,” decides that she does not want “to be told what to do,” observes “the winner of the ladies competition” who had lost “her mom a few months ago,” thinks of “her mom who was working right now to support Angelina,” and tells her coach she is “sorry for how she acted” and “ready to work hard”) is clear and logical.</p> <li data-bbox="342 695 1406 915"> <p>S • The student’s purpose in chronicling Angelina’s being told by her coach “not to come back unless she was willing to try,” her initial assumption that she “won’t miss being naged at,” her feelings of guilt with regard to “how disappointed her mom would be if she quite skating,” her decision to “give it” her “best,” and her being told by her mom “Your great! I’m so proud of you!” is evident.</p> <li data-bbox="342 936 1406 1157"> <p>S • The ideas presented by the student—related to how “Angelina knew that her mom was a single mom and she needed the extra money to pay for Angelinas skating lessons,” how “With a new additude Angelina’s blades glided across the ice and she landed all of her jumps,” and how “Someone was clapping in the seats Angelina looked over to see her mom standing there”—are appropriate and predictable.</p> <li data-bbox="342 1178 1406 1398"> <p>S • Supporting details such as in “When Angelina got home her supper was on the table with a note from her mom. Angelina sat down and started to eat. In the note her mom had left she said she was sorry she wasn’t home but she got called in to work at her second job” and “The next day Angelina showed up early for practice and was already warmed up when her coach got there” are relevant.</p> <li data-bbox="342 1419 1406 1661"> <p>S • The writing is straightforward and generalized (as in “Angelina put the dishes away and went to the living room to watch tv. As she flipped through the channels she stopped at the worlds figure skating championships”) and occasionally appeals to the reader’s interest (through the inclusion of dialogue such as in “‘Angelina why are you just standing there?’ / Angelina just shrugged and said ‘I don’t know.’ / ‘Well if you don’t know how am I sposed to know?’”).</p>

Score	Reporting Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1414 499">S • The opening provided in “Angelina always dreamt of making it big. She loved the freedom of flying down the ice” in the introduction is functional and establishes a focus on the conflict between her love of “skating” and her dislike of “all the hours of practice and the constant naging of her coach” that is generally sustained in the ensuing events that culminate in her realization that she is “lucky to be here” and “going to give it” her “best.” <li data-bbox="342 520 1414 699">S • Events regarding Angelina’s being told that she is “wasting” her coach’s “time,” thinking of how her mother worked for “the extra money to pay for Angelinas skating lessons,” watching “the worlds figure skating championships,” gaining “a new additude,” hearing “clapping,” and seeing “her mom standing there” are developed in a discernible order. <li data-bbox="342 720 1414 940">S • Transitions (such as in “Time was up for the lesson and as Angelina was leaving the arena her coach told her not to come back unless she was willing to try” and “she was crying as she accepted the gold medal. The announcer was saying how amazing she was to lose her mom a few months ago and still win today”) tend to be mechanical and are generally used to connect events within and between sentences and paragraphs. <li data-bbox="342 961 1414 1140">S • The closure (provided in “She skated up to her mom and gave her a big hug. ‘I got off work early and came to watch. Your great! I’m so proud of you!’ Angelina smiled from ear to ear”) is mechanical and the final reflection—“Hearing these words meant the world to her and she skated back onto the ice and she held her head high”—is related to the focus.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1218 1414 1360">S • Sentence structure is generally controlled—as shown in “As she stood on the ice her coach came up to her. ‘Angelina why are you just standing there?’” and “Before her coach could say any thing Angelina said she was sorry for how she acted and was ready to work hard.” <li data-bbox="342 1381 1414 1524">S • Sentence type and sentence length (such as in “When Angelina got home her supper was on the table with a note from her mom. Angelina sat down and started to eat” and “She felt guilty and knew how dissappointed her mom would be if she quite skating”) are sometimes effective and varied. <li data-bbox="342 1545 1414 1688">S • As can be seen in “She loved skating,” “Angelina knew,” “As she flipped through the channels,” “They were interviewing the winner,” “The next day Angelina showed up early,” and “Hearing these words,” 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"> <li data-bbox="342 275 1382 390">S • Words and expressions are generally used appropriately, as is evident in “Angelina just shrugged,” “went to the living room,” “working right now to support Angelina,” and “Angelina looked over to see.” <li data-bbox="342 405 1349 552">S • General words and expressions—such as “her mom was a single mom,” “Angelina put the dishes away,” “already warmed up when her coach got there,” “smiled from ear to ear,” and “meant the world to her”—are used adequately to clarify meaning. <li data-bbox="342 567 1398 751">S • The voice created by the student through the omniscient examination of Angelina’s reflections (as in “Good thought Angelina. Now I don’t have to be told what to do. I can do what I want and won’t miss being naged at” and “Angelina couldn’t imagine what it would be like not to have her mom” is discernible. <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"> <li data-bbox="342 911 1398 1058">S • As shown in “In the note her mom had left she said she was sorry she wasn’t home but she got called in to work at her second job” and “She skated up to her mom and gave her a big hug,” the quality of the writing is sustained through generally correct use of conventions. <li data-bbox="342 1073 1398 1220">S • Errors—as seen in “dreamt,” “naging,” “Angelinas,” “worlds,” “They were interviewing the winner of the ladies competition she was crying as she accepted the gold medal,” “dissappointed,” “if she quite skating,” “additude,” and “Your great!”—occasionally reduce the clarity of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Observations from Standards Confirmation and Central Marking 2013: Qualities of Student Writing that Met the Standard of Excellence

Many students whose responses received scores of “**Proficient**” or “**Excellent**” in “**Content**” demonstrated an understanding of how having self-respect enables individuals to “capitalize on personal strengths and improve upon personal weaknesses,” “make decisions wisely by considering the consequences of your actions,” and “give yourself credit for being true to your values.” Some students analyzed how “children learn from past experiences” that “being dishonest reflects poorly on our character because others lose their trust in us” and that “when we are accountable for our actions when we are young, we earn the admiration of others and feel satisfied with our selves as adults.” Other students examined the reciprocal benefits of self-respect in allowing people to “recognize in others traits we admire and would like to possess ourselves” and “serve as an example to others of what can be achieved through honesty, perseverance, and being accountable for our actions.” Still other students illustrated that self-respect requires that a person be “open-minded and willing to accept individual differences” and that “with self-respect, a person can celebrate their uniqueness and individuality.”

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

- “Life isn’t about waiting for the storm to pass, it’s about learning to dance in the rain. We must not hide from our fears, but instead face them head on. Each challenge we face makes us stronger, and we learn to trust our own judgment. We learn to think for ourselves and make decisions that we believe are in our best interest and we are willing to accept whatever consequences come from our actions.”
- “From the moment we are born, we are conscious of how we are perceived by others – our parents. They provide us with the foundation of what we come to believe about the world, ourselves, and those who are important to us. If we have self-respect, can face the challenges that confront us, trust our own judgment when making decisions, and show others that we are loyal and can be depended on, especially in times of need.”
- “Every year since I had started school I had the lead role in the school play. I loved acting and everyone knew that I was the best actress in the school. [...] This year we were doing *The Wizard of Oz* and the auditions were in a few weeks. [...] When the list of cast members was posted I casually sauntered over expecting to see that I had been cast as Dorothy. [...] My hands grew clammy and my eyes started to twitch as I realized I had only been given a supporting role. [...] I went to the first rehearsal to tell Mrs Davis I wouldn’t be in the play. [...] As I entered the theater the girl who had gotten the lead was on stage. [...] Trying not to be noticed I slid into the nearest seat at the back. [...] At first all I wanted to do was critique her performance but came to realize that she was good. Really good. As good as I was. [...] As Mrs Davis began the rehearsal I took my place as the cowardly lion content with knowing that everyone deserves their time in the spotlight.”
- “I work as a marine biologist. I am married with two beautiful children. I have many close friends. To many, I seem to have if not a perfect existence, at least an enviable one. Truthfully I know I do. I know I’m lucky. But if you knew what it cost me to get her, you might question your jealousy. I did not cheat or lie my way to the top. It was more of a singular incident in which I lost all self respect. And when I lost all my self respect, I had nothing. It happened twenty years ago but haunts me to this day.”

