

Examples of the  
Standards for  
Students' Writing 2014

English  
Language Arts  
Grade 9

- Narrative / Essay Writing

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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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## *Contents*

Acknowledgements.....	1
Introduction.....	2
Maintaining Consistent Standards.....	4
Local Marking.....	5
Scoring Guide: Narrative/Essay Writing Assignment.....	7
<i>Part A: Writing</i> – Description and Instructions.....	12
Assignment I: Narrative/Essay Writing.....	13
Observations from Standards Confirmation and Central Marking 2014: General Impressions.....	15
Observations from Standards Confirmation and Central Marking 2014: Qualities of Student Writing that Did Not Meet the Acceptable Standard.....	17
Observations from Standards Confirmation and Central Marking 2014: Qualities of Student Writing that Met the Acceptable Standard.....	19
Student Exemplar – Satisfactory (Essay).....	21
Rationale for Student Exemplar – Satisfactory (Essay).....	25
Student Exemplar – Satisfactory (Narrative).....	28
Rationale for Student Exemplar – Satisfactory (Narrative).....	31
Observations from Standards Confirmation and Central Marking 2014: Qualities of Student Writing that Met the Standard of Excellence.....	34
Student Exemplar – Proficient (Essay).....	37
Rationale for Student Exemplar – Proficient (Essay).....	41
Student Exemplar – Proficient (Narrative).....	45
Rationale for Student Exemplar – Proficient (Narrative).....	51
Student Exemplar – Excellent (Essay).....	55
Rationale for Student Exemplar – Excellent (Essay).....	59
Student Exemplar – Excellent (Narrative).....	63
Rationale for Student Exemplar – Excellent (Narrative).....	69
Appendix: Marker Training Papers.....	73
Marker Training Paper A (Essay).....	74
Rationale for Marker Training Paper A (Essay).....	78
Marker Training Paper B (Narrative).....	81
Rationale for Marker Training Paper B (Narrative).....	85



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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 2014 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 2014 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><b>Excellent</b></p> <p><b>E</b></p>	<ul style="list-style-type: none"> <li>• The student’s exploration of the topic is insightful and/or imaginative.</li> <li>• The student’s purpose, whether stated or implied, is deliberate.</li> <li>• The ideas presented by the student are perceptive and/or carefully chosen.</li> <li>• Supporting details are precise and/or original.</li> <li>• The writing is confident and/or creative and holds the reader’s interest.</li> </ul>
<p><b>Proficient</b></p> <p><b>Pf</b></p>	<ul style="list-style-type: none"> <li>• The student’s exploration of the topic is adept and/or plausible.</li> <li>• The student’s purpose, whether stated or implied, is intentional.</li> <li>• The ideas presented by the student are thoughtful and/or sound.</li> <li>• Supporting details are specific and/or apt.</li> <li>• The writing is considered and/or elaborated and draws the reader’s interest.</li> </ul>
<p><b>Satisfactory</b></p> <p><b>S</b></p>	<ul style="list-style-type: none"> <li>• The student’s exploration of the topic is clear and/or logical.</li> <li>• The student’s purpose, whether stated or implied, is evident.</li> <li>• The ideas presented by the student are appropriate and/or predictable.</li> <li>• Supporting details are relevant and/or generic.</li> <li>• The writing is straightforward and/or generalized and occasionally appeals to the reader’s interest.</li> </ul>
<p><b>Limited</b></p> <p><b>L</b></p>	<ul style="list-style-type: none"> <li>• The student’s exploration of the topic is tenuous and/or simplistic.</li> <li>• The student’s purpose, whether stated or implied, is vague.</li> <li>• The ideas presented by the student are superficial and/or ambiguous.</li> <li>• Supporting details are imprecise and/or abbreviated.</li> <li>• The writing is uncertain and/or incomplete and does not appeal to the reader’s interest.</li> </ul>
<p><b>Poor</b></p> <p><b>P</b></p>	<ul style="list-style-type: none"> <li>• The student’s exploration of the topic is minimal and/or tangential.</li> <li>• The student’s purpose, whether stated or implied, is insubstantial.</li> <li>• The ideas presented by the student are overgeneralized and/or underdeveloped.</li> <li>• Supporting details are irrelevant and/or scant.</li> <li>• The writing is confusing and/or lacks validity and does not interest the reader.</li> </ul>
<p><b>Insufficient</b></p> <p><b>INS</b></p>	<ul style="list-style-type: none"> <li>• 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 <b>Content</b>.</li> </ul>

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

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

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

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

## 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.*

**2014**

#### *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 learning in determining the course of a person's life**. You may wish to write about yourself or other people, real or fictional. You may set your writing in the past, present, or future.

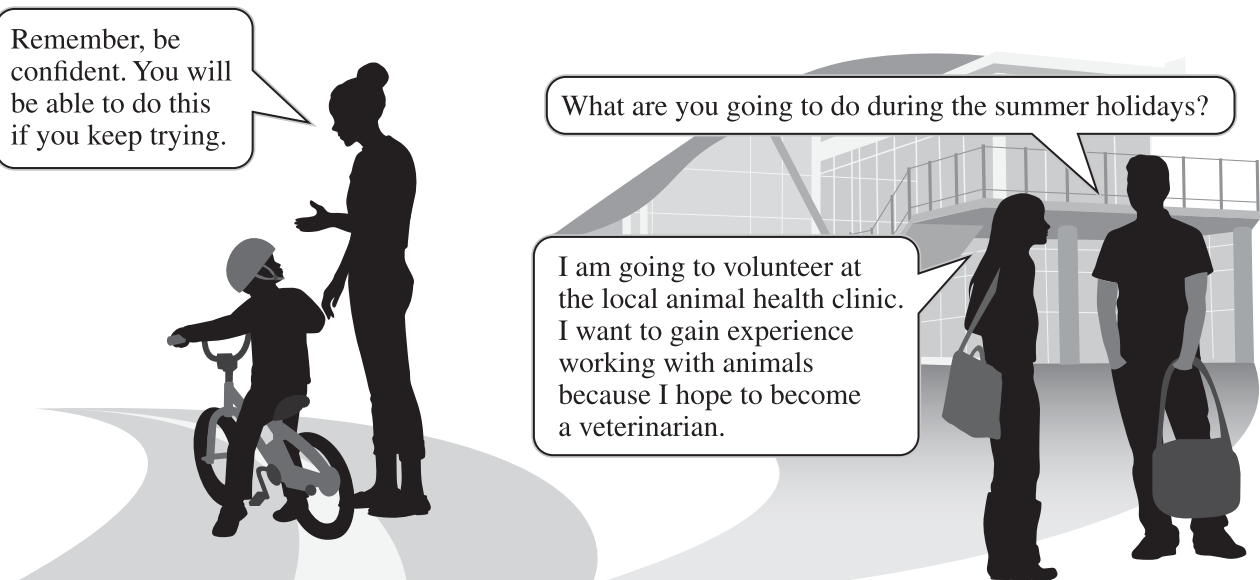
### Ideas

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.

**Achievement is a pleasant thing,  
But there's no end to conquering,  
And wise men see  
That what is done, however fair,  
Cannot in any way compare  
With what's to be.  
And wise men's thoughts are ever turned  
On secrets that are still unlearned.**

*Edgar A. Guest*

**It is ... education  
which gives a man a clear  
conscious view of his own  
opinions and judgments, a  
truth in developing them, an  
eloquence in expressing them,  
and a force in urging them.**  
*John Henry Cardinal Newman*



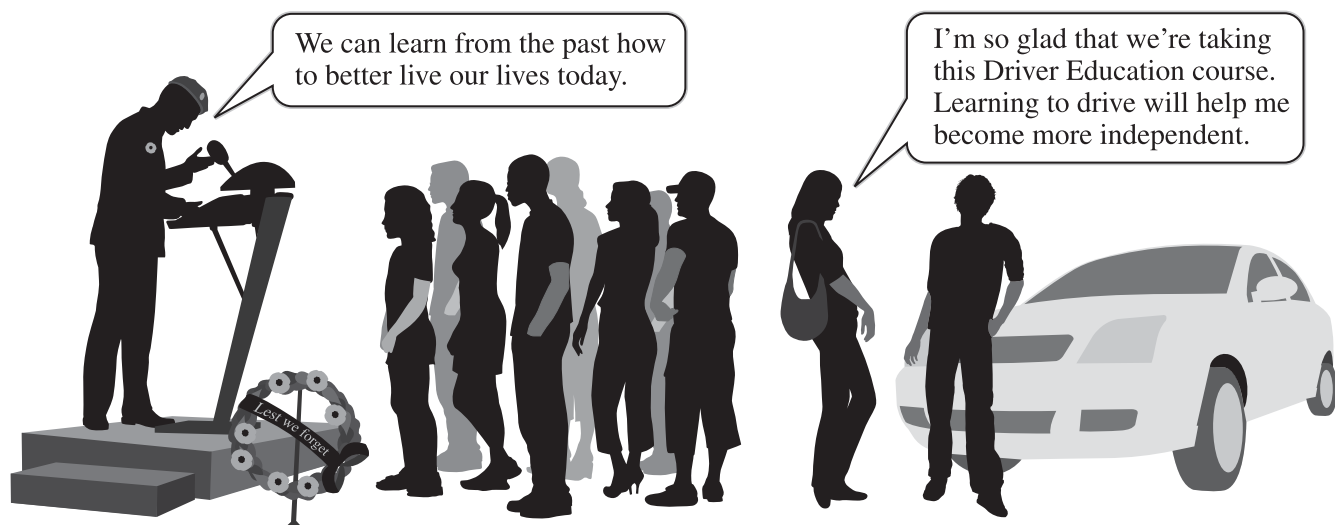
Guest, Edgar A. "The Future." In *Collected Verse of Edgar A. Guest*. 7th ed. Chicago: Reilly & Lee, 1943.  
Newman, John Henry Cardinal. "Discourse VII: Knowledge Viewed in Relation to Professional Skill." In *The Idea of a University: Defined and Illustrated*. new impr. London: Longmans, Green, and Co., 1912.

We see that a carpenter becomes a carpenter by learning certain things: that a pilot, by learning certain things, becomes a pilot. Possibly also in the present case the mere desire to be wise and good is not enough. It is necessary to learn certain things. This is then the object of our search.

*Epictetus*

That the difference to be found in the manners and abilities of men is owing more to their education than to anything else, we have reason to conclude, that great care is to be had of the forming children's minds, and giving them that seasoning early, which shall influence their lives always after.

*John Locke*



Epictetus. "The Golden Sayings of Epictetus." Translated by Hastings Crossley. In *The Harvard Classics*. Edited by Charles W. Eliot. regd. ed. New York: P. F. Collier & Son, 1937.

Locke, John. *Some Thoughts Concerning Education*. rev. ed. Pitt Press Series. Cambridge: University Press, 1884.

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 2014: General Impressions*

Throughout the 2014 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 learning in determining the course of a person’s life.**” This assignment was accessible for students at all levels of achievement. The **literary prompts**—which included quotations from works by Edgar A. Guest (“Achievement is a pleasant thing, / But there’s no end to conquering, / And wise men see / That what is done, however fair, / Cannot in any way compare / With what’s to be. / And wise men’s thoughts are ever turned / On secrets that are still unlearned”), John Henry Cardinal Newman (“It is ... education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them”), Epictetus (“We see that a carpenter becomes a carpenter by learning certain things: that a pilot, by learning certain things, becomes a pilot. Possibly also in the present case the mere desire to be wise and good is not enough. It is necessary to learn certain things. This is then the object of our search”), and John Locke (“That the difference to be found in the manners and abilities of men is owing more to their education than to anything else, we have reason to conclude, that great care is to be had of the forming children’s minds, and giving them that seasoning early, which shall influence their lives always after”)—provided many students with opportunities to explore ideas related to the impact of learning on a person’s life. The **visual prompts**—which included a youth on a bicycle being told by an adult to “Remember, be confident. You will be able to do this if you keep trying,” a student asking another student “What are you going to do during the summer holidays?” who replies “I am going to volunteer at the local animal health clinic. I want to gain experience working with animals because I hope to become a veterinarian,” a speaker at a podium addressing an audience saying “We can learn from the past how to better live our lives today,” and two individuals near a car with one of them saying “I’m so glad that we’re taking this Driver Education course. Learning to drive will help me become more independent”—also offered students a variety of ideas to choose to explore in their responses.

Many students approached the topic from a personal standpoint by examining the importance of times spent learning from siblings, parents, grandparents, and/or friends and the impact of what was learned on people’s lives. In both essay and narrative responses, students often examined situations related to schooling by looking back on a time in youth when a pivotal lesson was learned, by addressing current events in their lives, or by advocating the value of post-secondary education in acquiring a desired career. Other students focused on the value of being able to learn from mistakes made, and the benefits of gaining wisdom through experience. Still others

emphasized the crucial role of learning in acquiring a job that is suited to one's interests and in earning an income that will provide for both life's necessities and luxury items. Some students cited the notable influence of learning on the lives of celebrities in sports, the music industry, and popular movies or commented on how celebrities have reciprocated by using what they have learned to influence the lives of others in positive ways. In some instances, students discussed characters from literature or film (such as *The Wild Children*, *Ender's Game*, *The Golden Compass*, *An Unbroken Chain: My Journey through the Nazi Holocaust*, *Blood Red Ochre*, and *Touching Spirit Bear*) who learned valuable lessons or bestowed wisdom upon others.

Some students examined the prerequisites to being able to learn or explained how people learn by broadening their understanding of their world and themselves. Others spoke of the need to conquer personal fears, overcome obstacles, explore the unknown, or travel beyond everyday boundaries. In some responses, students analyzed the detriments of not learning or of not taking advantage of opportunities to learn and the resultant lack of success and unhappiness faced by those with regrets. Still others responded to the assignment by recounting or explaining how learning provides individuals with confidence and the ability to react skillfully to unexpected situations. Students often commented on the sense of independence individuals may gain from learning, the ability to be true to themselves, and their recognition of the lasting influence of what has been learned on their lives. Other students reflected on the insight into the present that can be gained through studying the past, the instrumental role of teachers or mentors in enabling a person to uncover hidden talents, or the complexity of what is yet to be learned as the modern world advances technologically. In some cases, students referenced religious beliefs and elaborated on the value of moral standards in guiding individuals through their lives.

