

# Grade 9

Knowledge and  
Employability

English Language Arts

# Examples of the Standards for Students' Writing

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Alberta Provincial Achievement Testing 2019

Alberta 

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To call toll-free from outside Edmonton, dial 310-0000.

### Other Information

On the Alberta Education website, [education.alberta.ca](http://education.alberta.ca), there is a link to the [Grade 9 Knowledge & Employability Subject Bulletin](#). This bulletin provides students and teachers with information about the provincial achievement tests scheduled for the current school year. Please share the contents of the *Grade 9 Knowledge & Employability Subject Bulletin* with your students.

This document was written primarily for:

Students	✓
Teachers	✓ Grade 9 Knowledge & Employability English Language Arts
Administrators	✓
Parents	
General Audience	
Others	

Alberta Education, Government of Alberta

2019–2020

*Knowledge & Employability English Language Arts 9 Assessment  
Examples of the Standards for Students' Writing*

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# Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed Alberta Education both to continue defining the standards of writing performance expected in connection with provincial achievement tests and to continue demonstrating approaches taken by students in their writing.

## Introduction

The written responses in this document are examples of Grade 9 Knowledge and Employability 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 Knowledge and Employability English Language Arts Part A: Writing Provincial Achievement Test* in relation to the scoring criteria. The purpose of the sample responses is to illustrate the standards that governed the 2019 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample responses included in this document represent a very small sample of successful approaches to the Persuasive Essay Writing Assignment.

To provide each paper with the most accurate and impartial judgment that you can, 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: he or she is completely reliant on your careful, professional consideration of each piece of work.

Markers are responsible for

- reviewing and internalizing the scoring criteria and their application to students' 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 preferences interfere with an impartial judgment of student work
- ensuring that every paper is scored
  - fairly
  - according to the scoring criteria
  - in accordance with the standards reflected in the exemplars and rationales

**The scores awarded to students' papers must be based solely on the scoring criteria and reference to the exemplars and rationales. Fairness to all students is the most important requirement of the marking process.**

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

# Maintaining Consistent Standards

For all provincial achievement test scoring sessions, teacher working groups for exemplar selection, exemplar validation, and standards confirmation are used both to establish expectations for student work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. These working groups are crucial to ensuring that marks are valid, reliable, and fair measures of student achievement.

## Exemplar selection working group

Exemplars are selections of student work, taken from field tests, that best illustrate the scoring criteria. The Exemplar Selection Working Group is composed of experienced teachers representing various regions of the province who read a large sample of students' written responses. Working-group members select responses that best match the established standards in the Exemplars and Rationales from the previous marking session. The working group then writes Rationales that explain the relationship between each Exemplar and the scoring criteria in each scoring category. The same process also occurs at this time in the selection of Training Papers. These papers are selected to illustrate characteristics of student work that might not be covered in the Exemplars and that might lead to inconsistent judgments or marking difficulties. While Exemplars usually receive consistent scores across all categories, Training Papers typically do not. This is due to the reality that students rarely perform with equal ability in every scoring category, as well as to the necessity of evaluating each scoring category as a distinct skill area.

## Exemplar validation working group

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

## Standards confirmation working group

Teachers from throughout the province who serve on the Standards Confirmation Working Group read a large sample of student responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test in relation to student work on the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test*. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. Working-group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same student paper for inter-rater reliability. Reliability reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

**Working groups for exemplar selection, exemplar validation, and standards confirmation are part of a complex set of processes that have evolved over the years of Provincial Achievement Test administration. These teacher working groups are crucial to ensuring that standards are consistently and fairly applied to student work.**

# Local Marking

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

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

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

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

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

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

Assign a score of 1 to 5 for each of *content*, *organization*, *sentence structure*, *vocabulary*, and *conventions*. 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 Essay Writing is 35.

The mark for *Part A: Writing* is worth 35% of the total mark for the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test*.