- “The intrinsic rewards of self-respect include discovering your fundamental beliefs, and being able to exercise these beliefs in day-to-day interactions. Although this may entail hardship and self-sacrifice, doing so will give people peace of mind in knowing that they have remained true to themselves and what they value most. [...] This commitment to one’s beliefs in the face of adversity is shown by Atticus Finch in *To Kill a Mockingbird* when he defends an innocent black man named Tom Robinson against charges of raping a white girl names Mayella Ewell.”
- “Every day teens are bombarded with media messages that define what is popular and perpetuate stereotypes and false images. [...] Young people who idolise celebrities are conned into believing that they can achieve the unattainable. [...] When they fail to live up to these unrealistic expectations the impact on their self-esteem is devastating.”
- “Dull. That’s the best way I could describe myself. Average-looking. Average at sports. Average at school. I’m that kid at the back of the class who never talks and is never noticed. Nobody cared about me and, in time, I learned not to care for other people – that is, until she moved in next door. [...] Pretty. Athletic. Smart. [...] I worshipped her from afar knowing I was unworthy of her attention. [...] One day while hurrying home on my bike, I didn’t see her walking along the sidewalk and then CRASH! we became instantly acquainted. [...] From that moment, strange as it may seem, we became close friends. [...] Lisa complimented me on my appearance, cheered me on at all of the football games I played in, and studied with me. [...] The irony of it all is that I couldn’t see myself until I looked at myself through Lisa’s eyes.”
- “The number two draft pick for the Boston Bruins is Kyle Martin!’ [...] Kyle couldn’t believe his ears! He had finally made it! [...] Playing in the NHL was more difficult than Kyle had ever imagined. In junior hockey, he was always the star player but here he was a nobody. He was fast, but there was always someone faster. He could score goals, but there was always someone who score more goals. [...] One day in the locker room surprised his teammate Matt who was giving himself an injection. [...] To keep Kyle quiet about his use of steroids, Matt offered to be Kyle’s supplier. [...] Kyle knew that with steroids he could easily become the great player he wanted to be without the years of arduous effort it would take otherwise. [...] Although it took Kyle two seasons, he earned the position of starting forward. [...] As he stepped onto the ice, he held his head high, proud of how he had reached his goal without the use of performance enhancing drugs.”
- “Self-respect is not determined by how much money you have or how many friends you have. It isn’t something you can expect to have if you don’t value who you are or don’t take pride in what you do. [...] Self-respect is gained by being content with your circumstances and being comfortable with yourself and your relationships with others. [...] With self-respect, you can see your own worth and acknowledge that your actions are a true reflection of your character.”
- “The sun descended gradually below the horizon. A single tear dropped down the side of Maria’s cheek. Her husband, Fernando, clutched her hand and squeezed gently. In the doorway stood Frederico, their son, in his squadron uniform looking every bit the dutiful soldier. Maria broke free from her husband and ran to her son, clutching him close. [...] Frederico’s heart ached as he boarded the train but he knew he was doing what needed to be done. [...] serving his country.”

In responses receiving scores of “**Proficient**” or “**Excellent**” in “**Content**,” such as those from which these excerpts were taken, 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 and/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.

- 1 → learn from your mistakes
 - keep trying
 - makes you stronger
 - builds character

- 2 → get help from others
 - don't push them away
 - those you love
 - sometimes they know best

- 3 → stand up for what you believe in
 - don't care about what others say

- chase
follow your dreams
 - chase it
 - if you believe that's all that ~~counts~~ ^{matters}
 - inspire others

The Truth About You

When a person is born, they know little to nothing about themselves or the world that they are now part of. In order to discover who they are and become a happy and self-respecting adult, a person needs to gain experience making decisions that make them into the kind of person they are. They can learn from their own success and failures. These lessons can be shared with other people in their lives and also in turn a person could learn about themselves from others. This is where you find out what you value and helps you to stand up for what you believe in. With self-respect you can become the kind of person that others admire.

People can gain self-respect from what they have succeeded in doing and the mistakes they have made. Children learn very early that getting along with others is better than causing conflict, your parents reward you for sharing your toys and being considerate of others and you will learn from being punished not to be selfish. In school, you learn that telling the truth makes your teachers and classmates respect which will increase your popularity. Lying to others can cause hurt feelings and make people want to not be around you. What is most important

is that a person needs to learn to avoid doing things that lead to negative outcomes and continue to do what makes them content.

A person can choose to share this knowledge with other people by giving advice about how to deal with difficult situations and by doing this they can learn more about themselves from others. Has anyone ever come to you for advice? They might want to know how to pass a difficult test or how to deal with peer pressure. If you explain how you faced such situations you might help them to avoid the problems you did. Spending time with others may also give you a chance to become aware of what other people have been able to learn about life. Our grandparents stories of how to deal with times of need by supporting their neighbors show that this is how people should work together. Helping others and learning from others is important to the development of a person's self-respect.

What you have learned from your own experience and how others have dealt with certain circumstances will help you find out what you hold dear and believe in most strongly. People who are able to live true to their ideals, like being loyal to a friend and defending them when they are mistreated by others. Wouldn't you want to be treated the same way? Self-respect is what motivates you to stand up for your beliefs, having confidence in yourself there is no limit to

becoming the best you can be. You will be able to chase your dreams and become the kind of person others admire.

Every person is different. What makes us different is how people gain self-respect by learning from what they have succeeded and failed at and what is learned from others. Standing up for your value and beliefs may be difficult but it is what makes you a person that others can look up to. Just like the people you look up to.

Rationale for Student Exemplar – Proficient (Essay)

Title: “The Truth About You”

Score	Reporting Category
Pf	<p>Content</p>
	<p>Pf • The student’s exploration of the topic in the examination of the contention that to “become a happy and self-respecting adult, a person needs to gain experience making decisions that make them into the kind of person they are”—by learning “to avoid doing things that lead to negative outcomes and continue to do what makes them content,” “Helping others and learning from others,” and being “able to live true to their ideals”—is adept and plausible.</p>
	<p>Pf • The student’s purpose in establishing that because people are “born” knowing “little to nothing about themselves,” they need to “learn from their own success and failures” and “learn about themselves from others” in order to “find out what you value” and “become the kind of person that others admire” is intentional.</p>
	<p>Pf • The ideas presented by the student such as those regarding how “Children learn very early that getting along with others is better than causing conflict,” how “Spending time with others may also give you a chance to become aware of what other people have been able to learn about life,” and how “What you have learned from your own experience and how others have dealt with certain circumstances will help you find out what you hold dear and believe in most strongly” are thoughtful and sound.</p>
	<p>Pf • Supporting details (related to being rewarded for “sharing your toys and being considerate of others” and learning “from being punished not to be selfish,” knowing “how to pass a difficult test or how to deal with peer pressure,” hearing “Our grandparents stories of how to deal with times of need by supporting their neighbors,” and “being loyal to a friend and defending them when they are mistreated by others”) are specific and apt.</p>
<p>Pf • As is evident in “Self-respect is what motivates you to stand up for your beliefs, having confidence in yourself there is no limit to becoming the best you can be. You will be able to chase your dreams and become the kind of person others admire,” the writing is considered and elaborated and draws the reader’s interest by posing introspective questions such as “Has anyone ever come to you for advice?” and “Wouldn’t you want to be treated the same way?”.</p>	