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 2014 Grade 9 English Language Arts Achievement Test.

## ***Observations from Standards Confirmation and Central Marking 2014: Qualities of Student Writing that Did Not Meet the Acceptable Standard***

Student writing 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 addressed the topic in rather absolute terms, as in “if you learn you will live and if you don’t you will die,” “learning makes somebody a winner or a loser,” and “you need to learn now because otherwise it will be too late.” In some responses, students quoted randomly from the prompts provided without elaborating on them or connecting them to ideas presented. In other responses, students depicted scenarios in which little context was provided regarding a character’s personality, circumstances, or behaviour in the synopsis of events presented. Some students addressed the topic with sweeping generalizations such as “learning is what we do all the time,” “learning is hard,” and “some things just can’t be learned.” 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:

- “The importance of learning is only learned when you learn some thing. [...] Its why our lifes are just to survive you need to learn some thing. Even that is not enouf. You probly didnt learn how to. So you need to learn more.”
- “Learing in a persons life can be very cool. [...] Future everyone talks about what they want to do when they grow up. So learn a head of time. Learn what they want to do with their future. If they plan to get married in Austrailia if they want to have 2 kids a boy and a girl, if they want to buy there own house or build there own house. When they want to retire. Where they want to life. That Explains what the importance of learning in someones life is what they want to do with there life.”
- “Sam got a job in the united states to be an animal doctor. He finished collage years ago beaus he liked saving animals lifes which he loved doing. It all started when he was in grade five had a bird he named him peter. But one day he was sick with some kind of desease it started in his wings and he wasn’t able to fly like he did. The next morning it was dead.”
- “The first time Evan went dirt biking and quading he loved it. He dicided he wanted to be come a dirt bike racer and quad racer. He mailed a applection to the Motocross Racing Cooperation. He practiced lots an one day he got a letter it said he was accepted so he entred a race. [...] The gate drops and Evan is the first guy to the first corner. He lets go the clutch into the final curb than crosses the finish line.”
- “Learning new things helps us learn about stuff. More ways you learn is threw teaching, possible one of the most easiest ways. Teaching folks not to do things does usally impact people and our plant. Some times a good way and some times not. So now we know the importance of learning. So bye.”
- “When I was a kid I wanted to do is learn to make friends, meet kids that lived on my street and would hang out every day but they move away so im sad for a while. A few days later some another kid moves in so what do I do go up to him and say hi next thing we are skateboarding to max and two years later he moves away. [...] Five years later your in high school and you look back and learn to look back to all that money you spent on friends you didn’t keep.”

- “Playing hockey Steve met Dawson, they became best friends. Out of his hockey team, about a year later. The game was tied 2-2. But when it got to the bench to start the second period Dawson was trying to pump the team up. Started to work after the first five minutes they scored two goals in the second period. Dawson was always trying to pump his team up. [...] In that game Steve realized how important leadership is to a team. The coach made Dawson was captain of the team.”
- “A long time ago there was a boy named Billy. When Billy finally went to school he made some friends and they played during lunch. Billy enjoyed school but he was happy it was over. [...] Halfway thru grade 10 Billy decided to drop out and get a job. Billy tried to get a job for years but he could not get a job. So Billy went back to school, he realized that even if you don’t like something it is important for the future no matter how dumb it is.”
- “The importance of learning in someone’s life is so they can go to college to get a good paying job. If you drop out then you will probably get a low paying job and won’t be able to have a place to stay and end up on the street. [...] If you do well in school you can get a good job and make lots of money. When you have money you can go to fancy places around the world if you choose to do good in school.”
- “Learning is a good thing because if you learn math really good you can be a mechanic, and if you know science you can be a scientist, you can know about social you know about government the economy and how stuff works around the world. All of this stuff is good to help our society and get jobs. So it is important to learn so you can help.”

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, and/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, and/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 the student 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 led 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 2014: 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 learning enables a person to “achieve more, prepare for the future, and learn about the world.” Some students spoke of the basic need to be able to speak, read, and write in order to communicate with and learn from others. In some responses, students examined how “knowledge is easily gained,” how “it is beneficial for your identity,” and how it “improves your social life.” A number of students explored the role of learning in enabling a person to live from day to day, in determining the kind of job a person will have, and in enabling a person to be safe from harm. Other students contended that “Through learning you get better job opportunities, gain respect, and explore more,” “Learning helps you to better yourself, make decisions based on past mistakes, and allow you to do what you want in life,” and “We learn from past experiences, lessons learned in school, and training on a job.” Many students connected the topic to personal experiences involving learning to play a sport, acquiring a second language, giving a speech, playing an instrument, performing on stage, or leading others. Still others warned of the negative consequences of giving in to peer pressure or dropping out of school that could include “being left behind by friends,” “not being able to get a job,” or possibly even “living a life of crime.”

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

- “The only class in school Kevin liked was Phys-Ed 30. He ran to the changing room to get into his gym cloths. [...] An hour in, Mr. Green had to go deal with something in the office. A few minutes after he left, a horrible sound was coming out of the student next to Kevin, a guy named Chris. [...] When he hit the ground, Kevin froze. Then he remembered what he learned about CPR last week. After checking to see if he was okay, Kevin began chest compressions. [...] Soon Chris was showing signs of life.”
- “Why is learning so important to people? In order to get a good job you need a good education. By learning new things you will get farther in life. Learning will also help you understand who you are today. People learn new things every day. Learning is a part of life.”
- “Learning shows us how to do new things. It even prevents making mistakes. Every day you learn new things about the world by going to school. [...] Learning is an essential part of life. It opens doors and there is always some thing to learn. Life is all about learning.”
- “‘Alright, I will give you a push and once you feel my arms let go start pedaling.’ Jack nodded his head and took a deep breathe as he heard his dad count down. 1 ... 2 ... 3 and then he felt himself move forward, feet sterdy on the pedals hands ready on the handle bars and his dads arm slowly moved away from him. Before he knew it his feet were pedaling away and he was half way down the block. He felt so free and independent.”
- “What am I going to do with my life now? This is what I thought when I got out of jail I was ninteen then when I was first put in there. I was in prison for fifteen years for robbing a bank. I just want to have a normal life and put the past in the past. [...] Anyone can start over with just a little bit of help. I got a new start with the help of my mom and my councillor at the corrections centre. Thanks to them I found out what I want to do with my life to help youths in jail better their lives.”

- “Learning is important in our lives whether we see it now or not, we need to understand that learning is what makes us succeed no matter what we do with what we learnt, we still can take it and make something big out of it whether you think some material is useful. [...] We need opportunities to learn what we want so that we can communicate with other people, learn about other people, and achieve our goals.”
- “I guess I wasn’t a really smart one. I never listened in school. And now I would pay for it being in a jungle in Peru surrounded by trees and bushes with a crashed plane behind me and a mountain in front of me. I silently vowed to my self that when I got back that I would take my time to learn. [...] Four days after my plane crashed a plane noticed me. It was flying low and saw me and sent a jeep to get me which picked me up that evening. [...] I am now a professor at a university and help offer others a great education because of the problem I had from a lack of education.”
- “The final bell let us out for the summer. I have been waiting for this day forever, no one can stop me from enjoying my summer, until my teacher called out my name. As I slowly walked to her desk, seeing my friends looking at me with questioning eyes. [...] ‘You have not completed your volunteer hours, which you need to pass,’ Mrs. Smith said. [...] Waking up at 8 am was horrible, but I knew I had to be at the youth centre by 9. [...] When I saw what the kids had at the centre, this made me sad because thinking of all the things I have I had more than these kids here had. I wanted to help them to make they’re lives better.”
- “Through learning people learn to talk, read, write. This gives you necessary life skills. With this there are many opportunities for success. [...] You can have a good job with money and a great family. This is what can give you happiness.”
- “With out learning we wouldn’t know about our history or the generations before us. We would have a hard time finding a job to support our selves. And we would not be able to see that there are opportunities all around us to make our lives better. We need to pay attention to where we came from so that what we can make our lives better.”

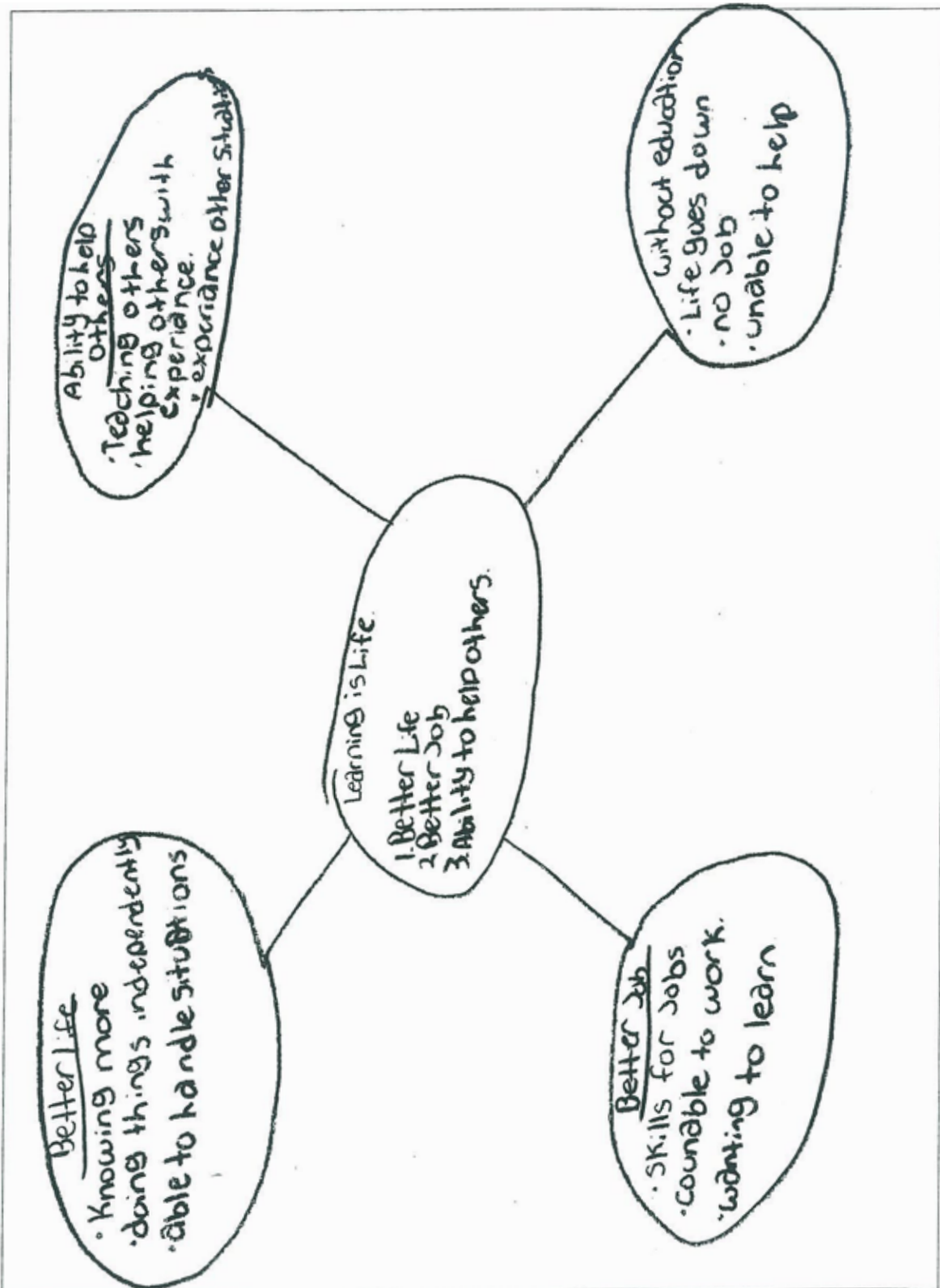
In narrative and essay responses scored “**Satisfactory**” in “**Content**,” such as those from which these excerpts were taken, the students’ exploration of the topic was clear and/or logical, the purpose was evident, relevant and/or generic details were provided to support appropriate and/or predictable ideas, and the writing was straightforward and/or generalized and occasionally appealed to the reader’s interest. The “**Organization**” of such responses was characterized by a functional introduction that established a focus that was generally sustained, events and/or details that were developed in a discernible order, transitions that mechanically connected events and/or details within and 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.



## Importance in Learning

(Title)

Learning is life. People may think you don't need education but in reality, education can give you a better life, better job and you're able to help others. Success comes from the actions you do.

Everybody wants a good life in the future, education can give you that good life. When you learn, the more you know which makes you somebody that knows things other people might not. The more you know, the more independent you can be, able to grow up without doubts. When you're grown up, you'll be able to handle situations with the knowledge you learned to give yourself that better life.

There's nobody out there who doesn't want to make money.

Without education, you may not be suitable for handling a job. That's why it's important to have an education so you can have certain skills to handle a job.

You can learn these skills and attitude you should have while working so that your boss knows they could always count on you. Your boss should be able to count on you easily if you had experience in working before, the more you know, the better jobs you will be able to get.

When you're educated, you'd be able to help others in situations you've already been through. You can share the knowledge you've learned to help others live a better life. Others could also let you experience new situations you've never been in before, while you teach them your knowledge, they teach you theirs, the more you learn, the more experience you get from others, to give

both of you to have a good life.

Without education, the less you learn, the less you know. If you don't know much, you won't be prepared for "real life". You wouldn't be suitable for a job. You wouldn't be able to help your self or others. Learning is life, without it; you'll go down.