# Knowledge & Employability Scoring Guides: Essay Writing Assignment

## Content

When marking **Content** appropriate for the Grade 9 Knowledge & Employability Essay Writing Assignment, the marker should consider how effectively the writer

- explores the topic
- chooses ideas
- holds the reader's interest
- establishes a point of view
- supports the response

<p><b>Excellent</b> <b>E</b></p>	<ul style="list-style-type: none"> <li>• The writer's exploration of the topic is insightful and/or discerning.</li> <li>• The writer's point of view, whether stated or implied, is deliberate.</li> <li>• The ideas presented by the writer are engaging and/or carefully chosen.</li> <li>• Supporting details are precise and/or are original.</li> <li>• The writing is confident and/or interesting and captures and holds the reader's interest.</li> </ul>
<p><b>Proficient</b> <b>Pf</b></p>	<ul style="list-style-type: none"> <li>• The writer's exploration of the topic is adept and/or logical.</li> <li>• The writer's point of view, whether stated or implied, is intentional.</li> <li>• The ideas presented by the writer are thoughtful and/or sound.</li> <li>• Supporting details are relevant and specific.</li> <li>• The writing is purposeful and/or clear and draws the reader's interest.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<ul style="list-style-type: none"> <li>• The writer's exploration of the topic is clear and/or plausible.</li> <li>• The writer's point of view, whether stated or implied, is evident.</li> <li>• The ideas presented by the writer are appropriate and/or direct.</li> <li>• Supporting details are relevant but general.</li> <li>• The writing is straightforward and occasionally captures the reader's interest.</li> </ul>
<p><b>Limited</b> <b>L</b></p>	<ul style="list-style-type: none"> <li>• The writer's exploration of the topic is superficial or simplistic.</li> <li>• The writer's point of view, whether stated or implied, is vague.</li> <li>• The ideas presented by the writer are superficial and/or ambiguous.</li> <li>• Supporting details are imprecise and/or vague.</li> <li>• The writing is uncertain and/or incomplete, lacks appeal, and infrequently captures the reader's interest.</li> </ul>

<p><b>Poor</b> <b>P</b></p>	<ul style="list-style-type: none"> <li>• The writer’s exploration of the topic is minimal and/or irrelevant.</li> <li>• The writer’s point of view, whether stated or implied, is incomprehensible.</li> <li>• The ideas presented by the writer are overgeneralized and/or underdeveloped.</li> <li>• Supporting details are irrelevant and/or lacking.</li> <li>• The writing is confusing and/or undeveloped and does not interest the reader.</li> </ul>
<p><b>Insufficient</b> <b>INS</b></p>	<ul style="list-style-type: none"> <li>• The marker can discern no evidence of an attempt to address the topic presented in the assignment, or the writer 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 categories.

Students whose writing is unrelated to the topic will be awarded a score of **Insufficient**.



## Organization

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

- introduction
- connections between ideas and/or details
- coherent order
- conclusion

<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"><li>• The introduction is engaging and skillfully establishes a focus that is capably and consistently maintained.</li><li>• Ideas and/or details are developed in paragraphs in a logical order, and coherence is consistently maintained.</li><li>• Transitions fluently connect ideas and/or details within sentences and between paragraphs.</li><li>• The conclusion is effective and enhances the focus.</li></ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"><li>• The introduction is purposeful and clearly establishes a focus that is capably maintained.</li><li>• Ideas and/or details are developed in paragraphs in a sensible order and coherence is generally maintained.</li><li>• Transitions clearly connect ideas and/or details within sentences and between paragraphs.</li><li>• The conclusion is appropriate and reinforces the focus.</li></ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"><li>• The introduction is functional and establishes a focus that is generally maintained.</li><li>• Ideas and/or details are developed in a discernible order although coherence may falter occasionally.</li><li>• Transitions tend to be mechanical and are generally used to connect ideas and/or details within sentences and between paragraphs.</li><li>• The conclusion is adequate and may be related to the focus.</li></ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"><li>• The introduction lacks purpose and/or is not functional; any focus established is not maintained.</li><li>• The development of ideas and/or details is not clearly discernible, and coherence falters frequently.</li><li>• Transitions are lacking and/or ineffectively used to connect ideas and/or details within sentences and between paragraphs.</li><li>• The conclusion is unrelated to the focus and may be random and/or haphazard.</li></ul>