Score	Reporting Category
Pf	<p data-bbox="391 212 1430 268">Organization</p> <p data-bbox="391 268 1430 506"> Pf • The opening statement (“When a person is born, they know little to nothing about themselves or the world that they are now part of”) in the introduction is purposeful (in justifying the need for people “to discover who they are” and “gain experience”) and clearly establishes a focus (on the notion that “With self-respect you can become the kind of person that others admire”) that is capably sustained. </p> <p data-bbox="391 506 1430 779"> Pf • Details regarding how “People can gain self-respect from what they have succeeded in doing and the mistakes they have made,” “A person can choose to share this knowledge with other people by giving advice about how to deal with difficult situations and by doing this they can learn more about themselves from others,” and “Self-respect is what motivates you to stand up for your beliefs” are developed in a sensible order, and coherence is generally maintained. </p> <p data-bbox="391 779 1430 1020"> Pf • Transitions such as in “Lying to others can cause hurt feelings and make people want to not be around you,” “If you explain how you faced such situations you might help them to avoid the problems you did,” and “Helping others and learning from others is important to the development of a person’s self-respect” clearly connect details within and between sentences and paragraphs. </p> <p data-bbox="391 1020 1430 1262"> Pf • Closure—provided in “Every person is different. What makes us different is how people gain self-respect by learning from what they have succeeded and failed at and what is learned from others. Standing up for your value and beliefs may be difficult but it is what makes you a person that others can look up to. Just like the people you look up to”—is appropriate and 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> <ul style="list-style-type: none"> <li data-bbox="337 279 1386 457"> <p>Pf • Sentence structure (such as in “These lessons can be shared with other people in their lives and also in turn a person could learn about themselves from others” and “What is most important is that a person needs to learn to avoid doing things that lead to negative outcomes and continue to do what makes them content”) is consistently controlled.</p> <li data-bbox="337 478 1409 657"> <p>Pf • As seen in “This is where you find out what you value and helps you to stand up for what you believe in” and “Our grandparents stories of how to deal with times of need by supporting their neighbors show that this is how people should work together,” sentence type and sentence length are usually effective and varied.</p> <li data-bbox="337 678 1398 867"> <p>Pf • Sentence beginnings are often varied—as is evident in “When a person is born, they know,” “In order to discover,” “They can learn from,” “In school, you learn,” “Lying to others can cause,” “They might want to know,” “If you explain how,” “What you have learned from your own experience,” and “People who are able to.”</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> <ul style="list-style-type: none"> <li data-bbox="337 1024 1403 1171"> <p>Pf • Words and expressions (as in “increase your popularity,” “giving advice about how to deal with difficult situations,” “important to the development of a person’s self-respect,” and “having confidence in yourself”) are often used accurately.</p> <li data-bbox="337 1192 1382 1339"> <p>Pf • Specific words and expressions such as “a happy and self-respecting adult,” “how to pass a difficult test or how to deal with peer pressure,” “what you hold dear and believe in most strongly,” and “become the kind of person others admire” show some evidence of careful selection.</p> <li data-bbox="337 1360 1414 1507"> <p>Pf • The tone created by the student—in statements such as “Every person is different. What makes us different is how people gain self-respect by learning from what they have succeeded and failed at and what is learned from others”—is distinct.</p> <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 537"> <p>Pf • The quality of the writing is sustained because it contains only minor convention errors—as in “Children learn very early that getting along with others is better than causing conflict, your parents reward you for sharing your toys and being considrate of others and you will learn from being punished not to be selfish” and “Spending time with others may also give you a chance to become aware of what other people have been able to learn about life.”</p> <li data-bbox="391 548 1430 705"> <p>Pf • Any errors that are present such as in “expereince,” “decicions,” “makes your teachers and classmates respect which will,” “grandparents stories,” and “your value and beliefs” 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.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to use for planning their work.

The Power of Self-Respect

“Okay, now it’s time for the exam,” said our teacher, Mr Tomson.

All I could think of, at that moment, was that I was going to fail. I had spent all night studying the previous night, but I just knew I wasn’t going to pass. I always fail these tests. When the test was handed out, all I did was stare quietly at the questions. I wanted to run away from the room just so I didn’t have to take it. But anyhow, I tried my best, with all I reviewed yesterday, to do all the questions.

It didn’t take long until the bell rang. To my surprise, I was finished. Every single question. For the first time in a while, I was feeling confident, which isn’t really my style. I’m pretty much the shortest person in the whole grade. Other than that, my grades are also horrible. My sister, Claire, is the complete opposite. She’s in the school volleyball team, and gets A’s for every class. Worst of all, my parent’s like her way more than me. They don’t show it, but I can tell I mean, there’s nothing to like about me.

“Chris!” shouted my friend, John. He was pretty much my only friend. “How’d you do for the test?”

“I did great actually. I thought it was really easy,” I replied with a smile.

The day went by as usual. When I got home, I did what I always did when I got home: play piano. My parents made me learn when I was 5. That was when they thought I still had the potential to be successful. But now, playing piano was the only thing I’m good at. I’m the only one in the family who knows how to. Nobody knows this because I

never play in front of anyone. I have to wait until I'm home alone. I can't play in front of anyone; or I'll get nervous and mess up.

John, who lived next door, decided to come over to ask if I wanted to go to his house. The doorbell was deafening, since the whole house was so quiet. When I went to open the door, all I saw was John with a smile on his face. "I didn't know you could play piano."

"I can't," I lied.

"Sure you can. You're really good too. You should sign up for the talent show next week."

"No. I can't play."

"Okay, if you say so. Want to come over to my house and play some video games?"

"Not today, John, I'm tired."

"Okay, see you tomorrow then."

The next day, the tests were being handed back out. I was feeling pretty happy, expecting my grade to be good for once. In a few minutes, I would be holding an A in my hands. I could make my parents so proud of me. When Mr. Tomson gave my test back, my smile turned into a frown. I had gotten 60%, instead of the 100% I was waiting all day for. That's it, I thought I'm pathetic I can't do anything right.

A week later, the talent show finally came. Everyone was seated in the auditorium. I had no interests in watching other people's talents. It just makes me feel more useless. The first person to go on was a girl who sang to the titanic theme song. I almost fell asleep. Next, a group of boys went on to break-dance. That was kind of cool,

but I tried to act as if I didn't care. After about six performances, I thought it was over. But at that moment, a grand piano was pushed onto the stage. "And the next performance will be Chris, playing piano."

My mind started spinning. Did they just call my name? Then I saw John, with a smile on his face. He must've signed me up for the talent show. There was no time to mad at him right now, because everyone was waiting for me to go on stage. The people around me cheered me to go up and play. No one's ever cheered for me before. I could feel myself full of confidence. I stood up, and walked to the stage, while people clapped. I sat down, looked at the piano, and then looked down at the audience. I saw my parents, with smiles on their faces. I could tell they were proud of me. Then I decided this was the moment to show them that I'm not useless. I would show everyone. I chose the hardest song I knew, and started playing.

The next thing I knew, I was finished. Everyone was cheering now. I made my way back to my seat, and the talent show ended. As we left the auditorium, people were telling me I did a good job. Everyone had respect for me now. And the most important thing is, I had respect for myself. If I can play piano, I can do anything.

From that day on, I've made new friends, and my grades have gotten higher. I wasn't afraid to play piano in front of people anymore. This is the power of self-respect.

Rationale for Student Exemplar – Proficient (Narrative)

Title: “The Power of Self-Respect”

Score	Reporting Category
Pf	<p>Content</p> <p>Pf • The student’s exploration of the topic through the persona of the narrator (a boy named “Chris” who feels that “there’s nothing to like about” him and for whom “playing piano” is “the only thing” he is “good at”)—in describing his inability to “play in front of anyone,” disappointment when hoping for a “grade to be good for once,” disinterest in “the talent show,” and newfound “confidence” as he “walked to the stage”—is plausible.</p> <p>Pf • The student’s purpose in depicting how Chris believes that his “parent’s like” his “sister, Claire” “way more than” him and no longer think he has “the potential to be successful,” how his “only friend” named “John” encourages him to “sign up for the talent show,” how he feels “pathetic” because he “can’t do anything right,” how his “mind started spinning” when “people around [...] cheered” for him “to go up and play,” and how he realizes that he “can do anything” is intentional.</p> <p>Pf • Taken together, the ideas presented by the student regarding Chris’ insularity (as in “Nobody knows this because I never play in front of anyone. I have to wait until I’m home alone”), his ambivalence (as in “I had no interests in watching other people’s talents. It just makes me feel more useless”), and his empowerment (as in “Then I decided this was the moment to show them that I’m not useless. I would show everyone. I chose the hardest song I knew, and started playing”) are thoughtful and sound.</p> <p>Pf • Supporting details related to the character of the narrator such as in “I’m pretty much the shortest person in the whole grade. Other than that, my grades are also horrible,” his lack of success such as in “I had gotten 60%, instead of the 100% I was waiting all day for,” and his moment of self-discovery such as in “I sat down, looked at the piano, and then looked down at the audience. I saw my parents, with smiles on their faces” are specific and apt.</p> <p>Pf • The writing is considered and elaborated—as seen in “It didn’t take long until the bell rang. To my surprise, I was finished. Every single question. For the first time in a while, I was feeling confident, which isn’t really my style” and “The first person to go on was a girl who sang to the titanic theme song. I almost fell asleep. Next, a group of boys went on to break-dance. That was kind of cool, but I tried to act as if I didn’t care”—and the incorporation of dialogue—such as in “When I went to open the door, all I saw was John with a smile on his face. ‘I didn’t know you could play piano.’ / ‘I can’t,’ I lied. / ‘Sure you can. You’re really good too’”—draws the reader’s interest.</p>