## Rationale for Student Exemplar – Satisfactory (Essay)

Title: “Importance in Learning”

Score		Reporting Category
<b>S</b>		<b>Content</b>
	<b>S</b>	<ul style="list-style-type: none"> <li>The student’s exploration of the <b>topic</b> in terms of how “The more you know, the more independent you can be,” how “You can learn the skills and attitude you should have while working,” and how “You can share the knowlege you’ve learned to help others live a better life” is <b>clear</b>.</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>The student’s <b>purpose</b>—to illustrate that “education can give you” a “good life in the future,” that “it’s important to have an education so you can have certain skills to handle a job,” and that “When you’re educated, you’d be able to help others in situations you’ve already been through”—is <b>evident</b>.</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>The <b>ideas</b> presented by the student regarding the value of education in enabling individuals to “grow up without doubts,” “make money” by getting “better jobs,” and gain “experiance” from interactions with “others” are <b>appropriate</b> and <b>predictable</b>.</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>Supporting <b>details</b> related to being “grown up” and “able to handle situations with the knowlege you learned to give yourself that better life,” having “your boss” know that “they could always count on you,” and realizing that “Others could also let you experiance new situations you’ve never been in before” are <b>relevant</b> and <b>generic</b>.</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>The <b>writing</b> is <b>straightforward</b> and <b>generalized</b> (as seen in “When you learn, the more you know which makes you somebody that knows things other people might not,” “Your boss should be able to count on you easily if you had experiance in working before,” and “While you teach them your knowlege, they teach you thiers”) and <b>occasionally appeals</b> to the reader’s <b>interest</b> by providing advice to the reader regarding how to “be prepared for ‘real life.’”</li> </ul>	

Score	Reporting Category
<b>S</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li data-bbox="342 275 1414 457">S • The opening provided in “Learning is life. People may think you don’t need education but in reality, education can give you a better life, better job and you’re able to help others” in the <b>introduction</b> is <b>functional</b> and establishes a <b>focus</b> on how “Success comes from the actions you do” that is <b>generally sustained</b>.</li> <li data-bbox="342 478 1414 625">S • Details pertaining to how “Everybody wants a good life in the future, education can give you that good life,” “the more you know, the better jobs you will be able to get,” and “the more you learn, the more experience you get from others” are <b>developed</b> in a <b>discernible order</b>.</li> <li data-bbox="342 646 1414 829">S • <b>Transitions</b> tend to be <b>mechanical</b> and are <b>generally used</b> to connect details within and between sentences and paragraphs, as seen in “There’s nobody out there who doesn’t want to make money. Without education, you may not be suitable for handling a job. That’s why it’s important to have an education so you can have certain skills to handle a job.”</li> <li data-bbox="342 850 1414 1060">S • In the <b>closure</b>, the summation (that “Without education, the less you learn, the less you know”) is <b>related</b> to the focus, the restatement of ideas (in “If you don’t know much, you won’t be prepared for ‘real life’. You wouldn’t be suitable for a job. You wouldn’t be able to help your self or others”) is <b>mechanical</b>, and the concluding moralization (that “Learning is Life, without it; you’ll go down”) is <b>artificial</b>.</li> </ul>
<b>S</b>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li data-bbox="342 1150 1414 1266">S • Sentence <b>structure</b> is <b>generally controlled</b> (as in “Your boss should be able to count on you easily if you had experience in working before” and “You can share the knowledge you’ve learned to help others live a better life”).</li> <li data-bbox="342 1287 1414 1465">S • Sentence <b>type</b> and sentence <b>length</b> are <b>sometimes effective</b> and <b>varied</b>, such as in “You can learn the skills and attitude you should have while working so that your boss knows they could always count on you” and “When you’re educated, you’d be able to help others in situations you’ve already been through.”</li> <li data-bbox="342 1486 1414 1602">S • <b>Some variety</b> of sentence <b>beginnings</b> is evident in “People may think,” “When you learn,” “The more you know,” “There’s nobody out there who doesn’t want,” “Others could also,” and “Without education.”</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>S • <b>Words and expressions</b> such as “able to help others,” “handle situations,” “have certain skills to handle a job,” “count on you,” “If you don’t know much,” and “prepared for ‘real life’” are <b>generally</b> used <b>appropriately</b>.</li> <li>S • <b>General</b> words and expressions (as in “a better life, better job,” “Everybody wants a good life,” “somebody that knows things,” “give yourself that better life,” “There’s nobody out there,” and “the more you learn”) are used <b>adequately</b> to <b>clarify</b> meaning.</li> <li>S • The <b>tone</b> created by the student—in statements such as “Success comes from the actions you do” and “Others could also let you experiance new situations you’ve never been in before”—is <b>discernible</b>.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>S • The <b>quality</b> of the writing is <b>sustained</b> through <b>generally correct</b> use of conventions, as is evident in “When you’re grown up, you’ll be able to handle situations with the knowlege you learned to give yourself that better life” and “the more you know, the better jobs you will be able to get.”</li> <li>S • <b>Errors</b> (such as in “Learing,” “knowlege,” “suitible,” “experiance,” “thiers,” “to give both of you to have a good life,” and “Learning is Life, without it; you’ll go down”) <b>occasionally reduce clarity</b> and <b>sometimes interrupt</b> the <b>flow</b> of the response.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## ***Student Exemplar – Satisfactory (Narrative)***

### ***Assignment I: Planning***

Use this page to plan in whatever way you choose.

- Writing about past.
- Title will be forever After
- will take place in a house, school and places.
- solve biggest fear ... ?
- about character; named Tasha, brown eyes long black hair, caring and with great talents.



## Learning to swim

Tasha was a 10 year old girl who lived in the town of Mulberry. She had long black hair, light green eyes and was a bit tall. She lived with her mom and step father in a house on the edge of town. They were always very kind to her and worried about being good parent's to her. They gave her anything she wanted and spoiled her with so many gifts and money.

Tasha was a very smart student, wherever she went there was always peace around her. She made everyone happy. She had so much talent she was an expert at every thing. She could sing, dance, read very fast and was good at jumping rope. Anything she put her mind into she would do it and a few weeks after she would be a expert at it. She didn't fear most things. She liked hiking, sports, and riding bikes. But she did not know how to swim.

The thing that kept Tasha away from a swimming pool was her fear of drowning. She feared that when she went into a pool she would sink under water, drownd and never come out. She could not understand how people could float and swim and not drownd.

When Tasha turned 11 her goal was to dive into a pool. But it never happened. Every time she got there she would say "I'm afraid" and she never did it. One day she finally said to her self "enough is enough. Now it my time to learn to face my fears." She remembered what her step father always toled her. "Don't hide

from your fears forever. You have to face them, you can't be afraid of your fears. Otherwise you won't have any fun."

The day came and she was ready. As she walked toward the pool her heart beated faster and faster. She walked to the edge of the water and got ready to jump in the pool where it wasn't very deep. She stuck her toe in and felt the water. Then she sat on the edge and stuck both legs in. That didn't seem to bad. Then she went all the way in. But she panicked and grabbed the edge before her feet hit the bottom. She hung onto the edge till her breathe slowed down. "I can't do this" she said to her self. Then she thought of what her step father had toled her and she decided to try again. She closed her eyes and went into the water. She was just about to give up and then her feet hit the bottom.

Tasha relized she could stand up and she felt a lot better. She let go of the edge and walked around in the water that was up to her sholders. Soon she was splashing water around her and feeling happy. "I did it!" she said. "I was able to face my fears."

From that day on Tasha loved swimming. She took lessons so that she could learn to get even better. Tasha's parents were really proud of her when she toled them what she had done. They toled her that if she could do it, she could do anything.

## Rationale for Student Exemplar – Satisfactory (Narrative)

Title: “Learning to swim”

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li data-bbox="342 422 1406 604"> <p><b>S</b> • The student’s exploration of the <b>topic</b> through the recounting of the experiences of “Tasha” (“a 10 year old girl” who “feared that when she went into a pool she would sink under water, drown and never come out,” “closed her eyes and went into the water,” and “Soon [...] was splashing water around her and feeling happy”) is <b>clear</b>.</p> </li> <li data-bbox="342 625 1406 808"> <p><b>S</b> • The student’s <b>purpose</b> in depicting how Tasha “didn’t fear most things” but “could not understand how people could float and swim and not drown,” how “One day she finally said to her self ‘enough is enough’” and decided it was “time to learn to face” her “fears,” and how “She let go of the edge and walked around in the water that was up to her shoulders” is <b>evident</b>.</p> </li> <li data-bbox="342 829 1406 1081"> <p><b>S</b> • The <b>ideas</b> presented by the student pertaining to the influence of Tasha’s parents (who “were always very kind to her and worried about being good parent’s to her”) on her decision to learn to swim (such as when “She remembered what her step father always toled her. ‘Don’t hide from your fears forever’”) and her determination to succeed (such as when “she thought of what her step father had toled her and she decided to try again”) are <b>appropriate</b> and <b>predictable</b>.</p> </li> <li data-bbox="342 1102 1406 1323"> <p><b>S</b> • Supporting <b>details</b>—such as in “She had long black hair, light green eyes and was a bit tall. She lived with her mom and step father in a house on the edge of town,” “She could sing, dance, read very fast and was good at jumping rope,” “She liked hiking, sports, and riding bikes,” “As she walked toward the pool her heart beated faster and faster,” and “She was just about to give up and then her feet hit the bottom”—are <b>relevant</b> and <b>generic</b>.</p> </li> <li data-bbox="342 1344 1406 1591"> <p><b>S</b> • As seen in “When Tasha turned 11 her goal was to dive into a pool. But it never happened. Every time she got there she would say ‘I’m afraid’ and she never did it” and “She stuck her toe in and felt the water. Then she sat on the edge and stuck both legs in. That didn’t seem to bad. Then she went all the way in. But she panicked and grabbed the edge before her feet hit the bottom,” the <b>writing</b> is <b>straightforward</b> and <b>generalized</b> and <b>occasionally appeals</b> to the reader’s <b>interest</b>.</p> </li> </ul>

Score	Reporting Category
<b>S</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li data-bbox="342 279 1409 457">S • The characterization of Tasha as a girl who “had so much talent she was an expert at every thing” because “Anything she put her mind into she would do it and a few weeks after she would be a expert at it” in the <b>introduction</b> is <b>functional</b> and establishes a <b>focus</b> on how “she did not know how to swim” because of “her fear of drowning” that is <b>generally sustained</b>.</li> <li data-bbox="342 478 1409 657">S • Details regarding how Tasha thought that “when she went into a pool she would sink under water,” how “She walked to the edge of the water and got ready to jump in the pool where it wasn’t very deep,” and how she “relized she could stand up,” “walked around in the water,” and “was splashing water around her” are <b>developed</b> in a <b>discernible order</b>.</li> <li data-bbox="342 678 1409 898">S • As illustrated in “They were always very kind to her and worried about being good parent’s to her. They gave her anything she wanted and spoiled her with so many gifts and money” and “The day came and she was ready. As she walked toward the pool her heart beated faster and faster,” <b>transitions</b> tend to be <b>mechanical</b> and are <b>generally used</b> to connect details within and between sentences and paragraphs.</li> <li data-bbox="342 919 1409 1098">S • The <b>closure</b>—provided in “From that day on Tasha loved swimming. She took lessons so that she could learn to get even better. Tasha’s parents were really proud of her when she toled them what she had done”—is <b>related</b> to the focus, and the summation provided in “They toled her that if she could do it, she could do anything” is <b>mechanical</b> and <b>artificial</b>.</li> </ul>
<b>S</b>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li data-bbox="342 1176 1409 1318">S • As shown in “Tasha was a 10 year old girl who lived in the town of Mulberry. She had long black hair, light green eyes and was a bit tall” and “She hung onto the edge till her breathe slowed down. ‘I can’t do this’ she said to her self,” sentence <b>structure</b> is <b>generally controlled</b>.</li> <li data-bbox="342 1339 1409 1518">S • Sentence <b>type</b> and sentence <b>length</b>—such as in “The thing that kept Tasha away from a swimming pool was her fear of drowning,” “Then she thought of what her step father had toled her and she decided to try again,” and “Tasha relized she could stand up and she felt a lot better”—are <b>sometimes effective</b> and <b>varied</b>.</li> <li data-bbox="342 1539 1409 1686">S • <b>Some variety</b> of sentence <b>beginnings</b> (as in “They gave her anything she wanted,” “She had so much talent,” “But she did not know,” “When Tasha turned 11,” “That didn’t seem,” “Then she went,” and “From that day on”) is evident.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li data-bbox="342 279 1414 464">S • <b>Words and expressions</b> are <b>generally</b> used <b>appropriately</b>, as demonstrated in “lived with her mom and step father in a house on the edge of town,” “good at jumping rope,” “hiking, sports, and riding bikes,” “her goal was to dive into a pool,” “walked to the edge of the water and got ready to jump in,” and “grabbed the edge before her feet hit the bottom.”</li> <li data-bbox="342 485 1414 669">S • <b>General</b> words and expressions such as “spoiled her with so many gifts and money,” “an expert at every thing,” “a few weeks after,” “could not understand how people could float,” “it never happened,” “stuck her toe in,” “sat on the edge and stuck both legs in,” and “closed her eyes and went into the water” are used <b>adequately</b> to <b>clarify</b> meaning.</li> <li data-bbox="342 690 1414 875">S • The <b>voice</b> created by the student through the incorporation of Tasha’s personal reflections (as in “Every time she got there she would say ‘I’m afraid’ and she never did it. One day she finally said to her self ‘enough is enough’” and “‘I did it!’ she said. ‘I was able to face my fears’”) is <b>discernible</b>.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li data-bbox="342 1029 1414 1213">S • As seen in “Tasha was a very smart student, wherever she went there was always peace around her. She made everyone happy” and “You have to face them, you can’t be afraid of your fears. Otherwise you won’t have any fun,” the <b>quality</b> of the writing is <b>sustained</b> through <b>generally correct</b> use of conventions.</li> <li data-bbox="342 1234 1414 1419">S • <b>Errors</b>—such as in “parent’s,” “read very fast,” “put her mind into,” “a expert,” “drownd,” “Now it my time,” “toled,” “heart beated faster,” “to bad,” “paniced,” “till her breathe,” “relized,” and “sholders”—<b>occasionally reduce clarity</b> and <b>sometimes interrupt</b> the <b>flow</b> of the response.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## *Observations from Standards Confirmation and Central Marking 2014: 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 the need to “learn certain things” not only in terms of daily survival but also in becoming socialized as a contributing member of society. Inherent in many responses was an awareness of how learning occurs “both in formal schooling and from experiences had outside of school.” Some students adopted a reflective viewpoint, reminiscing on the impact of fundamental learnings from early childhood on the path of their lives at present. Other students observed that they themselves have taught others lessons of significance and had “a positive influence on the lives of others.” In some responses, students spoke of the need to “continually learn, as it is a process that takes a lifetime to undergo.” Additionally, some students explored how “The best opportunities for learning may occur as a result of experiencing failure firsthand,” how “Through learning we build the skills we need to overcome challenges and reach our goals,” and how “Learning provides us with a conscious understanding of our own opinions, our relationships with others, and our own selves.”