<p><b>Poor</b> <b>P</b></p>	<ul style="list-style-type: none"> <li>• The introduction, if present, is obscure or ineffective; no focus is established.</li> <li>• The development of ideas and/or details is haphazard and incoherent.</li> <li>• Transitions are absent and/or inappropriately used to connect ideas and/or details within sentences and between paragraphs.</li> <li>• The conclusion is ineffectual or missing.</li> </ul>
<p><b>Insufficient</b> <b>INS</b></p>	<ul style="list-style-type: none"> <li>• The writing 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 categories.

## Sentence Structure

When marking **Sentence Structure** appropriate for the Grade 9 Knowledge & Employability 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.**

<b>Excellent</b> <b>E</b>	<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>
<b>Proficient</b> <b>Pf</b>	<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>
<b>Satisfactory</b> <b>S</b>	<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>
<b>Limited</b> <b>L</b>	<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 rarely effective or varied; run-on sentences and/or sentence fragments, if present, often impede meaning.</li><li>• There is little variety of sentence beginnings.</li></ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"><li>• Sentence structure lacks control, and this often impedes meaning.</li><li>• There is no variation of sentence type or sentence length; run-on sentences and/or sentence fragments, if present, severely impede meaning.</li><li>• There is no variety of sentence beginnings.</li></ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"><li>• The writing has been awarded an <b>INS</b> for <b>Content</b>.</li></ul>

## Vocabulary

When marking **Vocabulary** appropriate for the Grade 9 Knowledge & Employability 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 writer

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

<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"><li>• Words and expressions are consistently used accurately and effectively.</li><li>• Well-chosen words and expressions are used to enhance the writer's position.</li><li>• The voice/tone created by the writer is consistently engaging throughout.</li></ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"><li>• Words and expressions are often used accurately and appropriately.</li><li>• Well-chosen words and expressions are often used to support the writer's position.</li><li>• The voice/tone created by the writer is frequently distinct.</li></ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"><li>• Words and expressions are generally used accurately and appropriately.</li><li>• General words and expressions are used to support the writer's position.</li><li>• The voice/tone created by the writer is discernible but may be inconsistent.</li></ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"><li>• Words and expressions used generally convey only vague meanings.</li><li>• Imprecise words and expressions predominate; specific words, if present, may be awkwardly used to support the writer's position.</li><li>• The voice/tone created by the writer is not clearly established or is inconsistent.</li></ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"><li>• Words and expressions used are vague and/or sometimes inappropriate or ineffective.</li><li>• Overgeneralized words and expressions predominate; specific words, if present, are frequently misused and/or are repeated to support the writer's position.</li><li>• The voice/tone created by the writer is not evident or is inappropriate.</li></ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"><li>• The writing has been awarded an <b>INS</b> for <b>Content</b>.</li></ul>

## Conventions

When marking **Conventions** appropriate for the Grade 9 Knowledge & Employability Essay Writing Assignment, the marker should consider the extent to which the writer has control of

- mechanics (spelling, punctuation, capitalization, etc.) and usage (subject–verb agreement, pronoun usage, consistent verb tenses, etc.)
- clarity and flow of the response

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

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

# Part A: Writing – Description and Instructions

## Grade 9 Knowledge and Employability English Language Arts Part A: Writing

### *Description*

**Part A: Writing** of the Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test consists of one assignment:

- **Assignment: Essay Writing**  
This section describes a situation to which you must respond in the format of a persuasive essay.