Score	Reporting Category
Pf	<p>Organization</p> <p>Pf • The introduction is purposeful—in terms of the characterization provided in “‘Okay, now it’s time for the exam,’ said our teacher, Mr Tomson. All I could think of, at that moment, was that I was going to fail. I had spent all night studying the previous night, but I just knew I wasn’t going to pass. I always fail the tests”—and clearly establishes a focus—on Chris’ feelings of inferiority (such as in “My sister, Claire, is the complete opposite. She’s in the school volleyball team, and gets A’s for every class. Worst of all, my parent’s like her way more than me. They don’t show it, but I can tell I mean, there’s nothing to like about me”)—that is capably sustained.</p> <p>Pf • Events pertaining to Chris’ assumption that his “parents” once “thought” that he “still had the potential to be successful. But now, playing piano was the only thing” he is “good at,” his desire to make his “parents so proud” of him, and his observation while “on stage” of his “parents, with smiles on their faces” are developed in a sensible order, and coherence is generally maintained.</p> <p>Pf • Transitions clearly connect events within and between sentences and paragraphs, as is evident in “John, who lived next door, decided to come over to ask if I wanted to go to his house. The doorbell was deafening, since the whole house was so quiet” and “The next day, the tests were being handed back out. I was feeling pretty happy, expecting my grade to be good for once. In a few minutes, I would be holding an A in my hands.”</p> <p>Pf • The resolution provided in “The next thing I knew, I was finished. Everyone was cheering now. I made my way back to my seat, and the talent show ended. As we left the auditorium, people were telling me I did a good job. Everyone had respect for me now. And the most important thing is, I had respect for myself. If I can play piano, I can do anything” in the closure is appropriate and the final reflections (presented in “From that day on, I’ve made new friends, and my grades have gotten higher. I wasn’t afraid to play piano in front of people anymore. This is the power of self-respect”) are 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 is consistently controlled, as is evident in “When the test was handed out, all I did was stare quietly at the questions. I wanted to run away from the room just so I didn’t have to take it” and “After about six performances, I thought it was over. But at that moment, a grand piano was pushed onto the stage.”</p> <p>Pf • Sentence type and sentence length (such as in “The day went by as usual. When I got home, I did what I always did when I got home: play piano” and “‘Okay, if you say so. Want to come over to my house and play some video games?’ / ‘Not today, John, I’m tired.’ / ‘Okay, see you tomorrow then’”) are usually effective and varied.</p> <p>Pf • As shown in “All I could think of, at that moment, was,” “To my surprise,” “I’m the only one in the family who knows,” “John, who lived next door, decided to,” “In a few minutes,” “Everyone was seated,” “No one’s ever cheered,” and “I stood up, and walked,” sentence beginnings 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 • Words and expressions—such as “I tried my best, with all I reviewed yesterday, to do all the questions,” “the potential to be successful,” “holding an A in my hands,” “full of confidence,” and “walked to the stage, while people clapped”—are often used accurately.</p> <p>Pf • Specific words and expressions (as in “I was finished. Every single question,” “The doorbell was deafening, since the whole house was so quiet,” “my smile turned into a frown,” “watching other people’s talents,” and “this was the moment to show them”) show some evidence of careful selection.</p> <p>Pf • The voice created by the student in “For the first time in a while, I was feeling confident, which isn’t really my style,” “That was kind of cool, but I tried to act as if I didn’t care,” and “My mind started spinning. Did they just call my name? Then I saw John, with a smile on his face. He must’ve signed me up for the talent show” is distinct.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="font-size: 2em; font-weight: bold; margin: 0;">Pf</p>	<p data-bbox="391 212 1430 268">Conventions</p> <ul data-bbox="391 268 1430 735" style="list-style-type: none"> <li data-bbox="391 268 1430 525"> <p data-bbox="391 268 1430 325">Pf • The quality of the writing is sustained (as in “‘Chris!’ shouted my friend, John. He was pretty much my only friend. ‘How’d you do for the test?’ / ‘I did great actually. I thought it was really easy,’ I replied with a smile” and “When Mr. Tomson gave my test back, my smile turned into a frown. I had gotten 60%, instead of the 100% I was waiting all day for. That’s it, I thought I’m pathetic I can’t do anything right”) because it contains only minor convention errors.</p> <li data-bbox="391 525 1430 735"> <p data-bbox="391 525 1430 581">Pf • Any errors that are present—such as in “Mr Tomson,” “thes tests,” “my parent’s like,” “I can’t play in front of anyone; or I’ll get nervous and mess up,” “no interests in,” “the titanic theme song,” “no time to mad at him,” and occasional shifts in verb tense—rarely reduce clarity and seldom interrupt the flow of the response.</p> <p data-bbox="391 735 1430 835">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.

Self respect

- strive to succeed
 - forms opinions/beliefs
 - stand up for yourself
 - self reliance
 - follow what you think
 - don't fall into peer pressure
 - respecting others
 - if you respect yourself, you want to do well
- doing what you think is right
 - confidence
 - following ambitions
 - present good image
 - honesty
 - friendships

⊗ helps your future → striving to succeed

⊗ changes perspective

- ① your future aspects
- ② peace of mind
- ③ perspective

The Endless Search for Our Identity

There is an education of the mind
Which all require and parents early start,
But there is training of a nobler kind'
And that's the education of the heart.
--from "Education"

All living things are driven to reproduce as a necessity for survival.

Human beings, however, also have developed a high level of conscienceness that makes them different from other animals. Being raised by loving and supportive parents, we strive to form close relationships with others so that we can find someone who we can marry and achieve our ultimate goal of providing for a family. But how do we find a companion? Success depends on the quality of life we have which is determined by our work ethic and occupation. So how do we attain a successful career? The answer is to learn all that we can during our years in school because that is when our search for self-respect begins.

Fulfilment of our desire to find that special someone with whom we can share everything and raise a family is what makes us human and gives us the highest degree of self-respect. We seek in others qualities we admire and wish to possess ourself. Honesty. Integrity. A sense of humour. We can confide our deepest secrets and always depend upon someone we love, someone we can reveal our fear of spiders with and not be judged, someone that knows when we are in pain and gives us reassurance with a warm hug. We admire

those who will hold true to their values even if it makes them unpopular. To live in a household echoing with laughter would make every day worth living. Lifelong companionship provides us with peace of mind for the remainder of our years.

The kind of person we are and the life we lead is what will decide who will become part of our life forever. By working hard and having a rewarding career, we demonstrate that we are responsible and able to provide for both ourself and others. The confidence we gain from balancing the company budget or landing and influential client to promoting a recycling program in the office is what defines our character. If we go about these tasks with enthusiasm and treat others with compassion we will increase our self-respect. We will be known for having high standards for both the quality of the work we do and the way we do it. At the end of each work day it is most satisfying to go home to the ones we love, the ones we are working for.

The odds of having the occupation we want are increased if we take advantage of the opportunities we are provided in school. We learn not only complex subject matter like the pythagoran theorem and the chemical composition of matter but also the value of treating classmates with dignity and respect. We learn to recognize each others strengths and work as a group to achieve mutual goals. We become increasingly self-reliant and learn to make decisions based on our own best interests despite the temptations to conform

to what others want. Our self-respect grows as we become our own person.

The search for our identity begins with a simple step.

We will be comforted in old age by the knowledge that we have found true love and instilled morales and values in our children, lessons learned through our efforts to achieve success in our career. We started to learn these lessons in school where we the began our endless journey of self-discovery.

Lessons that are most difficult to give
Are faith and courage and the way to live.
--from "Education"

Rationale for Student Exemplar – Excellent (Essay)

Title: “The Endless Search for Our Identity”

Score	Reporting Category
E	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1398 638"> <p>E • The student’s exploration of the topic from the stance that “Human beings [...] have developed a high level of conscienceness that makes them different from other animals” in order to extrapolate upon the “ultimate goal of providing for a family” and the underpinning beliefs that “the quality of life we have [...] is determined by our work ethic and occupation” and that we need “to learn all that we can during our years in school” is insightful.</p> <li data-bbox="342 659 1398 953"> <p>E • Given the manner in which the fundamental premise—regarding how “Fulfilment of our desire to find that special someone with whom we can share everything and raise a family is what makes us human and gives us the highest degree of self-respect”—and foundational facets—regarding how “The kind of person we are and the life we lead is what will decide who will become part of our life forever” and how “The odds of having the occupation we want are increased if we take advantage of the opportunities we are provided in school”—are interwoven, the student’s purpose is deliberate.</p> <li data-bbox="342 974 1398 1268"> <p>E • The ideas presented by the student such as “We seek in others qualities we admire and wish to possess ourself. Honesty. Integrity. A sense of humour,” “If we go about these tasks with enthusiasm and treat others with compassion we will increase our self-respect. We will be known for having high standards for both the quality of the work we do and the way we do it,” and “We become increasingly self-reliant and learn to make decisions based on our own best interests despite the temptations to conform to what others want” are perceptive and carefully chosen.</p> <li data-bbox="342 1289 1398 1541"> <p>E • Supporting details in references to “someone we can reveal our fear of spiders with and not be judged, someone that knows when we are in pain and gives us reassurance with a warm hug,” “The confidence we gain from balancing the company budget or landing and influential client to promoting a recycling program in the office,” “complex subject matter like the pythagoran theorem and the chemical composition of matter,” and “the value of treating classmates with dignity and respect” are precise and original.</p> <li data-bbox="342 1562 1398 1856"> <p>E • The writing is confident (as is evident in “To live in a household echoing with laughter would make every day worth living. Lifelong companionship provides us with peace of mind for the remainder of our years” and “Our self-respect grows as we become our own person. The search for our identity begins with a simple step”) and—by engaging the reader in the quest for answers to the questions “But how do we find a companion?” and “So how do we attain a successful career?” posed at the outset—holds the reader’s interest.</p>