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

- “An important part in history where the importance of learning is shown is during the time of the Renaissance. It was a time when new ideas were being born and people were striving to learn much more about the world around them. People were learning more about sciences and medicines. Galileo Galilei and Nicolas Copernicus started to experiment and study the world and the universe. During this period in our history, learning was changing and increasing rapidly.”
- “My change rattled down on the counter. I was in a hurry to buy the loaf of bread my mother had sent me to get so that I could return to challenge level 4 of my Vector 7 video game. [...] The sky loomed grey over the snow-covered landscape as I scurried home. I could barely see in front of me because each time I exhaled a cloud of steam obscured my eyes. Suddenly, I stumbled forward and fell face-first to the ground. [...] I awoke disoriented and confused to see a man with a long shaggy beard, disheveled clothes and gray eyes. Frightened, I leaped to my feet and was about to flee for my life but then I saw he meant me no harm. His thin, frail body shook as he shivered in the cold. [...] I reached down to pick up the loaf of bread I had dropped and turned to go. I paused as the bread in my hands seemed to grow heavier. I realized that my family would be fine without bread for a day and I bent down gently placing the loaf in the man’s boney hands.”
- “Knowledge is a valuable tool in life. People today are always in a hurry and assume that they do not have the time to learn. Metaphorically, learning is like planting a fruit. You water the plant and supply it with fertilizers and one day, the plant will mature and provide you with a sweet fruit. Learning is very similar as you learn each and every day and gain wisdom in a perpetual process.”
- “Landon dejectedly shoved his hands in his jean pockets, reminiscing on his life, while his friends and fellow classmates received their highschool diplomas. They were prepared to embark on their journey to university and into a future of endless possibilities while Landon would be stagnating where he was. He had dropped out of highschool and was struggling to find a job that did not require a highschool education. Amid the celebratory cheers, Landon departed from the auditorium and into the mediocre life that awaited him.”

- “From the very moment we are born, we learn valuable lessons. Whether consciously or subconsciously, we are constantly discovering what is right and what is wrong. When we are young, we are praised or scolded by our parents for our behaviour. From those experiences we learned what was acceptable to do, and we could make informed decisions regarding what we wanted to do. [...] When we mature and are on our own, we have to make choices for ourselves by considering the consequences of our actions. Will they benefit me or others? Will they cause harm? Will the results be worth the effort? We need to ask ourselves such questions to make the best decisions.”
- “All eyes are upon me. My hands shake as my palms break out in a cold sweat. I press them against my thighs to conceal my fear, but it does little to disguise how nervous I am. My mouth opens but no sound comes out. I am mute. Horrified, I stare into sea of eyes staring impassively in my direction. [...] Then, like a sentinel in the darkness, I see my mother’s face and in it I see the hours she has spent with me practicing my craft, the sacrifices she has made, and the unending support she has provided to me. I inhale deeply and much to my surprise, my voice soars over the crowd.”
- “Anna clutched the glistening Olympic silver medal hanging from her neck. She thought back to when she was a little girl whose dream had been to become a competitive gymnast. She yearned to soar in the vault and floor exercises as well as on beam and uneven bars. [...] Her training regimen required that she be schooled at home with little time for her friends outside the gym. She spent hour after hour in the gym, constantly striving to add more height, more distance, more precision. [...] Anna proved through hard work and determination that she was capable of anything.”
- “Aristotle, Einstein, Davinci – all people known for their great minds and their ability to face the unknown. They brought insight into areas where man had no knowledge. [...] Exploring the reality that surrounds us provides us with the ability to manipulate the world to our own ends. In this way our quality of life improves with each and every day. Vaccinations protect us from contagious diseases. Physical illnesses can be treated by doctors. Abundant foods of many varieties and luxury items have given us unprecedented material comforts.”
- “Each of us are unique and we all possess special talents. We need to nurture them in order to develop them fully. [...] In our search for happiness and fulfillment in life, we must gain confidence in ourselves and our own special abilities. Whether in intellectual pursuits or acts of physical strength, we all have within us skills that we can use to improve our lives and those of others.”
- “A cool breeze makes me shudder as I watch the caskets holding my parents being lowered into the ground. My older brother Dan places his arm around my neck and holds me tightly. ‘Don’t worry Todd. We’re the only family we have now. Nothing will ever separate us. I’ll make sure of that.’ [...] Dan didn’t hesitate to take the first job he could find. I warned him against it, but he was too stubborn to listen. He didn’t go to school the next day; he was working. He didn’t go to school any day after that, either. [...] I chose a university that was closest to our town, so that I could still visit my brother. I studied mechanical engineering. I loved the sound of the word ‘engineer,’ something I still love calling myself to this day. [...] Along with graduating with honours, I found my wife in university. I have the perfect life. Then I look at my brother Dan, who I still see occasionally. Every day he works in the same warehouse, moving the same boxes. I wonder if his life is fulfilling. I wonder if he had any dreams that he has abandoned, and if they were abandoned because of me.”

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 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.

#### The importance of learning

- We learn from our parents
  - how to behave
  - who we are
  
- We learn from
  - friends
  - school
  - sports
  - work

#### We learn who we want to be

- determine the course of our lives
- show others what we can do

## **A Lifetime of Learning**

It has been said that “It is education which gives a man a clear conscious view of his own opinions and judgments.” This means that a person needs to learn about themselves in order to discover who they are. Who we are is established by our parents who teach us right from wrong. With the lessons we have learned from our parent’s we are able to get along with other people and form friendships by doing things with other people in our daily life. We learn from our experience what makes us unique and become independent making decisions that help us to live the kind of life we want to live. Learning is what makes a person into who they are.

Parents have the responsibility to provide for the needs of their children. But more than food and shelter, parents also teach their children about the world they have been born into. Many of a child’s early years are spent finding out what parents approve of and what kinds of actions we should avoid doing. Punishment comes with stealing a cookie but if a child does a task that pleases their parents, they could be rewarded with not only a cookie but also their parent’s respect. A person’s values are shaped by their parents. Honesty, determination, and responsibility are encouraged. Children become proud of being able show that they can be trusted to do what is right by abiding by a

curfew and contributing to household chores like laundry or taking out the garbage. With parents as our guide we are definitely on the right track.

As we mature we become more able to make our own decisions. We learn to trust our own judgment when making choices. This could be having to decide between playing video games or doing homework. If we make the right choice and succeed in achieving a goal we gain self-confidence. The high mark achieved on an assignment shows that time spent getting it done was worth it. Then we can set our sights on an even higher goal. Each time this happens to a person they learn more about themselves and kind of person they are.

Friendships are formed with people that a person interacts with each day. People who like the same things or share the same interests are the kind of people we enjoy spending time with. At school we join clubs or play sports to improve our skill be it in acting, singing, track or basketball. A person learns the value of hard work and being part of a team. Success comes from practising and believing in one's self.

The life skills gained when a person is young continue to come into play when they are an adult. To provide for a family a person needs to work. The more knowledge a person has the more it is likely it is that they will have a high paying career. Years of university training give engineers, doctors and

lawyers large incomes. But it is not only the expertise they have that is important. This achievement also comes as a result of being responsible and committed to a life goal. It reflects who they truly are.

Learning about who we are continues throughout a person life. A child learns from their parents and friends what gives them a sense of fulfillment. The right choices will be rewarded when as an adult a person achieves what they want in life.

## Rationale for Student Exemplar – Proficient (Essay)

Title: “A Lifetime of Learning”

Score	Reporting Category
<b>Pf</b>	<p><b>Content</b></p> <p><b>Pf</b> • The student’s exploration of the <b>topic</b> from the stance that “a person needs to learn about themselves in order to discover who they are”—in terms of how “Honesty, determination, and responsibility are encouraged. Children become proud of being able show that they can be trusted to do what is right,” “As we mature we become more able to make our own decisions,” “A person learns the value of hard work and being part of a team,” and “achievement also comes as a result of being responsible and committed to a life goal”—is <b>adept</b> and <b>plausible</b>.</p> <p><b>Pf</b> • The student’s <b>purpose</b> in arguing that “Who we are is established by our parents who teach us right from wrong,” “we are able to get along with other people and form friendships by doing things with other people in our daily life,” and “We learn from our experience what makes us unique and become independent” in order to support the contention that “Learning about who we are continues throughout a person life” is <b>intentional</b>.</p> <p><b>Pf</b> • Taken together, the <b>ideas</b> presented by the student (such as in “Many of a child’s early years are spent finding out what parents approve of and what kinds of actions we should avoid doing,” “If we make the right choice and succeed in achieving a goal we gain confidence,” “Success comes from practicing and believing in one’s self,” and “The life skills gained when a person is young continue to come into play when they are an adult”) are <b>thoughtful</b> and <b>sound</b>.</p> <p><b>Pf</b> • Supporting <b>details</b> related to “stealing a cookie,” “abiding by a curfew and contributing to household chores like laundry or taking out the garbage,” “having to decide between playing video games or doing homework,” participating in “clubs” or “sports to improve our skill be it in acting, singing, track or basketball,” and having “Years of university training” which “give engineers, doctors and lawyers large incomes” are <b>specific</b> and <b>apt</b>.</p> <p><b>Pf</b> • The <b>writing</b> is <b>considered</b> and <b>elaborated</b>—as seen in “The high mark achieved on an assignment shows that time spent getting it done was worth it. Then we can set our sights on a even higher goal. Each time this happens to a person they learn more about themselves and kind of person they are”—and the connection of the opening quotation (“It is education which gives a man a clear conscious view of his own opinions and judgments”) to the central premise (that “Learning is what makes a person into who they are”) that is extended throughout the response <b>draws</b> the reader’s <b>interest</b>.</p>

Score	Reporting Category
<b>Pf</b>	<p data-bbox="391 212 1430 268"><b>Organization</b></p> <p data-bbox="391 268 1430 506"> <b>Pf</b> • The opening—“It has been said that ‘It is education which gives a man a clear conscious view of his own opinions and judgments.’ This means that a person needs to learn about themselves in order to discover who they are”—in the <b>introduction</b> is <b>purposeful</b> and <b>clearly</b> establishes a <b>focus</b> (on the influence of “parents” and “other people in our daily life” on “decisions that help us to live the kind of life we want to live”) that is <b>capably sustained</b>. </p> <p data-bbox="391 506 1430 743"> <b>Pf</b> • Details regarding how “With parents as our guide we are definitely on the right track,” “We learn to trust our own judgment when making choices,” “People who like the same things or share the same interests are the kind of people we enjoy spending time with,” and “a high paying career [...] comes as a result of being responsible and committed to a life goal” are <b>developed</b> in a <b>sensible order</b>, and <b>coherence</b> is <b>generally maintained</b>. </p> <p data-bbox="391 743 1430 980"> <b>Pf</b> • <b>Transitions</b> (such as in “Parents have the responsibility to provide for the needs of their children. But more than food and shelter, parents also teach their children about the world they have been born into” and “The high mark achieved on an assignment shows that time spent getting it done was worth it. Then we can set our sights on a even higher goal”) <b>clearly connect</b> details within and between sentences and paragraphs. </p> <p data-bbox="391 980 1430 1184"> <b>Pf</b> • The <b>closure</b> provided in “Learning about who we are continues throughout a person life. A child learns from their parents and friends what gives them a sense of fulfillment. The right choices will be rewarded when as an adult a person achieves what they want in life” is <b>appropriate</b> and <b>related</b> to the focus. </p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em;"><b>Pf</b></p>	<p><b>Sentence Structure</b></p> <p><b>Pf</b> • Sentence <b>structure</b> is <b>consistently controlled</b>—as is evident in “We learn from our experience what makes us unique and become independent making decisions that help us to live the kind of life we want to live,” “This could be having to decide between playing video games or doing homework,” and “Friendships are formed with people that a person interacts with each day.”</p> <p><b>Pf</b> • As seen in “Many of a child’s early years are spent finding out what parents approve of and what kinds of actions we should avoid doing,” “Honesty, determination, and responsibility are encouraged,” and “To provide for a family a person needs to work. The more knowledge a person has the more it is likely it is that they will have a high paying career,” sentence <b>type</b> and sentence <b>length</b> are <b>usually effective</b> and <b>varied</b>.</p> <p><b>Pf</b> • Sentence <b>beginnings</b> are <b>often varied</b>, as illustrated in “Who we are is established by,” “Parents have the responsibility to,” “Children become proud of being,” “As we mature we become,” “If we make the right choice,” and “The life skills gained when.”</p> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em;"><b>Pf</b></p>	<p><b>Vocabulary</b></p> <p><b>Pf</b> • <b>Words</b> and <b>expressions</b> (such as “our parents who teach us right from wrong,” “provide for the needs of their children,” “A person’s values are shaped by their parents,” “more able to make our own decisions,” “succeed in achieving a goal,” “gain self-confidence,” and “the value of hard work and being part of a team”) are <b>often</b> used <b>accurately</b>.</p> <p><b>Pf</b> • <b>Specific</b> words and expressions show some evidence of <b>careful selection</b>—as in “trusted to do what is right by abiding by a curfew and contributing to household chores,” “With parents as our guide,” “trust our own judgment when making choices,” “they learn more about themselves and kind of person they are,” and “The right choices will be rewarded when as an adult a person achieves what they want in life.”</p> <p><b>Pf</b> • As is evident in the presentation of “Punishment comes with stealing a cookie but if a child does a task that pleases their parents, they could be rewarded with not only a cookie but also their parent’s respect” and “But it is not only the expertise they have that is important. This achievement also comes as a result of being responsible and committed to a life goal. It reflects who they truly are,” the <b>tone</b> created by the student is <b>distinct</b>.</p> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li data-bbox="391 275 1430 506"> <p><b>Pf</b> • The <b>quality</b> of the writing is <b>sustained</b> because it contains only <b>minor</b> convention <b>errors</b>, as demonstrated in “With the lessons we have learned from our parent’s we are able to get along with other people and form friendships by doing things with other people in our daily life” and “At school we join clubs or play sports to improve our skill be it in acting, singing, track or basketball.”</p> </li> <li data-bbox="391 506 1430 674"> <p><b>Pf</b> • Any <b>errors</b> that are present such as in “childs,” “being able show that,” “definitely,” “a even higher goal,” “the more it is likely it is that,” and “a person life” as well as in pronoun-antecedent agreement <b>rarely reduce clarity</b> and <b>seldom interrupt</b> the <b>flow</b> of the response.</p> </li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>



## Student Exemplar – Proficient (Narrative)

### Assignment I: Planning

Use this page to plan in whatever way you choose.

importance of learning

- discover and pursue your dreams
- benefits that come with learning
- helping other
- having a lot to learn

- Mandy → wants to become a teacher  
→ even teachers learn

■ Volunteer: hospital → working with patients  
- old and young

- tutor
- babysitting

Begin - Mandy is thinking about her dreams, how it should be like, and why she wants to be a teacher → she told people about it and talked to

Mid - her teachers and parents told her or offered her volunteer jobs to see what it's like.