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

**Time: 80 minutes.** You have up to 160 minutes to complete this test should you need it.

**2019**

### *Instructions*

- You **may** use the following **print** references:
  - a dictionary (English and/or bilingual)
  - a thesaurus
- Jot down your ideas and/or make a **plan** before you write. Do this on the *Planning* page.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten copy** of your writing.
- When you have completed the test, please answer the **survey question** on the inside of the back cover.

### *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**.
- **Staple** your printed work to the page indicated for word-processed work for the assignment. Hand in **all** work.

**Do not write your name anywhere in this booklet.**

**You may make corrections and revisions directly on your written work.**

## ***Assignment: Essay Writing***

Read the situation below and complete the writing assignment that follows.

### **Situation**

Imagine that you are Jaimie Season, a Grade 9 student. Carely School, the school you plan to attend next year, is considering changing their school week. The proposed policy would mean a four-day school week instead of a five-day school week. By extending the length of each school day, the school would continue to provide students the same number of school hours as in a five-day week. The community is divided in its reaction to the proposed change.

Should the number of school days in a week be reduced from five days to four days? Write a persuasive essay for the school's principal detailing your point of view about the proposal. Consider the advantages and disadvantages of changing the length of the school week. Decide whether you support or oppose the proposed change, and convince others to support your point of view.

### **Purpose**

The purpose of persuasive writing is to present an opinion or point of view. It is an attempt to convince or influence the reader to agree with or accept your point of view or recommendation.

### **Assignment**

**Write a persuasive essay to present to the principal of Carely School that clearly states your point of view about the proposed change to a four-day school week.**

When writing the essay, **BE SURE TO**

- **state** your point of view
- **support** your point of view clearly
- **organize** your thoughts appropriately in sentences and paragraphs
- use **vocabulary** that is appropriate and effective
- attempt to **convince** the reader to support your point of view

## Ideas

The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider your own experiences gained through reading, listening, viewing, discussing, or thinking.





The image shows a screenshot of a web browser window. The browser's address bar is empty, and the page title is "Community Blog". The main heading of the page is "Where do you stand on the issue of schools changing to a four-day school week?". Below the heading, there are three comments, each by a different user: Zane, Linda, and Ross. Each comment includes a "quote" button and an "edit" button. The browser's status bar at the bottom indicates "Internet".

**Community Blog**

**Where do you stand on the issue of schools changing to a four-day school week?**

Posted by: **Zane** ["quote"](#) [edit](#)

A four-day school week would mean extra child-care costs for me as I am a parent. As well, I wonder if it would make it difficult for students to adjust later in life when they enter the working world and are expected to work five days a week. The current schedule allows for a smoother transition to life after high school.

Posted by: **Linda** ["quote"](#) [edit](#)

The five-day school week is fine. I do not like the idea of having to extend school days to make up the time for the extra day off. I think it would be hard to stay focused and the longer day would be tiring. If I missed a day, I would be missing more material. It would also be difficult to get focused when I get back to school after three days off. The amount of time spent in school each week would still be the same, so I think we should leave it as is.

Posted by: **Ross** ["quote"](#) [edit](#)

I think that the extra day off each week would allow me to be more productive and have extra time to relax. I would be able to spend quality time with my family and friends and I would have the chance to get involved in different activities that I am interested in. It would allow me additional time on weekends to study and work on projects or homework. I would also be able to pursue volunteer activities in the community.

Posted by: **Kim** ["quote"](#) [edit](#)

As a parent, a four-day school week would allow me to schedule my children's personal appointments on their days off and not have them miss as much school. It would allow me more time with my children. I think it would also instill a greater sense of responsibility in them; they would learn to become more independent and hopefully use their extra time effectively.

## Student exemplar – Satisfactory (A)

### Planning

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.

side I pick = four days

---

Reasoning one = you are more well rested and come to school on time.

---

Reasoning two = you have a lot of energy and ready to do your work.