Score	Reporting Category
E	<p data-bbox="391 212 1430 268">Organization</p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 653"> <p data-bbox="391 268 1430 653">E • The connection of the first four lines of the quotation from “Education” to the opening assertions (regarding how “All living things are driven to reproduce as a necessity for survival,” how “Human beings, however, also have developed a high level of conscienceness that makes them different from other animals,” and how “we strive to form close relationships with others so that we can find someone who we can marry and achieve our ultimate goal of providing for a family”) in the introduction is engaging and skillfully establishes a focus (on how “Success” is dependent on both “our work ethic and occupation” and “our years in school because that is when our search for self-respect begins”) that is consistently sustained.</p> <li data-bbox="391 653 1430 961"> <p data-bbox="391 653 1430 961">E • Details related to “our desire to find that special someone with whom we can share everything and raise a family” which “makes us human and gives us the highest degree of self-respect,” “working hard and having a rewarding career” in order to “demonstrate that we are responsible and able to provide for both ourself and others,” and “opportunities we are provided in school” to learn “complex subject matter” and “the value of treating classmates with dignity and respect” are developed in a judicious order, and coherence is maintained.</p> <li data-bbox="391 961 1430 1199"> <p data-bbox="391 961 1430 1199">E • Transitions such as in “We admire those who will hold true to their values even if it makes them unpopular,” “At the end of each work day it is most satisfying to go home to the ones we love, the ones we are working for,” and “We learn to recognize each others strengths and work as a group to achieve mutual goals” fluently connect details within and between sentences and paragraphs.</p> <li data-bbox="391 1199 1430 1520"> <p data-bbox="391 1199 1430 1520">E • The restatement of ideas—in “We will be comforted in old age by the knowledge that we have found true love and instilled morales and values in our children, lessons learned through our efforts to achieve success in our career”—in the closure is effective and the extension of the contention that “We started to learn these lessons in school where we the began our endless journey of self-discovery” in the reference to the final lines of the quotation from “Education”—“Lessons that are most difficult to give / Are faith and courage and the way to live”—is related to the focus.</p>

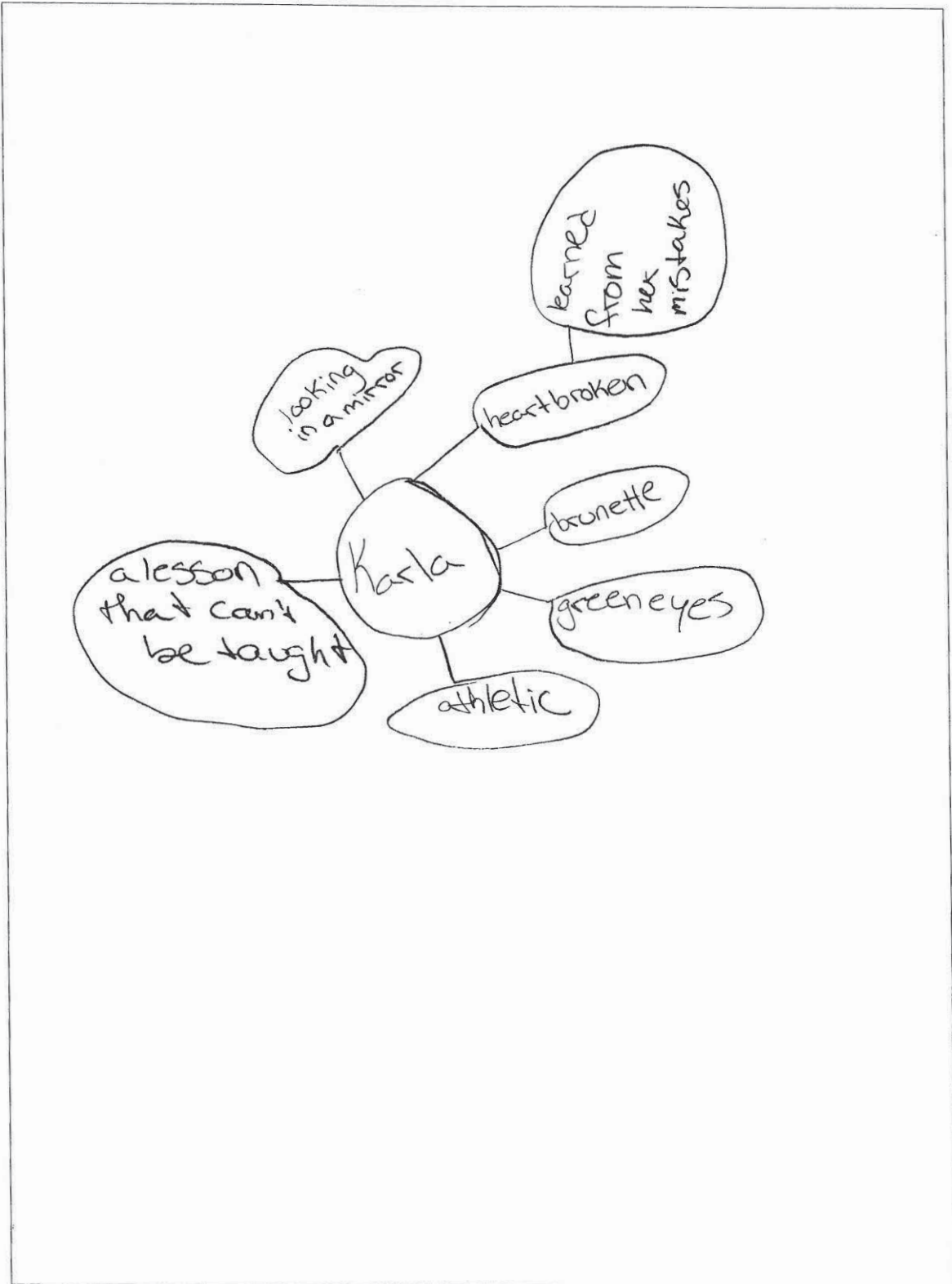
Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1414 499">E • Sentence structure—as seen in “Being raised by loving and supportive parents, we strive to form close relationships with others so that we can find someone who we can marry and achieve our ultimate goal of providing for a family” and “If we go about these tasks with enthusiasm and treat others with compassion we will increase our self-respect”—is effectively and consistently controlled. <li data-bbox="342 520 1414 699">E • Sentence type and sentence length are consistently effective and varied, as demonstrated in “We seek in others qualities we admire and wish to possess ourself. Honesty. Integrity. A sense of humour” and “We become increasingly self-reliant and learn to make decisions based on our own best interests despite the temptations to conform to what others want.” <li data-bbox="342 720 1414 898">Pf • Sentence beginnings (such as in “All living things are,” “Success depends on,” “So how do we attain,” “Lifelong companionship provides us with,” “By working hard and having a rewarding career,” “At the end of each work day,” “We learn not only,” and “We will be comforted in old age by the knowledge that”) are often varied. <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>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 1066 1393 1245">E • Words and expressions (as in “driven to reproduce as a necessity for survival,” “the quality of life we have,” “those who will hold true to their values,” “make every day worth living,” “what will decide who will become part of our life forever,” “promoting a recycling program in the office,” and “what defines our character”) are used accurately and deliberately. <li data-bbox="342 1266 1393 1444">E • Precise words and expressions—such as in “a household echoing with laughter,” “The confidence we gain from balancing the company budget or landing and influential client,” “The odds of having the occupation we want are increased,” and “our endless journey of self-discovery”—are used to create vivid images and to enrich details. <li data-bbox="342 1465 1393 1644">E • The student creates a convincing tone throughout the response through statements such as “We can confide our deepest secrets and always depend upon someone we love, someone we can reveal our fear of spiders with and not be judged, someone that knows when we are in pain and gives us reassurance with a warm hug.” <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;">E</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="391 275 1430 464">• The quality of the writing is enhanced because it is essentially error-free, as demonstrated in statements such as “The answer is to learn all that we can during our years in school because that is when our search for self-respect begins” and “Our self-respect grows as we become our own person. The search for our identity begins with a simple step.” <li data-bbox="391 474 1430 621">• Any errors that are present (as in “conscienceness,” “Fulfilment,” “reassurance,” “and influential,” “pythagoran theorem,” “others strengths,” “morales and values,” and “where we the began”) do not reduce clarity and do not interrupt the flow of this 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.