- she goes to babysitting
- working with people at the hospital's
- tutoring

End - Mandy realizes that being a teacher is not as easy as it looks. It requires a lot of work and patience. She still has a lot to learn.

I listened carefully as Mrs. Bellamy explained the Pythagorean theorem to the class.

"The formula is easy to remember.  $A^2 + B^2 = C^2$ ." she explained, her voice clear but soft, strong ~~and~~ gentle. My eyes followed her movements as she roamed the classroom.

She walked with her back straight, explaining how to rearrange the formula. When she reached the white board she demonstrated an example, drawing neatly and writing clearly. As she spoke, I noticed throughout the entire hour, her voice never cracked.

She kept a calm, strong posture, smiling kindly at her students. Answering every question with clarity and understanding. When ever a student misbehaved she would deal with the student with fairness, calm and control. What never ceases to amaze me is she seemed to do it with no effort and ease. From what I've seen and heard, Mrs. Bellamy seems to have an organized life. I admired her kind yet stern treatment

of her students and her control and authority over them. Being a teacher must be great. Everyone respects you and does what you tell them to do. I admire all teachers in my school. They seem so organized and in control. The life of a teacher must be really easy. Weekends off, long holidays and just show up at school, teach a few hours and then go home. So easy. While I daydreamed about what my future would like as a teacher, I didn't notice Mrs. Bellamy calling my name until my friend El elbowed me.

"Mandy." I heard Mrs. Bellamy's voice clearly.

"Uh-yes?" I looked up, startled.

"Would you care to answer the question on the board?" she asked questionally. Looking at the board, I answered,

"Uh... sure." No, I ~~definitely~~ was not sure. I stood to walk to the whiteboard when the dismissal bell rang. I sighed in relief as I <sup>turned</sup> to gather my books and head to my next class.

"Saved by the bell," El chuckled as he passed by.

Through out the day I entertained my self with thoughts of becoming a teacher. They know everything. Once I become a teacher, I won't have to learn anything<sup>new</sup>. Waves of excitement ran through me. I know what I want to be.

Last block of the day, L. A. Mr. Rey told us to think about our interests and future plans. This was going to be easy. Everyone seemed to be having a hard time choosing their career plans. I have no idea why. How hard could it be?

"Teacher!" EI exclaimed, sneaking a glance at my papers. "You can't be senos"

"Yes!" I replied, annoyed. "it mean, why not? Looks like an easy job. Isn't it?"

"Wow" was all EI said.

I ignored his comments and moved on <sup>to the rest of</sup> my day.

On my way home, I told my dad about my interest in becoming a teacher.

His reaction was not far from EI's.

I can't believe this! What's so bad about it?

I talked it over with my mom but all

she said was, "Honey, I have volunteer work for you

next week." She loved my mom, but there were times when I just did not "get" her.

The next morning she took me to the hospital. There I worked with children and I was in charge of keeping them happy and entertained in their beds. It was frustrating because I could not please all of them. I had to figure out a way to make them all happy. Through out the entire week of volunteering I learned many ways to keep them entertained, but I also learned that I can't please every one.

The next week my mom sent me to help some kids with their school work. It was more work than I thought. I had to plan and re-learn what I was gonna have to help them with. Frustrating it was trying to get them to understand what I was trying to say. It took a lot of patience and control to get them focused.

At the end of the week I asked my mother why she made me do

all the volunteer work. Her answer surprised me. She smiled and said that being a teacher is more than just about showing up at school. As you've probably learned it takes much more skills and self-virtues.

That night I thought about what my mother said, and what I went through volunteering at the hospital and tutoring kids. It felt good knowing that I was helping someone and providing the knowledge they needed to make their life better. There are still a lot of things I need to learn to become a teacher.

## Rationale for Student Exemplar – Proficient (Narrative)

Title:

Score	Reporting Category
<b>Pf</b>	<p data-bbox="404 365 516 396"><b>Content</b></p> <p data-bbox="334 422 1406 674"><b>Pf</b> • The student’s exploration of the <b>topic</b> through the eyes of a student named “Mandy” who admires her teacher “Mrs. Bellamy” for “her kind yet stern treatment of her students and her control and authority over them,” decides to become a teacher because it “Looks like an easy job,” and learns from the children in “the hospital” and the “kids” she helps “with their school work” that she “can’t please everyone” and that “It took a lot of patience and control to get them focused” is <b>adept</b> and <b>plausible</b>.</p> <p data-bbox="334 699 1406 911"><b>Pf</b> • The student’s <b>purpose</b> is <b>intentional</b> in terms of how Mandy’s observation of Mrs. Bellamy’s “fairness, calm and control” and belief that “she seemed to do it with no effort and ease” lead her to assume that “The life of a teacher must be really easy” until she realizes that “volunteer work” with children is “frustrating” because she “had to figure out a way to make them all happy” and “It was more work” than she had initially thought.</p> <p data-bbox="334 936 1406 1262"><b>Pf</b> • The <b>ideas</b> presented by the student in relation to the change in Mandy’s viewpoint—from believing that “Being a teacher must be great. Everyone respects you and does what you tell them to do” and thinking that “Once I become a teacher, I won’t have to learn anything new” to discovering when she “worked with children and [...] was in charge of keeping them happy and entertained in their beds” that she “could not please all of them” and understanding when helping “some kids” with homework that she “had to plan and re-learn” what she was going to “have to help them with”—are <b>thoughtful</b> and <b>sound</b>.</p> <p data-bbox="334 1287 1406 1577"><b>Pf</b> • Supporting <b>details</b> that contrast Mandy’s “thoughts of becoming a teacher” (as in “She kept a calm, strong posture smiling kindly at her students [...] From what I’ve seen and heard, Mrs. Bellamy seems to have an organized life” and “Weekends off, long holidays and just show up at school, teach a few hours and then go home. So easy”) with her actual experiences during “all the volunteer work” (as in “Through out the entire week of volunteering I learned many ways to keep them entertained” and “Frustrating it was trying to get them to understand what I was trying to say”) are <b>specific</b> and <b>apt</b>.</p> <p data-bbox="334 1602 1406 1927"><b>Pf</b> • As illustrated in “She walked with her back straight, explaining how to rearrange the formula. When she reached the white board she demonstrated an example, drawing neatly and writing clearly. As she spoke, I noticed throughout the entire hour, her voice never cracked,” the <b>writing</b> is <b>considered</b> and <b>elaborated</b> and the depiction of scenes (such as in “Everyone seemed to be having a hard time choosing their career plans. I have no idea why. How hard could it be? / ‘Teacher!’ El exclaimed, sneeking a glance at my papers. ‘You can’t be serious’ / ‘Yes!’ I replied, annoyed. ‘I mean, why not?’”) <b>draws</b> the reader’s <b>interest</b>.</p>

Score	Reporting Category
<b>Pf</b>	<p data-bbox="391 212 1430 262"><b>Organization</b></p> <p data-bbox="391 262 1430 535"><b>Pf</b> • The <b>introduction</b> (provided in “I listened carefully as Mrs. Bellamy explained the <u>Pythagorean theorem</u> to the class. / ‘The formula is easy to remember. <math>A^2 + B^2 = C^2</math>.’ she explained, her voice clear but soft, strong yet gentle. My eyes followed her movements as she roamed the classroom”) is <b>purposeful</b> and <b>clearly</b> establishes a <b>focus</b> on Mandy’s admiration of “all teachers” in her school because “They seem so organized and in control” that is <b>capably sustained</b>.</p> <p data-bbox="391 535 1430 808"><b>Pf</b> • Events that chronicle how Mandy “daydreamed” about what her “future would like as a teacher,” revealed her “interest in becoming a teacher” to her friend El and her parents and wondered “What’s so bad about it?,” spent an “entire week [...] volunteering” and “The next week” helped “some kids with their school work,” and “learned it takes much more skills and self virtues” to be a teacher are <b>developed</b> in a <b>sensible order</b>, and <b>coherence</b> is <b>generally maintained</b>.</p> <p data-bbox="391 808 1430 1060"><b>Pf</b> • <b>Transitions</b> such as in “I didn’t notice Mrs. Bellamy calling my name until my friend El elbowed me. / ‘Mandy.’ I heard Mrs. Bellamy’s voice clearly. / ‘Uh- yes?’ I looked up startled. / ‘Would you care to answer the question on the board?’ she asked questionally” and “At the end of the week I asked my mother why she made me do all the volunteer work. Her answer surprised me” <b>clearly connect</b> events within and between sentences and paragraphs.</p> <p data-bbox="391 1060 1430 1262"><b>Pf</b> • The <b>closure</b>—provided in “That night I thought about what my mother said, and what I went through volunteering at the hospital and tutoring kids. It felt good knowing that I was helping someone and providing the knowledge they needed to make their life better. There are still a lot of things I need to learn to become a teacher”—is <b>appropriate</b> and <b>related</b> to the focus.</p>



Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Sentence Structure</b></p> <p><b>Pf</b> • Sentence <b>structure</b>—such as in “Through out the day I entertained my self with thoughts of becoming a teacher. They know everything,” “On my way home, I told my dad about my interest in becoming a teacher,” and “I talked it over with my mom but all she said was, ‘Honey, I have volunteer work for you next week’”—is <b>consistently controlled</b>.</p> <p><b>Pf</b> • Sentence <b>type</b> and sentence <b>length</b> (as in “I sighed in relief as I turned to gather my books and head to my next class. / ‘Saved by the bell,’ El chuckled as he passed by,” “Waves of excitement ran through me. I know what I want to be,” and “Through out the entire week of volunteering I learned many ways to keep them entertained, but I also learned that I can’t please everyone”) are <b>usually effective and varied</b>.</p> <p><b>Pf</b> • As demonstrated in “I listened carefully,” “Whenever a student misbehaved,” “Being a teacher must be,” “While I daydreamed,” “Everyone seemed to be having,” “The next morning,” “It was frustrating because,” “I had to plan and re-learn,” “She smiled and said that,” and “That night I thought about,” sentence <b>beginnings</b> are <b>often varied</b>.</p> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Vocabulary</b></p> <p><b>Pf</b> • <b>Words and expressions</b>—such as “My eyes followed her movements as she roamed the classroom,” “her control and authority over them,” “I didn’t notice Mrs. Bellamy calling my name,” “think about our interests and future plans,” “‘Teacher!’ El exclaimed,” and “keeping them happy and entertained in their beds”—are <b>often used accurately</b>.</p> <p><b>Pf</b> • <b>Specific</b> words and expressions (as in “her voice clear but soft, strong yet gentle,” “drawing neatly and writing clearly,” “smiling kindly at her students,” “kind yet stern,” “I looked up, startled,” “I sighed in relief,” and “El chuckled as he passed by”) show some evidence of <b>careful selection</b>.</p> <p><b>Pf</b> • The <b>voice</b> created by the student in the characterization of the narrator through her reflections such as in “What never ceases to amaze me is she seemed to do it with no effort and ease,” “Looking at the board, I answered, ‘Uh ... sure.’ No I definatly was not sure,” “His reaction was not far from El’s. I can’t believe this! What’s so bad about it?,” and “I love my mom, but there are times when I just did not ‘get’ her” is <b>distinct</b>.</p> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Conventions</b></p> <p><b>Pf</b></p> <ul style="list-style-type: none"> <li>• The <b>quality</b> of the writing is <b>sustained</b>—as seen in “I stood to walk to the white board when the dismissal bell rang” and “‘Wow’ was all El said. / I ignored his comments and moved on to the rest of my day”—because it contains only <b>minor</b> convention <b>errors</b>.</li> </ul> <p><b>Pf</b></p> <ul style="list-style-type: none"> <li>• Given the length and complexity of the response, any <b>errors</b> that are present (such as in “<u>theorom</u>,” “rearange,” “clarity,” “treatment,” “what my future would like as,” “questionally,” “definatly,” “excitment,” “carreer,” “sneeking,” “serios,” “volonteer,” “my mom cent me,” “I was gonna,” and shifts in verb tense) <b>rarely reduce clarity</b> and <b>seldom interrupt the flow</b> of the response.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

***Student Exemplar – Excellent (Essay)***

***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 essay.

## The Seed of Knowledge

A seed contains all of the genetic material that determines the characteristics of the plant that will grow from it. If it is given the nutrients and sunlight required, the plant will flourish until it reaches maturity and produces seeds that will create the next generation of the plants. Like a seed, the brain is the storehouse for the knowledge necessary for survival. If that knowledge is nourished by learning it grows and ensures the survival of the species. The human race has not only survived but prospered from advancements in science and technology which have made life less difficult and given us many choices in our daily lives. Based on what we have learned, each of us make decisions that we hope will help us determine the direction our lives will take.

The goal of all living things is to survive and reproduce. The research of Charles Darwin into the survival of species of animals showed that it is the strong that survive. But what makes a species strong? The ability to make use of available resources and being able to adapt are crucial. Like plants, animals that have these traits are able to survive. Those that don't are likely to become extinct like so many before them. People to must learn how to provide for their basic needs in order to survive. Finding food, shelter, and water and the companionship of other people are vital. Our existence is determined by our ability to meet our basic needs.