---

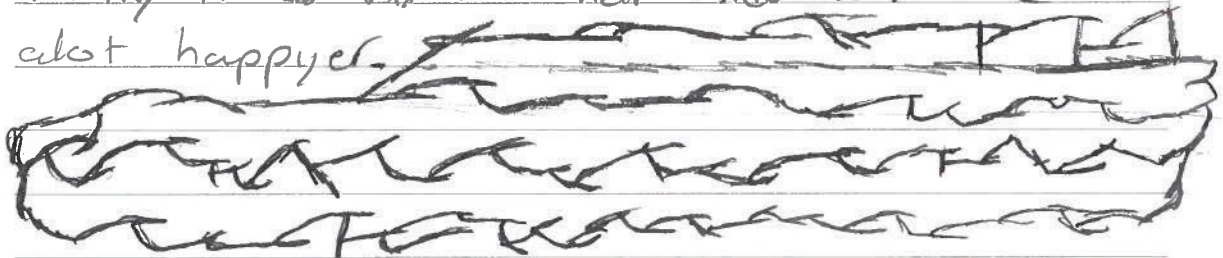
Reasoning three = It was proven that if you have a longer weekend like three days instead of 2 you are happier and ready for work.

I think we should have three days for the weekend. One reason is that if you have a longer weekend you are well rested and it can help with getting up and to school on time.

Also if you have a three day weekend you are not as drowsy and tired. When you get to school so you won't really fall asleep.

The second reasoning that I think we should have a four day week is like I said before you would have a lot of energy and you will be able to focus better and get your work done.

Not only that but if there is a longer weekend kids will most likely have a lot more family time. With that kids will be a lot happier.



My third reason behind it is it was proven by scientists that if you have a longer weekend you will come to school/work happier and be able to work better.