A Mirror Reflection

(Title)

I just sat there, staring at myself. The phone was still hanging limply in my hand. It felt cold, everything felt cold, but most of all it felt as though my heart had just been ripped out of my chest. Tyler, my now ex-boyfriend, had just called. He had sounded so sweet when I first picked up the phone, but his next words pierced through my chest

"Kasla," he had said, sounding worried. "It's just not working out between us and I've met some else. I'm sorry."

His words kept replaying through my mind, they were like a broken record player. I didn't want to think about Tyler anymore, but I couldn't help myself.

After a while, I put the phone back in its place

and I looked at myself in the circular mirror
in front of me. I had always been told that I was
beautiful, but suddenly I was beginning to have doubts.
Tyler had said he'd met someone else, so maybe
he didn't think I was pretty. I wiped the tears from
my eyes and looked into the mirror.

My wavy brown hair was tangled and soaked from
the walk home, my green ^{eyes} looked like green bongers, my
clothes were ripped, my mascara was running and
I was way too athletic and competitive. No wonder Tyler
didn't want me anymore, I was a mess.

"Karla," my mother called. "May I come in?"

"Yeah mom," I answered.

"Hey sweetheart," she said softly, placing her hands on my shoulders.

"Hi mom," I replied still staring in the mirror.

"I heard about Tyles. His mom called me," she said sounding guilty.

"He probably doesn't like me because I'm ugly," I whispered.

"Karla," my mother exclaimed. "You are a beautiful girl. You look just like your grand mother."

"No I don't! Grandma was beautiful and look at me mom," I shouted pointing at my reflection.

"Karla, I once made the mistake of telling your grandmothers that I thought I wasn't beautiful," my

mother admitted.

"What did she say," I asked, not taking my eyes away from the mirror.

"She sat me down in front of the mirror and made me realize I am beautiful. Try it Karla," my mother urged. "I'll call you when supper's ready."

I watched my mother close my door and then I slowly turned back to the mirror.

How could I find anything beautiful about myself? Although, my grandmother had always given good advice. Okay, I thought to myself, how am I beautiful.

I'll ^{start} with my love of competition and sports.

Well I guess if someone is intimidated by it, that's their problem. I love competition and sports and I'll never give them up. My mascara may be running, but I can always wipe it away and put on a new coat. Maybe my clothes are ripped, but I can patch them up and they'll be good as new. I glanced up at my hair and let out a quiet giggle. Yes, right now my hair is wet and gross, but after I washed and dried it, it would be long and wavy again.

I was about to get up when I remembered my bigger coloured eyes. I began to wonder how they were beautiful and then it suddenly occurred to me. It was so obvious, I wasn't sure how

I'd overlooked it.

They were exactly like my grandmother's.

They were glittering green emeralds. My eyes

shone with the same brightness that my

grandmother's did.

"So," I thought out loud, "I am beautiful."

That day I realized something very

important. Some of the lessons we learn,

maybe the most important lessons, we don't learn

in school. Learning to respect myself, by seeing

how everything about me is in some way beautiful,

made me a more optimistic person. Now I know

that everyone is beautiful and you don't need

a boy in your life to prove it.

Everyone makes mistakes, but it is how we deal with them that shows how we respect ourselves. Which means it is how we respect ourselves that shows our true character.

For a moment, I sat in front of my mirror thinking about all this.

"Karla, supper," my mother called.

For a split second, I thought I saw my grandmother's reflection in the mirror as I got up. I thought perhaps maybe I had seen her, but maybe it was only a mere reflection.

Rationale for Student Exemplar – Excellent (Narrative)

Title: “A Mirror Reflection”

Score	Reporting Category
E	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1421 747"> <p>E • The student’s exploration the topic in terms of how “Karla” feels that her “heart had just been ripped out” when her “now ex-boyfriend, had just called” to tell her that he has “met some[one] else,” how she thinks that Tyler “probably doesn’t like” her because she is “ugly,” how she is encouraged by her mother to sit “down in front of the mirror” in order to “find anything beautiful about” herself, how she sees that her “booger coloured eyes” are “glittering green emeralds,” and how she realizes that “everyone is beautiful and you don’t need a boy in your life to prove it” is insightful and imaginative.</p> <li data-bbox="342 768 1421 1062"> <p>E • The student’s purpose in establishing Karla’s self-doubt (as in “Tyler had said he’d met someone else, so maybe he didn’t think I was pretty”), documenting her respect for her grandmother (as in “Grandma was beautiful” and “my grandmother had always given good advice”), examining her change in perspective (as in “It was so obvious, I wasn’t sure how I’d overlooked it. / They were exactly like my grandmother’s”) which leads to her self-actualization (as in “Learning to respect myself, by seeing how everything about me is in some way beautiful, made me a more optimistic person”) is deliberate.</p> <li data-bbox="342 1083 1421 1335"> <p>E • The ideas presented by the student through Karla’s introspection on her inner turmoil—such as in “I had always been told that I was beautiful, but suddenly I was beginning to have doubts,” “No wonder Tyler didn’t want me anymore, I was a mess,” “Okay, I thought to myself, how am I beautiful,” “My eyes shone with the same brightness that my grandmother’s did,” “‘So,’ I thought out loud. ‘I am beautiful,’” and “it is how we respect ourselves that shows our true character”—are perceptive and carefully chosen.</p> <li data-bbox="342 1356 1421 1682"> <p>E • As demonstrated in the juxtaposition of “My wavy brown hair was tangled and soaked from the walk home, my green eyes looked like green boogers, my clothes were ripped, my mascara was running and I was way to athletic and competitive” with “I love competition and sports and I’ll never give them up. My mascara may be running, but I can always wipe it away and put on a new coat. Maybe my clothes are ripped, but I can patch them up and they’ll be good as new [...] right now my hair is wet and gross, but after I washed and dried it, it would be long and wavy again,” supporting details are precise and original.</p> <li data-bbox="342 1703 1421 1944"> <p>E • The writing is confident and creative—as seen in “‘Karla,’ my mother called. ‘May I come in?’ / ‘Yeah mom,’ I answered. / ‘Hey sweetheart,’ she said softly, placing her hands on my shoulders. / ‘Hi mom,’ I replied still staring in the mirror” and “I’ll start with my love of competition and sports. Well I guess if someone is intimidated by it, that’s their problem”—and the centrality of the “mirror” in reflecting Karla’s state of mind throughout the response—holds the reader’s interest.</p>