Who would have imagined the computer technology we have today one hundred years ago? The development of civilization as we know it was the result of people's desire to not only survive from day to day but also improve the quality of life. The discovery of how to use fire to our advantage transformed society. Galileo. Da Vinci. Einstein. They planted the seed of our understanding of the universe, the human body, and the world that we are part of. The Industrial revolution began what became an endless number of advancements in technology with inventors building on work of early pioneers. Machines took over the work that people had been doing and production increased. More goods and luxury items were available for people to buy and people also had free time for recreation and social activities. Because of learning, society has flourished.

Now that we can easily satisfy our needs and wants we have time to spend on developing our minds and discovering what we value. Freud called this the highest level of a person's being. Our individuality is defined by what we have learned throughout our lives. If we find our strengths and learn from each experience we have we gain control of our lives. We are able to imagine things not yet thought possible before. Can you imagine how the doctor who performed the first heart transplant felt? This procedure has become common practice in medicine, as have advancements that allow us to spend longer and healthier lives with loved ones. Our morals guide us as we strive to make the world a better place for our children. We

hope that we have left behind a world worthy of being passed on to future generations.

Under the right conditions, a seed will grow into a plant with lush foliage and produce the seeds of a new generation. Species that have inherited superior characteristics and skills survive. Mankind has changed the world with his inventions and given each of us the power to determine the direction of our life. Learning is the key to life.

## Rationale for Student Exemplar – Excellent (Essay)

Title: “The Seed of Knowledge”

Score	Reporting Category
<b>E</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li data-bbox="342 422 1409 674"> <p><b>E</b> • The student’s exploration of the <b>topic</b> (in the examination of how “The ability to make use of available resources and being able to adapt are crucial” to survival, how “an endless number of advancements in technology with inventors building on work of early pioneers” provided people with “More goods and luxury items” and “free time for recreation and social activities,” and how “Our morals guide us as we strive to make the world a better place for our children”) is <b>insightful</b>.</p> </li> <li data-bbox="342 699 1409 951"> <p><b>E</b> • The student’s <b>purpose</b> in arguing that “Our existence is determined by our ability to meet our basic needs,” that “The development of civilization as we know it was the result of people’s desire to not only survive from day to day but also improve the quality of life,” that “Now that we are can easily satisfy our needs and wants we have time to spend on developing our minds and discovering what we value,” and that “We hope that we have left behind a world worthy of being passed on to future generations” is <b>deliberate</b>.</p> </li> <li data-bbox="342 976 1409 1228"> <p><b>E</b> • As is evident in “The goal of all living things is to survive and reproduce,” “Machines took over the work that people had been doing and production increased,” and “Our individuality is defined by what we have learned throughout our lives. If we find our strengths and learn from each experience we have we gain control of our lives. We are able to imagine things not yet thought possible before,” the <b>ideas</b> presented by the student are <b>perceptive</b> and <b>carefully chosen</b>.</p> </li> <li data-bbox="342 1253 1409 1505"> <p><b>E</b> • Supporting <b>details</b>—regarding “The research of Charles Darwin into the survival of species of animals,” “Finding food, shelter, and water and the companionship of other people,” “The discovery of how to use fire to our advantage,” “The Industrial revolution,” what “Freud called [...] the highest level of a persons being,” and “advancements that allow us to spend longer and healthier lives with loved ones”—are <b>precise</b> and <b>original</b>.</p> </li> <li data-bbox="342 1530 1409 1820"> <p><b>E</b> • The <b>writing</b> is <b>confident</b> (as seen in “People to must learn how to provide for their basic needs in order to survive” and “Because of learning, society has flourished”) and <b>creative</b> (as seen in “Galileo. Da Vinci. Einstein. They planted the seed of our understanding of the universe, the human body, and the world that we are part of”) and <b>holds</b> the reader’s <b>interest</b> by posing thought-provoking questions such as “But what makes a species strong?,” “Who would have imagined the computer technology we have today one hundred years ago?,” and “Can you imagine how the doctor who performed the first heart transplant felt?”</p> </li> </ul>

Score	Reporting Category
<b>E</b>	<p data-bbox="391 212 1430 268"><b>Organization</b></p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 541"> <p data-bbox="391 268 1430 541"><b>E</b> • The analogy drawn at the outset—in “A seed contains all of the genetic material that determines the characteristics of the plant that will grow from it. If it is given the nutrients and sunlight required, the plant will flourish until it reaches maturity and produces seeds that will create the next generation of the plants”—in the <b>introduction</b> is <b>engaging</b> and <b>skillfully</b> establishes a <b>focus</b> on how “Like a seed, the brain is the storehouse for the knowledge necessary for survival” that is <b>consistently sustained</b>.</p> </li> <li data-bbox="391 541 1430 814"> <p data-bbox="391 541 1430 814"><b>E</b> • Details pertaining to how “If [...] knowledge is nourished by learning it grows and ensures the survival of the species,” how “The human race has not only survived but prospered from advancements in science and technology which have made life less difficult and given us many choices in our daily lives,” and how “each of us make decisions that we hope will help us determine the direction our lives will take” are <b>developed</b> in a <b>judicious order</b>, and <b>coherence</b> is <b>maintained</b>.</p> </li> <li data-bbox="391 814 1430 1066"> <p data-bbox="391 814 1430 1066"><b>E</b> • As demonstrated in “Like plants, animals that have these traits are able to survive. Those that don’t are likely to become extinct like so many before them” and “More goods and luxury items were available for people to buy and people also had free time for recreation and social activities. Because of learning, society has flourished,” <b>transitions fluently connect</b> details within and between sentences and paragraphs.</p> </li> <li data-bbox="391 1066 1430 1333"> <p data-bbox="391 1066 1430 1333"><b>E</b> • The reiteration of the analogy (in “Under the right conditions, a seed will grow into a plant with lush foliage and produce the seeds of a new generation”) in the <b>closure</b> is <b>effective</b>, and the restatement of ideas (provided in “Species that have inherited superior characteristics and skills survive. Mankind has changed the world with his inventions and given each of us the power to determine the direction of our life”) and final contention (that “Learning is the key to life”) are <b>related</b> to the focus.</p> </li> </ul>



Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>E • As seen in “Based on what we have learned, each of us make decisions that we hope will help us determine the direction our lives will take” and “This procedure has become common practice in medicine, as have advancements that allow us to spend longer and healthier lives with loved ones,” sentence <b>structure</b> is <b>effectively</b> and <b>consistently controlled</b>.</li> <li>E • Sentence <b>type</b> and sentence <b>length</b>—as in “The research of Charles Darwin into the survival of species of animals showed that it is the strong that survive. But what makes a species strong?” and “Galileo. Da Vinci. Einstein. They planted the seed of our understanding of the universe, the human body, and the world that we are part of”—are <b>consistently effective</b> and <b>varied</b>.</li> <li>E • Sentence <b>beginnings</b> (such as in “A seed contains,” “If that knowledge is nourished,” “Like plants, animals that have these traits,” “Finding food, shelter and water and the companionship of other people,” “Who would have imagined,” “Freud called this,” “If we find our strengths and learn from each experience,” and “Our morals guide us as we strive”) are <b>consistently varied</b>.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>E • <b>Words</b> and <b>expressions</b> such as “The goal of all living things is to survive and reproduce,” “The ability to make use of available resources,” “provide for their basic needs in order to survive,” “Our existence is determined,” “transformed society,” “Our individuality is defined by,” and “things not yet thought possible before” are used <b>accurately</b> and <b>deliberately</b>.</li> <li>E • As shown in “the genetic material that determines the characteristics of the plant,” “the brain is the storehouse for the knowledge necessary for survival,” “ensures the survival of the species,” “the seed of our understanding,” “lush foliage,” and “the seeds of a new generation,” <b>precise</b> words and expressions are used to <b>enrich details</b>.</li> <li>E • The <b>tone</b> created by the student—as demonstrated in “The development of civilization as we know it was the result of people’s desire to not only survive from day to day but also improve the quality of life” and “We hope that we have left behind a world worthy of being passed on to future generations”—is <b>convincing</b>.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center;"><b>E</b></p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• As illustrated in “The human race has not only survived but prospered from advancements in science and technology which have made life less difficult and given us many choices in our daily lives” and “The Industrial revolution began what became an endless number of advancements in technology with inventors building on work of early pioneers,” the <b>quality</b> of the writing is <b>enhanced</b> because it is <b>essentially error-free</b>.</li> <li>• Any <b>errors</b> that are present—such as in “florish,” “each of us make,” “People to must learn,” “we are can easily,” and “a persons”—<b>do not reduce clarity</b> and <b>do not interrupt</b> the <b>flow</b> of this complex response.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## ***Student Exemplar – Excellent (Narrative)***

### ***Assignment I: Planning***

Use this page to plan in whatever way you choose.

- Had to read an essay to the class
- Remembering how he had to go on, even though it was hard
- Taught him to be brave (although he doesn't know it at the time)
- comes across an old journal, and has a flashback to that day.
- going off to war, how learning to be brave would keep him alive.
- 18 year old boy  
Muscular - used to be short and scrawny.  
Name: Jonathon
- Used to have panic attacks about public speaking.

## Brave

(Title)

Leaving behind your whole world is never an easy thing to do. I guess that's probably why the first thought that entered my mind when I woke up this cold and dreary morning was, 'I can't go through with this.' But my grandpa used to tell me that it is the things we don't think we can do are the most important things to do. I haven't thought of grandpa in years, but this reminds me - I should bring the letter jacket he gave me. Will I be able to wear it? I hear soldiers can only wear the uniform. Perhaps it can be another reminder of home.

I open up my old, battered trunk and examine the treasures inside. I was told to bring no more than two pieces of luggage - one for clothes and one for comforts of home. My most prized possessions lie inside. Everyone contributed something; from the youngest to the oldest. My grandpa's letter

jacket, a beaded bracelet from Hannah, my <sup>little</sup> sister, a photo album from Mom, a button from my older brothers, and a chocolate bar from my girlfriend, Sophia. My only item from ~~me~~ me lies covered in a thick ~~to~~ film of dust. My journal from the seventh grade is filled with pictures, newspaper clippings, and most importantly, my own writing, retelling my trials and tribulations at age thirteen. A gust of cool air blows in through the open window, ripping my journal open to a page dated five years ago, I would have just turned thirteen. I begin to read the entry, but find I don't need the notebook to remember; the memory comes back suddenly, and I'm consumed.

It was early June, 1956, one of those days where it's so warm out, it's cruel to be kept inside. Yet teachers rarely care about what students think, so of course, there we were, inside Mr. Chute's drama class on the hottest day of the year.

"Alright class, settle down! I know - you've all been working very hard on your speeches, so let's get the presentations

underway! Karen Smith, you get the honour of going first!" Mr. Chute announced gleefully. Karen Smith did not look like she had just been given an honour.

As Karen began to read <sup>her speech</sup> about life on a farm, I could feel my regular panic setting in. Every now and then a group of girls at the back would laugh loudly. If they ~~so~~ were laughing at a friend, how badly would they laugh at me, the outcast? I knew what they said about me behind my back, about how poor my family was with six kids, about how I wore hand-me-down clothes, about how my mother ~~so~~ went to the bar every Saturday night...you get the point. My life was hell enough without them ~~laugh~~ humiliating me every day. I could not do this; it would surely kill me just to try.

"Thank you, Karen. That was lovely! Next up, Mr. Jonathan Hudson!" Mr. Chute shouted.

Did I hear wrong? He couldn't have said my name, could he? My stomach suddenly hurt. I could feel the bile coming up my throat, <sup>threatening</sup> ~~daring~~ to embarrass me further. Somehow my

Shaky legs managed to stand me up and start my walk to the stage. I wiped the palms of my hands on my jeans and ascended the stairs.

Standing at the front of the class, my voice had deserted me. Where had it gone? I could hear Grandpa's voice in my mind; "Be brave, even when you don't think it matters."

Mr. Chute cleared his throat. "Whenever you're ready, Mr. Hudson."

I search the crowd, looking for the rose in the thorns. Ah, there was Sophia, the only one smiling. I was ready.

So I spoke, long and hard. About dad's death, about mom's drinking, about my brothers, and about being bullied. My entire class gave me a standing ovation.

I'm jolted harshly back into the present. Tossing my journal back in my trunk, I start the long trek down the road.

My family waits for me at the train station. Hannah and Mom are sobbing, and I think, how can I leave them here? How will my family cope with me being at war? Most importantly, how will I cope? How can an eighteen year old be brave? I know how, because that's when I realize, back in grade seven, I ~~to~~ taught myself to be brave, without even knowing it. I learned to just get through with it, because if I don't want to do it, it must be important.