## Rationale for student exemplar – Satisfactory (A)

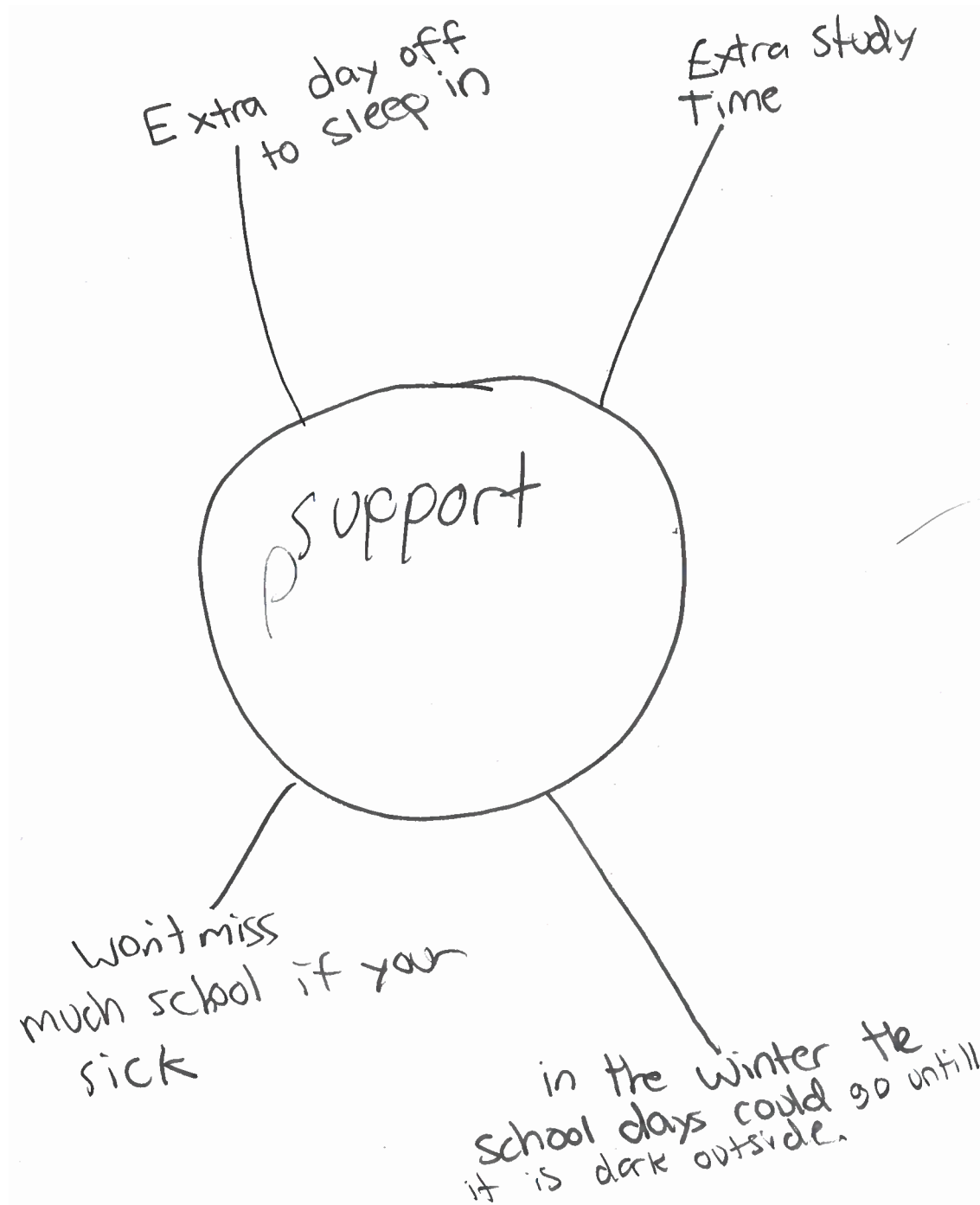
Score	Scoring Category	
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>L</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The writer’s exploration of the topic is simplistic (“if you have a longer weekend you are well rested and it can help with getting up and to school on time”).</li> <li>• The writer’s point of view is evident.</li> <li>• The ideas presented by the writer are appropriate and direct.</li> <li>• Supporting details are relevant but general (“you would have a lot of energy”).</li> <li>• The writing is straightforward and occasionally captures the reader’s interest.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>P</b></p>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• The introduction is functional and establishes a focus that is generally maintained (“I think we should have three days for the weekend”).</li> <li>• Ideas and details are developed in a discernible order, although coherence may falter occasionally.</li> <li>• Transitions tend to be mechanical and are generally used to connect ideas and details within sentences and between paragraphs (“Also if” and “With that”).</li> <li>• The conclusion is missing.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p>	<p><b>Sentence Structure</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 varied.</li> <li>• Some variety of sentence beginnings is evident (“I think,” “Not only that,” and “With that”).</li> </ul>

Score		Scoring Category
<b>Satisfactory</b> <b>S</b>	<b>S</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Words and expressions are generally used accurately and appropriately (“well rested” and “it was proven”).</li> <li>• General words and expressions are used to support the writer’s position (“getting up,” “fall asleep,” and “focus”).</li> <li>• The voice created by the writer is discernible.</li> </ul>
	<b>S</b>	
	<b>S</b>	
<b>Satisfactory</b> <b>S</b>	<b>S</b>	<b>Conventions</b> <ul style="list-style-type: none"> <li>• The quality of writing is sustained through generally correct use of conventions.</li> <li>• Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the response (“drousy,” “sayed,” and “behinde”).</li> </ul>
	<b>S</b>	

## Student exemplar – Satisfactory (B)

### Planning

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.



Dear Principal: This is why I support  
4 days of school instead of 5. My  
first reason is the extra day off. That  
can give students more time to study and  
concentrate on their homework. Or it could  
be use for sleeping in, seeing friends or  
family, or volunteer for activities. Another  
reason is the school days extended. So  
when we have the extra day off, we  
learned extra materials to make up  
for the 4<sup>th</sup> day off. Finally, the  
extra day off could be good for



teachers and parents. Teachers because they will be paid more for the extra classes in the school days, and they will have an extra day to relax. Parents because they can spend more time for their children or have better opportunities to book appointments or a hotel or a vacation, ex. Same with students, they will also get to relax on the extra day off. In conclusion the 4 day week would be great to take place at Carley school for extra time, extended days, or to book holidays. It could help Parents teachers and students become more successful

in school.