Score	Reporting Category
E	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="391 275 1430 611"> <p>E • The in medias res opening—“I just sat there, staring at myself. The phone was still hanging limply in my hand. It felt cold, everything felt cold, but most of all it felt as though my heart had just been ripped out of my chest. Tyler, my now ex-boyfriend, had just called. He had sounded so sweet when I first picked up the phone, but his next words pierced through my chest”—in the introduction is engaging, and skillfully establishes a focus on Karla’s inner turmoil (as in “I looked at myself in the circular mirror in front of me. I had always been told that I was beautiful, but suddenly I was beginning to have doubts”) that is consistently sustained.</p> <li data-bbox="391 632 1430 884"> <p>E • Events detailing how Karla “didn’t want to think about Tyler anymore, but [...] couldn’t help” herself, how she “wiped the tears from” her “eyes and looked into the mirror” and thought she “was a mess,” and how she “slowly turned back to the mirror” and “realized something very important”—that culminate in her realization that “Everyone makes mistakes, but it is how we deal with them that shows how we respect ourselves”—are developed in a judicious order, and coherence is maintained.</p> <li data-bbox="391 905 1430 1125"> <p>E • As is evident in “‘Karla,’ my mother exclaimed. ‘You are a beautiful girl. You look just like your grandmother.’ / ‘No I don’t! Grandma was beautiful and look at me mom,’ I shouted pointing at my reflection” and “I was about to get up when I remembered my booger coloured eyes. I began to wonder how they were beautiful and then it suddenly occurred to me,” transitions fluently connect events within and between sentences and paragraphs.</p> <li data-bbox="391 1146 1430 1333"> <p>E • The resolution of events (provided in “For a moment, I sat in front of my mirror thinking about all this. / ‘Karla, supper,’ my mother called. / For a split second, I thought I saw my grandmother’s reflection in the mirror as I got up. I thought perhaps maybe I had seen her, but maybe it was only a mere reflection”) in the closure is effective and related to the focus.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1414 457">E • As shown in “‘Karla,’ he had said, sounding worried,” “Tyler had said he’d met someone else, so maybe he didn’t think I was pretty,” and “‘She sat me down in front of the mirror and made me realize I am beautiful. Try it Karla,’ my mother urged. ‘I’ll call you when supper’s ready,’” sentence structure is effectively and consistently controlled. <li data-bbox="342 478 1414 730">E • Sentence type and sentence length (as in “‘Karla, I once made the mistake of telling your grandmother that I thought I wasn’t beautiful,’ my mother admitted,” “My mascara may be running, but I can always wipe it away and put on a new coat. Maybe my clothes are ripped, but I can patch them up and they’ll be good as new,” and “Some of the lessons we learn, maybe the most important lessons, we don’t learn in school”) are consistently effective and varied. <li data-bbox="342 751 1414 898">E • Sentence beginnings are consistently varied—as is evident in “After a while, I put the phone back in its place,” “No wonder Tyler didn’t,” “Hey sweetheart,” “How could I find,” “Well I guess if someone is,” “That day I realized,” and “For a moment.” <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>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 1066 1414 1245">E • Words and expressions (such as “My wavy brown hair was tangled and soaked,” “I whispered,” “not taking my eyes away from the mirror,” “my love of competition and sports,” “it suddenly occurred to me,” “shone with the same brightness,” “our true character,” “For a split second,” and “I thought perhaps maybe I had seen her”) are used accurately and deliberately. <li data-bbox="342 1266 1414 1444">E • As can be seen in “A Mirror Reflection,” “The phone was still hanging limply in my hand,” “his next words pierced through my chest,” “my green eyes looked like green boogers,” “she said softly, placing her hands on my shoulders,” “green glittering emeralds,” and “a mere reflection,” precise words and expressions are used to create vivid images and to enrich details. <li data-bbox="342 1465 1414 1644">E • The voice created by the student—as in “His words kept replaying through my mind, they were like a broken record player. I didn’t want to think about Tyler anymore, but I couldn’t help myself” and “I glanced up at my hair and let out a quiet giggle. Yes, right now my hair is wet and gross, but after I washed and dried it, it would be long and wavy again”—is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center;">E</p>	<p>Conventions</p> <ul style="list-style-type: none"> • As illustrated in “‘I heard about Tyler. His mom called me,’ she said sounding guilty” and “I watched my mother close my door and then I slowly turned back to the mirror,” the quality of the writing is enhanced because it is essentially error-free. • Any errors that are present such as in “met some else,” “infront,” “I was way to athletic,” and “‘What did she say,’ I asked” do not reduce clarity and do not interrupt the flow of the response. <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.

Effects of media (1)

- See more flaws
- Stereotype
- Fake images
- Debt expensiveness

~~Effects of ^{self-consciousness} video games~~

Effects of Friends (2)

- Competition
- Lower self esteem
- Diets
- Changes who you are / ~~loss~~ of friends

Prevention, solutions (3)

- ~~depression~~
- Accept compliments with a thank you
- Concentrate on positive

Self Respect is a Gift!

Self respect is what makes all us different as human beings. It means to have regard for one's standing or position. But what does this really mean? Each and every one of us is unique and we need to treasure our individualism. We need to ignore messages in the media that cause us to question our self image. We need to resist peer pressure and find true friends who accept us for who we are. We need to find solutions to problems we are facing in order to be proud of who we are and what we have accomplished. Self respect is a gift that each of us gives to ourselves.

The media has a powerful influence on how people think of themselves in relation to popular culture. It presents stereotypes of what people should say, do, look like and act but these images are artificial. Some people, however such as impressionable youths could find flaws in themselves when idolizing a popular actress who is thin and beautiful. This makes them feel inferior and can lead to despair. They may resort to crash diets that can be harmful to their health. Little do they know that when the makeup comes off these celebrities also have flaws that have been concealed in the spotlight.

Peer pressure is a powerful factor faced by people of all ages. In school students may be tempted by classmates to cheat or steal in order to be popular. There is always the possibility of being caught and punished but even worse is the

reflection this has on your character. Knowing you have acted irresponsibly can threaten your self esteem because your actions have changed who you are. Adults too can be the victims of the desire to possess materiel wealth to impress friends and neighbors with their new house, SUV and the latest in technology. The dept acquired by those who live beyond their means can be insurmountable and a source of stress and anxiety. Trying to live up to false expectations can seriously endanger our self respect.

No one is perfect. Realizing this is the first step toward gaining self respect. Instead of trying to fulfill unrealistic expectations, we need to set attainable goals for ourselves. We gain confidence with each success and along with the lessons we learn we discover our strengths and positive attributes. Learning to accept complements about our character is a solution to self criticism and builds our self respect. The media provides us with entertainment and should not determine how we feel about ourselves.

People who encourage us to act in a way that makes us to feel guilty or regretful do not have our best interests at heart. We need to stand up for what we believe in and if this leads to the loss of friends then it is likely they were never truly our friends. The lifestyle we choose must fit into circumstances and we can find happiness and contentment knowing we have earned everything we have.

Having independence is a stepping stone to building self respect. It gives you the power to decide what is important in life.

Every day we are influenced by the media and the people around us. To avoid feeling inferior to others who are more attractive or wealthy people should be happy with what they have knowing that they have achieved success in a way that makes them proud. Self respect is the greatest gift you can give yourself.

Rationale for Marker Training Paper A (Essay)

Title: “Self Respect is a Gift!”

Score	Reporting Category
Pf	<p>Content</p>
	<p>Pf • The student’s exploration of the topic (in examining the contention that “Each and every one of us is unique and we need to treasure our individualism” in terms of real-world experiences related to “stereotypes of what people should say, do, look like and act,” “Trying to live up to false expectations,” and having “the power to decide what is important in life”) is adept and plausible.</p>
	<p>Pf • The student’s purpose—to analyze the “need to ignore messages in the media that cause us to question our self image” and the “need to resist peer pressure and find true friends who accept us for who we are” in order to argue for the need to “be proud of who we are and what we have accomplished”—is intentional.</p>
	<p>Pf • The ideas presented by the student regarding how “when the makeup comes off these celebrities also have flaws that have been concealed in the spotlight,” how “The debt acquired by those who live beyond their means can be insurmountable and a source of stress and anxiety,” how “The media provides us with entertainment and should not determine how we feel about ourselves,” and how “The lifestyle we choose must fit into [our] circumstances” are thoughtful and sound.</p>
	<p>Pf • Supporting details referencing “idolizing a popular actress who is thin and beautiful,” being “tempted by classmates to cheat or steal in order to be popular,” adults who seek to “impress friends and neighbors with their new house, SUV and the latest in technology,” “Learning to accept complements about our character,” and “the loss of friends” who “were never truly our friends” are apt.</p>
<p>E • The writing is confident (as is evident in “There is always the possibility of being caught and punished but even worse is the reflection this has on your character. Knowing you have acted irresponsibly can threaten your self esteem because your actions have changed who you are”) and the analogy of self-respect to “a gift that each of us gives to ourselves” holds the reader’s interest.</p>	