## Rationale for Student Exemplar – Excellent (Narrative)

Title: “Brave”

Score	Reporting Category
<b>E</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li data-bbox="342 422 1406 709"> <p><b>E</b> • The student’s exploration of the <b>topic</b>—through the reflections of “Jonathan Hudson” regarding his self-doubt (as in “Leaving behind your whole world is never an easy thing to do”), his desire for reassurance (as in “But my grandpa used to tell me that it is the things we don’t think we can do are the most important things to do”), his insecurity (as in “If they were laughing at a friend, how badly would they laugh at me, the outcast?”), and his personal epiphany (as in “I realize, back in grade seven, I taught myself to be brave, without even knowing it”)—is <b>insightful</b> and <b>imaginative</b>.</p> </li> <li data-bbox="342 730 1406 1094"> <p><b>E</b> • The student’s <b>purpose</b> in the portrayal of how Jonathan opens his “old, battered trunk” and examines “the treasures inside,” how he reads “the entry” in his “journal” that is “dated five years ago” until “the memory comes back suddenly” and he is “consumed,” how he recalls being “inside Mr. Chute’s drama class on the hottest day of the year” when “Karen began to read her speech” and he feels his “regular panic setting in,” how he hears “Grandpa’s voice” saying “Be brave, even when you don’t think it matters,” how he sees “Sophia, the only one smiling” and is “ready,” and how he realizes that he “learned to just get through with it because if” he doesn’t “want to do it, it must be important” is <b>deliberate</b>.</p> </li> <li data-bbox="342 1115 1406 1402"> <p><b>E</b> • The <b>ideas</b> presented by the student through Jonathan’s introspection on his circumstances—such as in “the first thought that entered my mind when I woke up this cold and dreary morning was, ‘I can’t go through with this,’” “My most prized possessions lie inside. Everyone contributed something,” “My life was hell enough without them humiliating me every day. I could not do this; it would surely kill me just to try,” and “So I spoke, long and hard. About dad’s death, about mom’s drinking, about my brothers, and about being bullied”—are <b>perceptive</b> and <b>carefully chosen</b>.</p> </li> <li data-bbox="342 1423 1406 1682"> <p><b>E</b> • Supporting <b>details</b> such as “My grandpa’s letter jacket, a beaded bracelet from Hannah, my little sister, a photo album from mom, a button from my older brothers, and a chocolate bar from my girlfriend, Sophia,” “My journal from the seventh grade is filled with pictures, newspaper clippings, and most importantly, my own writing, retelling my trials and tribulations at age thirteen,” and “My stomach suddenly hurt. I could feel the bile coming up my throat, threatening to embarrass me further” are <b>precise</b> and <b>original</b>.</p> </li> <li data-bbox="342 1703 1406 1948"> <p><b>E</b> • The <b>writing</b> is <b>confident</b> and <b>creative</b>—as shown in “I haven’t thought of grandpa in years, but this reminds me – I should bring the letter jacket he gave me. Will I be able to wear it? I hear soldiers can only wear the uniform. Perhaps it can be another reminder of home” and “I’m jolted harshly back into the present. Tossing my journal back in my trunk, I start the long trek down the road”—and the paralleling of Jonathan’s current situation with an experience he had had at “thirteen” <b>holds</b> the reader’s <b>interest</b>.</p> </li> </ul>

Score	Reporting Category
<b>E</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li data-bbox="342 279 1403 499"> <p><b>E</b> • The entry into the narrator’s thoughts (in “Leaving behind your whole world is never an easy thing to do. I guess that’s probably why the first thought that entered my mind when I woke up this cold and dreary morning was, ‘I can’t go through with this’”) in the <b>introduction</b> is <b>engaging</b>, and <b>skillfully</b> establishes a <b>focus</b> (on the belief that “it is the things we don’t think we can do are the most important things to do”) that is <b>consistently sustained</b>.</p> </li> <li data-bbox="342 520 1414 846"> <p><b>E</b> • Events that document Jonathan’s being a soldier who will be required to “wear the uniform,” his packing of “two pieces of luggage – one for clothes and one for comforts of home,” his examining of his “most prized possessions,” his reading of “a page dated five years ago” in his journal when he “would have just turned thirteen,” his recollecting of “Standing at the front of the class” and finding that his “voice had deserted” him, his searching of “the crowd, looking for the rose in the thorns [...] Sophia,” and his earning the respect of the “entire class” are <b>developed</b> in a <b>judicious order</b>, and <b>coherence</b> is <b>maintained</b>.</p> </li> <li data-bbox="342 867 1414 1161"> <p><b>E</b> • <b>Transitions</b>—such as in “I begin to read the entry, but find I don’t need the notebook to remember; the memory comes back suddenly, and I’m consumed. / It was early June, 1956, one of those days where it’s so warm out, it’s cruel to be kept inside” and “As Karen began to read her speech about life on a farm, I could feel my regular panic setting in. Every now and then a group of girls at the back would laugh loudly. If they were laughing at a friend, how badly would they laugh at me, the outcast?”—<b>fluently connect</b> events within and between sentences and paragraphs.</p> </li> <li data-bbox="342 1182 1414 1476"> <p><b>E</b> • The final scene (wherein “My family waits for me at the train station. Hannah and mom are sobbing”) and the series of questions posed (in “I think, how can I leave them here? How will my family cope with me being at war? Most importantly, how will I cope? How can an eighteen year old be brave?”) in the <b>closure</b> are <b>effective</b>, and the answer provided (in “I know how, because that’s when I realize, back in grade seven, I taught myself to be brave, without even knowing it. I learned to just get through with it, because if I don’t want to do it, it must be important”) is <b>related</b> to the focus.</p> </li> </ul>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li data-bbox="342 279 1403 457">E • Sentence <b>structure</b> (as in “I open up my old, battered trunk and examine the treasures inside,” “Yet teachers rarely care about what students think, so of course, there we were, inside Mr. Chute’s drama class on the hottest day of the year,” and ““Thank you, Karen. That was lovely! Next up, Mr. Jonathan Hudson!’ Mr. Chute shouted”) is <b>effectively</b> and <b>consistently controlled</b>.</li> <li data-bbox="342 478 1414 730">E • Sentence <b>type</b> and sentence <b>length</b> are <b>consistently effective</b> and <b>varied</b>, as is evident in “My only item from me lies covered in a thick film of dust,” “Alright class, settle down! I know you’ve all been working very hard on your speeches, so let’s get the presentations underway!,” “Did I hear wrong? He couldn’t have said my name, could he?,” and “So I spoke, long and hard. About dad’s death, about mom’s drinking, about my brothers, and about being bullied.”</li> <li data-bbox="342 751 1414 930">E • Sentence <b>beginnings</b> are <b>consistently varied</b>—as shown in “But my grandpa used to tell me,” “Will I be able,” “Perhaps it can be,” “My journal from the seventh grade is filled with,” “I could not do this,” “Standing at the front of the class,” “Ah, there was Sophia,” and “Tossing my journal back in my trunk.”</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li data-bbox="342 1102 1414 1281">E • As demonstrated in “the letter jacket he gave me,” “it’s so warm out, it’s cruel to be kept inside,” “it would surely kill me just to try,” “my voice had deserted me. Where had it gone?,” “looking for the rose in the thorns,” and “jolted harshly back into the present,” <b>words</b> and <b>expressions</b> are used <b>accurately</b> and <b>deliberately</b>.</li> <li data-bbox="342 1302 1398 1522">E • <b>Precise</b> words and expressions (such as “this cold and dreary morning,” “I open up my old, battered trunk and examine the treasures inside,” “a beaded bracelet,” “a thick film of dust,” “A gust of cool airs blows in through the open window ripping my journal open,” “feel the bile coming up my throat,” and “the long trek down the road”) are used to create <b>vivid images</b> and to <b>enrich details</b>.</li> <li data-bbox="342 1543 1414 1764">E • The <b>voice</b> created by the student—such as in the presentation of “I knew what they said about me behind my back, about how poor my family was with six kids, about how I wore hand-me-down clothes, about how my mother went to the bar every Saturday night” and “Somehow my shaky legs managed to stand me up and start my walk to the stage. I wiped the palms of my hands on my jeans and ascended the stairs” is <b>convincing</b>.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li data-bbox="391 275 1430 464">• The <b>quality</b> of the writing is <b>enhanced</b> because (as seen in “‘Karen Smith, you get the honour of going first!’ Mr. Chute announced gleefully. Karen Smith did not look like she had just been given an honour” and “Mr. Chute cleared his throat. ‘Whenever you’re ready, Mr. Hudson’”) it is <b>essentially error-free</b>.</li> <li data-bbox="391 474 1430 590">• Any <b>errors</b> that are present such as “My most prized possessions lie inside,” “A gust of cool airs blows,” “stomache,” and “embarass” <b>do not reduce clarity</b> and <b>do not interrupt</b> the <b>flow</b> of the response.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></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.

- Gain knowledge
- Successful
- Helps you in the future

P1: Learning is everywhere.

P2: Affected by everyone

P3: Leads to success.

# Learning is Everything

(Title)

Learning can mean many different things. When we hear the word, the first thing that comes to your head might be school, or maybe it's <sup>a sport you play</sup>. You probably never realized the importance of learning until you thought long and hard about it. Everything we do involves learning.

When you're young, you are constantly learning. Your parents teach you how to talk, how to stand, how to crawl, and how to walk. Most of us take for granted how much we were taught when we were young. Without learning those basic things, how would we be able to do all those things today? You enter school so that you can be shown how to read, write and count. School also teaches you how to act around other people. Without manners, can you imagine how selfish we would be? Every single thing you do involves you learning; like talking to a friend.

When you have a conversation, you learn the opinions of the person you're talking to, and you learn what they are like.

People in your life can really affect the way that you think. We are all taught by different people how you should live your life. If you're brought up by parents who live on a farm and grow crops for a living, there is a high chance that you will learn to love the farm just as much as them. A coach is a good example of someone that effects the way that you learn. They can show you how to play the sport. All the things that you learn will be learned because of them. Mistakes act like a person. They help you to learn that the decision you made was wrong, and they help you to overcome those obstacles.



Learning is important because it is the one thing in life that can lead you down many different paths. Learning leads to a person's success. The more schooling that you have, the more that you have learned. When you learn how to play an instrument, that knowledge can allow you to do big things, like win prizes and scholarships.

Learning is key in life. When you look back and think about all of the things you've learned, you can realize that those are the things that made you who you are today. Learning is everything.

## *Rationale for Marker Training Paper A (Essay)*

**Title:** “Learning is Everything”

Score		Reporting Category
<b>S</b>		<b>Content</b>
	<b>S</b>	<ul style="list-style-type: none"> <li>The student’s exploration of the <b>topic</b> in the discussion of how “When you’re young, you are constantly learning,” how “We are all taught by different people how you should live your life,” and how “Learning leads to a persons success” is <b>clear</b>.</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>The student’s <b>purpose</b> in contending that “Everything we do involves learning”—in terms of the influence of “parents,” “school,” and “a friend” on a youth, the effect of “parents,” “A coach,” and “Mistakes” on an individual’s decisions, and the benefits of a person having “more schooling” and being able to “play an instrument”—is <b>evident</b>.</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>As seen in “Most of us take for granted how much we were taught when we were young,” “People in your life can really affect the way that you think,” and “Learning is important because it is the one thing in life that can lead you down many different paths,” the <b>ideas</b> presented by the student are <b>appropriate</b> and <b>predictable</b>.</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>Supporting <b>details</b> (such as those related to learning “how to talk, how to stand, how to crawl, and how to walk,” “how to read, write and count,” and “how to act around other people,” learning to “live on a farm and grow crops for a living” and “to play” a “sport,” and learning from a “decision you made [that] was wrong” as well as being able to “win prizes and scholarships”) are <b>relevant</b> and <b>generic</b>.</li> </ul>
<b>S</b>	<ul style="list-style-type: none"> <li>The <b>writing</b> is <b>straightforward</b> and <b>generalized</b>—as shown in “When you have a conversation, you learn the opinions of the person you’re talking to, and you learn what they are like”—and <b>occasionally appeals</b> to the reader’s <b>interest</b> by posing rhetorical questions such as “Without learning those basic things, how would we be able to do all those things today?” and “Without manners can you image how selfish we would be?”</li> </ul>	

Score	Reporting Category
<b>S</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li data-bbox="334 279 1422 499">S • The <b>introduction</b>—provided in “Learning can mean many different things. When we hear the word, the first thing that comes to your head might be school, or maybe it’s a sport you play. You probably never realized the importance of learning until you thought long and hard about it”—is <b>functional</b> and establishes a <b>focus</b> (on the premise that “Everything we do involves learning”) that is <b>generally sustained</b>.</li> <li data-bbox="334 520 1406 625">S • Details pertaining to being “young” and “constantly learning,” being “taught by different people how you should live your life,” and being able to achieve “success” are <b>developed</b> in a <b>discernible order</b>.</li> <li data-bbox="334 646 1390 867">S • <b>Transitions</b>—such as in “You enter school so that you can be shown how to read, write and count. School also teaches you how to act around other people” and “Mistakes act like a person. They help you to learn that the decision you made was wrong, and they help you to overcome those obstacles”—tend to be <b>mechanical</b> and are <b>generally used</b> to connect details within and between sentences and paragraphs.</li> <li data-bbox="334 888 1406 1066">S • The summation provided in “Learning is key in life. When you look back and think about all of the things you’ve learned, you can realize that those are the things that made you who you are today” in the <b>closure</b> is <b>related</b> to the focus and the reiteration of the title in the final statement (“Learning is everything”) is <b>mechanical</b>.</li> </ul>
<b>Pf</b>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li data-bbox="334 1140 1422 1287">Pf • As illustrated in “They can show you how to play the sport. All the things that you learn will be learned because of them” and “When you learn how to play an instrument, that knowledge can allow you to do big things, like win prizes and scholarships,” sentence <b>structure</b> is <b>consistently controlled</b>.</li> <li data-bbox="334 1308 1406 1455">Pf • Sentence <b>type</b> and sentence <b>length</b>—such as in “If you’re brought up by parents who live on a farm and grow crops for a living, there is a high chance that you will learn to love the farm just as much as them” and “The more schooling that you have, the more that you have learned”—are <b>usually effective</b> and <b>varied</b>.</li> <li data-bbox="334 1476 1422 1623">Pf • Sentence <b>beginnings</b> are <b>often varied</b>, as seen in “Your parents teach you how,” “Without learning,” “When you have a conversation,” “People in your life can,” “We are all taught,” “They help you to learn,” “Learning is important because,” and “When you look back and think about.”</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li data-bbox="342 275 1386 457"> <p><b>S</b> • <b>Words and expressions</b> such as “maybe it’s a sport you play,” “so that you can be shown,” “you learn the opinions of the person you’re talking to, and you learn what they are like,” “affect the way that you think,” “help you to overcome those obstacles,” and “Learning is key in life” are <b>generally</b> used <b>appropriately</b>.</p> </li> <li data-bbox="342 478 1414 625"> <p><b>S</b> • <b>General</b> words and expressions (as in “many different things,” “the first thing that comes to your head,” “those basic things,” “able to do all those things,” “the one thing in life that can lead you down many different paths,” and “Learning is everything”) are used <b>adequately</b> to <b>clarify</b> meaning.</p> </li> <li data-bbox="342 646 1386 793"> <p><b>S</b> • The <b>tone</b> created by the student in engaging the reader through statements such as “You probably never realized the importance of learning until you thought long and hard about it” and “Most of us take for granted how much we were taught when we were young” is <b>discernible</b>.</p> </li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li data-bbox="342 947 1328 1052"> <p><b>Pf</b> • The <b>quality</b> of the writing is <b>sustained</b> because it contains only <b>minor</b> convention <b>errors</b>—as can be seen in “A coach is a good example of someone that effects the way that you learn.”</p> </li> <li data-bbox="342 1073 1403 1178"> <p><b>Pf</b> • <b>Errors</b> that are present (such as in “can you image how,” “Every single thing you do involves you learning,” and “a persons success”) <b>rarely reduce</b> <b>clarity</b> and <b>seldom interrupt</b> the <b>flow</b> of the response.</p> </li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## ***Marker Training Paper B (Narrative)***

### ***Assignment I: Planning***

Use this page to plan in whatever way you choose.