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## Rationale for student exemplar – Satisfactory (B)

Score	Scoring Category	
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>S</b> <b>S</b> <b>S</b> <b>S</b> <b>S</b></p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The writer’s exploration of the topic is clear and plausible.</li> <li>• The writer’s point of view is evident (“My first reason is the extra day off”).</li> <li>• The ideas presented by the writer are appropriate and direct (“it could be use for sleeping in”).</li> <li>• Supporting details are relevant but general (“an extra day to relax”).</li> <li>• The writing is straightforward and occasionally captures the reader’s interest.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>S</b> <b>S</b> <b>S</b> <b>S</b></p>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• The introduction is functional and establishes a focus that is generally maintained (“This is why I support 4 days of school instead of 5”).</li> <li>• Ideas and details are developed in a discernible order, although coherence may falter occasionally.</li> <li>• Transitions tend to be mechanical and are generally used to connect ideas and details within sentences and between paragraphs (“Another reason” and “Teachers because”).</li> <li>• The conclusion is adequate and is related to the focus.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>S</b> <b>S</b> <b>S</b></p>	<p><b>Sentence Structure</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 varied (“Same with students, they will also get to relax on the extra day off”).</li> <li>• Some variety of sentence beginnings is evident (“That can,” “Finally the,” and “It could”).</li> </ul>

Score		Scoring Category
<b>Satisfactory</b> <b>S</b>	<b>S</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Words and expressions are generally used accurately and appropriately (“learned extra materials” and “book holidays”).</li> <li>• General words and expressions are used to support the writer’s position (“more time to study” and “would be great”).</li> <li>• The voice created by the writer is discernible.</li> </ul>
	<b>S</b>	
	<b>S</b>	
<b>Satisfactory</b> <b>S</b>	<b>S</b>	<b>Conventions</b> <ul style="list-style-type: none"> <li>• The quality of writing is sustained through generally correct use of conventions.</li> <li>• Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the response (“volenteer,” “perants,” and “appoitnents”).</li> </ul>
	<b>S</b>	

## Student exemplar – Satisfactory (C)

### *Planning*

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.

- NO
- It could affect their education
  - Child safety
  - Teachers would get paid less

Should schools consider giving kids a four day week instead of a five day week?

I think giving the students a four day week is a bad idea because it could affect their future education / job. ~~It would~~ it would be a bad idea, if students only got a four day week and a three day weekend. For example they might forget all about everything they learned that whole week. Secondly Parents and teachers would get paid less because for one parents would have to cancel their shifts and teachers would not be able to do their jobs because of

the four day week. Lastly Child safety,

What if a parent has to work five day

weeks and they can't get a babysitter or call

in sick? if the child/children get badly hurt

and needed to go to the hospital nobody would

be home to take them to a doctor until

they get home from work. In conclusion I think

schools should keep the five day week, and

In the future I hope schools consider the

idea of keeping a five day week for the

sake of the children's future education/jobs, so

that parents can work for the money they need

for food and water, and so that children can

be in a different place without getting

hurt and without their parents worrying

about them 24/7.