Score	Reporting Category
Pf	<p>Organization</p> <p>Pf • The opening provided in “Self respect is what makes us all different as human beings. It means to have regard for one’s standing or position. But what does this really mean? Each and every one of us is unique and we need to treasure our individualism” in the introduction is purposeful, and clearly establishes a focus on the “need” to “ignore messages in the media,” “resist peer pressure,” and “find solutions to problems we are facing” that is capably sustained.</p> <p>Pf • Details regarding how “The media has a powerful influence on how people think of themselves in relation to popular culture,” how “Peer pressure is a powerful factor faced by people of all ages,” how “Instead of trying to fulfill unrealistic expectations, we need to set attainable goals for ourselves,” and how “Having independence is a stepping stone to building self respect” are developed in paragraphs in a sensible order, and coherence is generally maintained.</p> <p>E • Transitions such as in “No one is perfect. Realizing this is the first step toward gaining self respect” and “People who encourage us to act in a way that makes us to feel guilty or regretful do not have our best interests at heart. We need to stand up for what we believe in and if this leads to the loss of friends then it is likely they were never truly our friends” fluently connect details within and between sentences and paragraphs.</p> <p>Pf • The closure (“Every day we are influenced by the media and the people around us. To avoid feeling inferior to others who are more attractive or wealthy people should be happy with what they have knowing that they have achieved success in a way that makes them proud”) is appropriate and the final assertion (that “Self respect is the greatest gift you can give yourself”) is related to the focus.</p>
E	<p>Sentence Structure</p> <p>E • Sentence structure is effectively and consistently controlled, as seen in “Adults too can be the victims of the desire to possess materiel wealth to impress friends and neighbors with their new house, SUV and the latest in technology” and “The lifestyle we choose must fit into circumstances and we can find happiness and contentment knowing we have earned everything we have.”</p> <p>E • Sentence type and sentence length—such as in “Some people, however such as impressionable youths could find flaws in themselves when idolizing a popular actress who is thin and beautiful” and “Learning to accept complements about our character is a solution to self criticism and builds our self respect”—are consistently effective and varied.</p> <p>E • As demonstrated in “We need to find,” “The media has a powerful influence on,” “It presents stereotypes,” “Little do they know that,” “In school students may be tempted,” “Knowing you have acted irresponsibly,” “Instead of trying to fulfill,” “It gives you the power,” and “To avoid feeling inferior to others,” sentence beginnings are consistently varied.</p> <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;">E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1419 533"> <p>E • Words and expressions such as in “cause us to question our self image,” “true friends who accept us for who we are,” “how people think of themselves in relation to popular culture,” “impressionable youths,” “tempted by classmates to cheat or steal in order to be popular,” “the reflection this has on your character,” “those who live beyond their means,” “set attainable goals for ourselves,” and “others who are more attractive or wealthy” are used accurately and deliberately.</p> <li data-bbox="342 554 1419 772"> <p>Pf • Specific words and expressions show some evidence of careful selection (evident in “treasure our individualism,” “proud of who we are and what we have accomplished,” “a gift that each of us gives to ourselves,” “what people should say, do, look like and act,” “a stepping stone to building self respect,” and “knowing that they have achieved success in a way that makes them proud”).</p> <li data-bbox="342 793 1419 1012"> <p>E • The tone created by the student in seeking to define “Self respect” (as in “It means to have regard for one’s standing or position. But what does this really mean?”) and then contending that media “images are artificial,” that “Trying to live up to false expectations can seriously endanger our self respect,” and that “The media provides us with entertainment and should not determine how we feel about ourselves” is convincing.</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;">E</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 1171 1419 1390"> <p>E • Given the length and complexity of the response, the quality of the writing is enhanced because it is essentially error-free, as illustrated in “This makes them feel inferior and can lead to despair. They may resort to crash diets that can be harmful to their health” and “We gain confidence with each success and along with the lessons we learn we discover our strengths and positive attributes.”</p> <li data-bbox="342 1411 1419 1524"> <p>E • Any errors that are present—such as in “victoms,” “materiel wealth,” “The dept acquired,” “complements about our character,” and “makes us to feel”—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>

Marker Training Paper B (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

What you are influenced by Self Respect

- 1 ● Treat body
- 2 ● Spent time
- 3 ● Reflect your true identity

Julia's lesson how to respect yourself

(Title)

It is a nice Summer Day, Julia is 10 years old. Today after school when she came home Terra her mom asked her what she did in school today. Julia said: "we learned how to respect ourself". Really replied Terra "Self-respect is probably one of the most important choices you have to make not only in school, everywhere you go". whisper she to Julia because Granpa was sleeping again. Julia was surprised "Why are you whispering?" "See granpa is sleeping" well thats a waste of time said Julia. Thats a good answer. Spending your time is an important thing because you dont want to spent your walthy time on eating chips and watching TV. You want to respect yourself. You don't go to your friends when you don't want to do. it is your choice that choice shapes you who you are and what life means to you. Julia now sat down to continue the conversation. Terra what else is important to respect - yourself" asked Julia rapidly. You know Julia self respect also has to do with your body. you don't want to eat all day unhealthy stuff. thats not respecting your body. An example would be your uncle Petter he sits on his couch all day and does nothing except eating chips he is not respecting

his body. What else what else should Julia
your true identity said. Her Mom,
What is that." asked Julia surprised "your true
identity is who you are and what you do
Identity is an important part in your life
it means how you are shaped.

Thank you for the nice conversation mommy.

Now Julia knew everything she needs
to know about self-respect and how
it shapes a person

Rationale for Marker Training Paper B (Narrative)

Title: “Julias lesson how to respect yourself”

Score		Reporting Category
L		Content
	S	<ul style="list-style-type: none"> The student’s exploration of the topic through the conversation between “Julia” and “Terra her mom”—in which they discuss the idea that “Self-respect is probably one of the most important choices you have to make not only in school, everywhere you go”—is clear.
	S	<ul style="list-style-type: none"> The student’s purpose in chronicling the observations of Julia’s mother with regard to how “Spending your time is an important thing,” how it “is important to respect - yourself,” how “self respect also has to do with your body,” and how “your true indentity is who you are and what you do” is evident.
	L	<ul style="list-style-type: none"> The ideas presented by the student (as in “you dont want to spent your welthy time on eating chips and waching TV. You want to respect yourself. You don’t go to your friends when you don’t whante to. it is your choice that choice shapes you who you are and what life means to you” and “you don’t want to eat all day unhealthy stuff. thats not respecting your body”) are superficial.
	L	<ul style="list-style-type: none"> Supporting details are imprecise and abbreviated, as demonstrated in “An example would be, your uncle Petter he sits on his couch all day and does nothing except eting chips he is not respecting his body.”
L	<ul style="list-style-type: none"> As seen in the depiction of events in “‘Why are you wispering.’ ‘See granpa is sleeping’ well thats a waste of time Said Julia’ Thats a good answer,” the writing is incomplete and—due to the lack of embellishment in the portrayal of events—does not appeal to the reader’s interest. 	

Score	Reporting Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1398 422">S • The introduction (provided in “It is a nice Summer Day, Julia is 10 years old. Today after school when she came home Terra her mom asked her what she did in school today”) is functional, and establishes a focus on learning “how to respect ourself” that is generally sustained. <li data-bbox="342 443 1398 590">L • The development of events in Terra’s answers to Julia’s questions regarding “what else is important to respect - yourself”—such as in “What else what else shouted Julia Your true Indentety said her Mom”—is not clearly discernible, and coherence falters frequently. <li data-bbox="342 611 1398 863">L • Transitions within the dialogue (as in “ ‘Self-respect is probably one of the most important choices you have to make not only in school, everywhere you go.’ wisperd she to Julia because Granpa was sleeping again. Julia was surpriced ‘Why are you wispering.’ ‘See granpa is sleeping’ well thats a waste of time Said Julia.’ Thats a good answer” and “What is that.’ asked Julia surpriced”) are lacking and indiscriminately used to connect events within and between sentences. <li data-bbox="342 884 1398 1010">S • The discussion of the importance of “your true indenty” in the closure is related to the focus and the summation provided in the final statement— “Now Julie knew everything she need’s to know about self-respect and how it chapes a person”—is mechanical and artificial.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1098 1398 1283">S • Sentence structure is generally controlled (as shown in “Julia said: ‘we learned how to respect ourself’. Really replied Terra” and “Julia now sat donwn to continu the conversation. Terra what else is important to respect - yourself’ asked Julia rapidly”), but lapses may occasionally impede meaning. <li data-bbox="342 1304 1398 1409">S • Sentence type and sentence length are sometimes effective and varied, as seen in “You don’t go to your friends when you don’t whante to” and “You know Julia self respect also has to do with your body.” <li data-bbox="342 1430 1398 1535">S • As seen in “Today after school when she came home,” “Spending your time,” “You want to,” “you don’t want to,” “An example would be,” and “Now Julia knew,” 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 “what she did in school today,” “eating chips and waching TV,” “who you are and what life means to you,” “how you are shaped,” and “everything she need’s to know”—are generally used appropriately. S • General words and expressions such as “a nice Summer Day,” “an important thing,” “not respecting your body,” “your true Indentity,” and “an important fact in your life” are used adequately to clarify meaning. L • The voice created by the student (in the limited characterization of Julia in the dialogue—such as in “What else what else shouted Julia” and “Thank you for the nice convesation momy”) is indistinct. <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;">L</p>	<p>Conventions</p> <ul style="list-style-type: none"> P • The quality of the writing is impaired by the consistently incorrect use of conventions—such as in “Really replied Terra,” “wisperd she to Julia,” “Granpa,” “surpriced,” “thats,” “dont want to spent your welthy time,” “donwn,” “continuu,” “Indentity,” and “chapes.” L • As illustrated in “it is your choice that choice shapes you who you are and what life means to you” and “your uncle Petter he sits on his couch all day and does nothing exept eting chips he is not respecting his body,” errors blur clarity and interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>