- How someone learned how to stand up for themselves.

Protagonist- Sam

Antagonist- Conrad

The day I learned how to stand up for myself. It was probably one of the most important days of my life. I know that it's pretty early to know that since I'm only fourteen, but I could just tell that it would be an important part of my life. It all started at school, a regular day for me. Except a regular day for me is constantly being tormented and picked on by the bully of my school- Conrad Forch, along with his two friends. I like to think of Conrad as the evil villain, his two friends the dumb minions. I would like to think of myself as the hero of the story, but I'm not. If I was the hero I would stand up for myself, and stop Conrad's' evil reign of terror.

Conrad's in the same grade as me, but he towers over everyone like a five foot nine tower. This isn't particularly advantageous for me, since I'm his target. Almost everyday since grade five I've either been shoved against lockers, gotten my clothes stolen, books thrown across the hall, sometimes all in one day. But worse than all that would probably be the names they call me. Unthinkable names, so atrocious they should be illegal. I can take the shoving and picking. Bruises are only temporary, but the things they say to me- the things they call me, those stay in your head forever. Constantly sitting in the back of your mind, pulling and nagging at you so much, eventually you start to believe some of it. Ridiculous but true.

I'm not sure why Conrad chose me to be the one he torments, but somewhere in that thick head of his, there must be some reason, rational or not- probably not. The way he is shoving me into the trash can makes' it pretty clear, he has a problem with me.

"Ha ha, get in the garbage where you belong!" I hear Conrad and his stupid minions laugh their idiotic laugh. They are like big, stupid gorillas- an insult to gorillas everywhere, since they likely have more brains than these guys. I wonder when Conrad will realize that shoving be into a garbage can is cliché and way overdone. Probably by the time he figures out what cliché means- never.

Suddenly the sweaty grips on my ankles disappear, and I drop with a thud, upside-down into the large, green trash can. I hear three sets of foot steps trudge off, laughing as they do so, like they run the school. I finally open my eyes. Disgusting. I see a disintegrating banana peel of

to the left, and a sandwich container full of mold, so putrid that the flies wouldn't go near it. My nose burns as I struggle to breath through my mouth, and my eyes well up like a river during a rainfall from the sour stench. This isn't fair, who has the right to things like this to people. Nobody, especially not Conrad and his posse! Somebody has to stop them. I know people witness them doing these things to me, I can tell by the evident laughter and occasional applause. They wouldn't be so amused if they were in my situation.

I haul myself out of the ranky garbage can, and dust myself off with whatever pride I have left. I look up to see about twenty of my fellow students staring, just staring right at me. Nobody comes and helps me, or says anything to me. It's like I'm invisible. I send a glare as I walk away with my head high. This is the last time this is going to happen. Tomorrow I'm putting a stop to this, I'm confronting Conrad. I'm going to be the hero.

It's the day, the day I face my fears and attempt to stop Conrad. I say attempt because I didn't know if I would succeed or not. I stand at my locker, clutching my books in my hands. Chances are they won't stay there, Conrad or one of his gorillas will send them flying. That's as far as it will go though. Deep in thought, I didn't realize that the villian himself was approaching. A large lump in my throat grows in fear, and my insides feel like a mixture of butterflies and a dish cloth in the middle of being rung out. My mouth grows dryer and dryer and my face gets hot, whether in fear or rage. Probably both. The three walk towards me in an arrow, Conrad in the middle, with dumb and dumber flanking his sides.

They don't say anything today; just smack my books out of my hands. Classic. They are about to grab be to drag me to my doom, but I stop them. It's now or never. I wrench my arms back, pulling it out of their grip.

"NO", I shout strongly, as they take a step back, shocked. "I'm not putting up with this anymore! It's not fair; I haven't done a thing to any of you! So, leave me ALONE!" I shout, drawing out those last words. I'm on a role, I think as I look at their shocked and slightly frightened faces. Conrad's' two minions back away and attempt to disappear, while Conrad

sputters, “Uhh, s-sorry man, we’re done, ok? Just chill out.” I just stare at them, sending daggers with my eyes. They stumble off, and I notice a small crowd has gathered, as usual. This time though, they are clapping and hitting me on the shoulder, and congratulating me. “You did it; you stood up to Conrad, when nobody else did!” I hear somebody say. I’m smiling ear to ear, no more torment. Maybe I am the hero.



## Rationale for Marker Training Paper B (Narrative)

Title:

Score	Reporting Category
<b>E</b>	<p><b>Content</b></p>
	<p><b>Pf</b> • The student’s exploration of the <b>topic</b> through the recollections of a student who is “only fourteen” regarding the day he “learned how to stand up” for himself to put an end to “being tormented and picked on by the bully [...] Conrad Forch, along with his two friends” by deciding that “It’s now or never” and declaring that he is “not putting up with this anymore!” is <b>adept</b> and <b>plausible</b>.</p>
	<p><b>E</b> • The student’s <b>purpose</b>—in delineating how the narrator’s desire to be “the hero of the story” (by stopping “Conrad’s’ evil reign of terror”), his displeasure with his circumstances (being called “Unthinkable names, so atrocious they should be illegal” and enduring “shoving and picking”), and his belief that no one “has the right to [do] things like this to people” (resolving that “This is the last time this is going to happen” because he is “going to be the hero”) culminate in his declaration that “It’s not fair” (asserting that he hasn’t “done a thing to any” of them and deserves to be left “ALONE!”) and his satisfaction with how he “stood up to Conrad” (thinking that “Maybe” he is “the hero”)—is <b>deliberate</b>.</p>
	<p><b>Pf</b> • The <b>ideas</b> presented by the student (via the narrator’s reflections such as in “I’m not sure why Conrad chose me to be the one he torments, but somewhere in that thick head of his, there must be some reason, rational or not- probably not,” “I haul myself out of the ranky garbage can, and dust myself off with whatever pride I have left,” “It’s the day, the day I face my fears and attempt to stop Conrad. I say attempt because I didn’t know if I would succeed or not,” and “I’m smiling ear to ear, no more torment”) are <b>thoughtful</b> and <b>sound</b>.</p>
	<p><b>E</b> • Supporting <b>details</b> pertaining to how “Almost everyday since grade five” the narrator has “either been shoved against lockers, gotten [...] clothes stolen, books thrown across the hall, sometimes all in one day,” how “the sweaty grips” on his “ankles disappear” and he drops “with a thud, upside-down into the large, green trash can,” how he sees “a disintegrating banana peel of to the left, and a sandwich container full of mold, so putrid that the flies wouldn’t go near it,” how his “mouth grows dryer and dryer” and his “face gets hot, whether in fear or rage. Probably both,” and how he looks at the “shocked and slightly frightened faces” of Conrad and his “two minions” are <b>precise</b> and <b>original</b>.</p>
<p><b>E</b> • The <b>writing is confident</b> and <b>creative</b> (as seen in “My nose burns as I struggle to breath through my mouth, and my eyes well up like a river during a rainfall from the sour stench” and “A large lump in my throat grows in fear, and my insides feel like a mixture of butterflies and a dish cloth in the middle of being rung out”) and the narrator’s introspective commentary (such as in “Bruises are only temporary, but the things they say to me- the things they call me, those stay in your head forever” and “I wonder when Conrad will realize that shoving be into a garbage can is cliché and way overdone. Probably by the time he figures out what cliché means- never”) <b>holds</b> the reader’s <b>interest</b>.</p>	

Score	Reporting Category
<b>E</b>	<p><b>Organization</b></p> <p><b>E</b> • The exposition provided (in “The day I learned how to stand up for myself. It was probably one of the most important days of my life. I know that it’s pretty early to know that since I’m only fourteen, but I could just tell that it would be an important part of my life. It all started at school, a regular day for me. Except a regular day for me is constantly being tormented and picked on by the bully of my school- Conrad Forch, along with his two friends”) in the <b>introduction is engaging</b>, and <b>skillfully</b> establishes a <b>focus</b> on the conflict faced by the narrator—as in “I like to think of Conrad as the evil villain, his two friends the dumb minions. I would like to think of myself as the hero of the story, but I’m not. If I was the hero I would stand up for myself, and stop Conrad’s’ evil reign of terror”—that is <b>consistently sustained</b>.</p> <p><b>E</b> • Events that portray how the narrator is bullied (by being shoved “into the trash can” and called names that are “Constantly sitting in the back of your mind, pulling and nagging at you so much”), reaches the point at which he realizes that “This isn’t fair” (becoming intent on “putting a stop to this” and “confronting Conrad”), and is finally able to “face” his “fears” and “stop them” (by “pulling [...] out of their grip,” “strongly” shouting “NO,” and demanding that they “leave” him “ALONE!”) are <b>developed in a judicious order</b>, and <b>coherence is maintained</b>.</p> <p><b>Pf</b> • <b>Transitions</b>—such as in “Conrad’s in the same grade as me, but he towers over everyone like a five foot nine tower. This isn’t particularly advantageous for me, since I’m his target” and “I stand at my locker, clutching my books in my hands. Chances are they won’t stay there, Conrad or one of his gorillas will send them flying. That’s as far as it will go though”—<b>clearly connect</b> events within and between sentences and paragraphs.</p> <p><b>Pf</b> • The resolution of the conflict in “Conrad’s’ two minions back away and attempt to disappear, while Conrad sputters, ‘Uhh, s-sorry man, we’re done, ok? Just chill out.’ I just stare at them, sending daggers with my eyes. They stumble off, and I notice a small crowd has gathered, as usual. This time though, they are clapping and hitting me on the shoulder, and congratulating me. ‘You did it; you stood up to Conrad, when nobody else did!’ I hear somebody say. I’m smiling ear to ear, no more torment. Maybe I am the hero” in the <b>closure is appropriate and related</b> to the focus.</p>

Score	Reporting Category
E	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>E • As seen in “I look up to see about twenty of my fellow students staring, just staring right at me. Nobody comes and helps me, or says anything to me. It’s like I’m invisible. I send a glare as I walk away with my head high” and “The three walk towards me in an arrow, Conrad in the middle, with dumb and dumber flanking his sides,” sentence <b>structure</b> is <b>effectively</b> and <b>consistently controlled</b>.</li> <li>E • Sentence <b>type</b> and sentence <b>length</b>—such as in “I hear three sets of foot steps trudge off, laughing as they do so, like they run the school. I finally open my eyes. Disgusting” and “They don’t say anything today; just smack my books out of my hands. Classic. They are about to grab me to drag me to my doom, but I stop them”—are <b>consistently effective</b> and <b>varied</b>.</li> <li>E • Sentence <b>beginnings</b> are <b>consistently varied</b>, as is evident in “But worse than all that would probably be,” “Ridiculous but true,” “Suddenly the sweaty grips on my ankles disappear, and I drop,” “Tomorrow I’m putting a stop to this,” “It’s the day, the day I face my fears,” “Deep in thought, I didn’t realize,” and “I wrench my arms back.”</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>
E	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>E • <b>Words</b> and <b>expressions</b>—such as “I like to think of Conrad as the evil villain, his two friends the dumb minions,” “Unthinkable names, so atrocious they should be illegal,” “eventually you start to believe some of it. Ridiculous but true,” “there must be some reason, rational or not,” “cliché and way overdone,” “dust myself off with whatever pride I have left,” “I’m going to be the hero,” and “the villain himself was approaching”—are used <b>accurately</b> and <b>deliberately</b>.</li> <li>E • <b>Precise</b> words and expressions (as in “I drop with a thud, upside-down into the large, green trash can,” “a sandwich container full of mold, so putrid that the flies wouldn’t go near it,” “My nose burns as I struggle to breath through my mouth, and my eyes well up like a river during a rainfall from the sour stench,” and “my insides feel like a mixture of butterflies and a dish cloth in the middle of being rung out”) are used to create <b>vivid images</b> and to <b>enrich details</b>.</li> <li>E • As illustrated in “‘Ha ha, get in the garbage where you belong!’ I hear Conrad and his stupid minions laugh their idiotic laugh. They are like big, stupid gorillas- an insult to gorillas everywhere, since they likely have more brains than these guys” and “This isn’t fair, who has the right to things like this to people. Nobody, especially not Conrad and his posse! Somebody has to stop them. I know people witness them doing these things to me, I can tell by the evident laughter and occasional applause. They wouldn’t be so amused if they were in my situation,” the <b>voice</b> created by the student is <b>convincing</b>.</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li data-bbox="391 275 1430 537"> <p><b>Pf</b> • The <b>quality</b> of the writing is <b>sustained</b> because it contains only <b>minor</b> convention <b>errors</b>—as demonstrated in “The way he is shoving me into the trash can makes’ it pretty clear, he has a problem with me” and “‘NO’, I shout strongly, as they take a step back, shocked. ‘I’m not putting up with this anymore! It’s not fair; I haven’t done a thing to any of you! So, leave me ALONE!’ I shout, drawing out those last words. I’m on a role, I think as I look at their shocked and slightly frightened faces.”</p> </li> <li data-bbox="391 548 1430 852"> <p><b>Pf</b> • <b>Errors</b> that are present (such as in “If I was the hero,” “Conrad’s’ evil reign,” “Almost everyday,” “the things they say to me- the things they call me, those stay in your head forever,” “shoving be into a garbage can,” “a disintegrating banana peel of to the left,” “struggle to breath,” “who has the right to things like this to people,” “ranky garbage can,” “a dish cloth in the middle of being rung out,” “grab be to drag me,” and “I’m smiling from ear to ear, no more torment”) <b>rarely reduce clarity</b> and <b>seldom interrupt</b> the <b>flow</b> of the response.</p> </li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>