## Rationale for student exemplar – Satisfactory (C)

Score	Scoring Category	
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>Pf</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The writer’s exploration of the topic is adept and logical (“What if a parent has to work five day weeks and they can’t get a babysitter”).</li> <li>• The writer’s point of view is evident (“I think giving the students a four day week is a bad idea”).</li> <li>• The ideas presented by the writer are appropriate and direct.</li> <li>• Supporting details are relevant but general (“parents would have to cancel they’re shifts”).</li> <li>• The writing is straightforward and occasionally captures the reader’s interest.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>Pf</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• The introduction is purposeful and clearly establishes a focus that is capably maintained.</li> <li>• Ideas and details are developed in a discernible order, although coherence may falter occasionally.</li> <li>• Transitions tend to be mechanical and are generally used to connect ideas and details within sentences and between paragraphs (“a bad idea because” and “For example”).</li> <li>• The conclusion is adequate and is related to the focus.</li> </ul>
<p><b>Satisfactory</b> <b>S</b></p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>Pf</b></p>	<p><b>Sentence Structure</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 varied (“In conclusion, I think schools should keep the five day week”).</li> <li>• Sentence beginnings are often varied (“What if” and “In the future”).</li> </ul>

Score		Scoring Category
<b>Satisfactory</b> <b>S</b>	<b>S</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Words and expressions are generally used accurately and appropriately (“call in sick” and “got badly hurt”).</li> <li>• General words and expressions are used to support the writer’s position (“call in sick” and “food and water”).</li> <li>• The voice created by the writer is frequently distinct (“without they’re parents worrying about them 24/7”).</li> </ul>
	<b>S</b>	
	<b>Pf</b>	
<b>Proficient</b> <b>Pf</b>	<b>S</b>	<b>Conventions</b> <ul style="list-style-type: none"> <li>• The quality of writing is sustained through generally correct use of conventions.</li> <li>• Any errors that are present rarely reduce clarity and seldom interrupt the flow of the response (“for one” and “they’re”).</li> </ul>
	<b>Pf</b>	

## Student exemplar – Proficient

### Planning

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.

Oppose

- I am Jamie Season
- I oppose the idea of the policy changing to a four day week
- It would affect the timing of after school activities
- If you missed a day a school you would miss a lot of time, and you would fall behind easily
- and with jobs being a five day work event, it would make it hard for a lot of people to adjust to this later down the road.
- I know there would also be some advantages to having a four day week like, parents would be able to spend more time with their kids, and it would maybe teach them some life skills, but there's definitely more disadvantages than advantages and that's why I think this idea was very unnecessary to begin with

Hello, I am Jaimie Season. I am attending ~~Carely~~ Carely School next school year, and I heard about the proposed policy some people have been wanting. This policy changes our school week set up from a 5 day school week to a 4 day school week. I am here to oppose of this idea because there are many disadvantages that come along with this policy. One disadvantage includes that, after school activities would be affected because of the new timing. This would mean some kids would have to drop out of the activities that they like doing, because, the activities they're in are most likely not going to change their timing just so the student can attend. This would also leave to less physical activity, which overall isn't good. Another huge disadvantage would include if a student missed a day of school they would miss a lot more material, and have to make up for the days missed. Also, when it comes time for these students to get a fulltime job down the road, they're not going to be prepared to work 5 days a week when they were used to only 4. This would leave to a lot of pressure, and stress put on these students. Don't get me wrong though, there are for sure some advantages to this policy like, kids would have a day off to sit and relax, a day to spend more time with their families, but think about it. Is it really worth it if there's so many problems that come along with this? I hope you take this into consideration. Thank you for

reading my opinion about this, and I hope this really made you think. This is just my opinion though, what do you think?

- Jimmie Season

## Rationale for student exemplar – Proficient

Score	Scoring Category	
<p><b>Proficient</b> <b>Pf</b></p>		<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>Pf</b> The writer’s exploration of the topic is adept and logical.</li> <li>• <b>Pf</b> The writer’s point of view is intentional (“I heard about the proposed policy”).</li> <li>• <b>Pf</b> The ideas presented by the writer are thoughtful and sound (“after school activities would be affected”).</li> <li>• <b>Pf</b> Supporting details are relevant and specific (“This would leave to a lot of pressure, and stress”).</li> <li>• <b>Pf</b> The writing is purposeful and clear and draws the reader’s interest.</li> </ul>
<p><b>Proficient</b> <b>Pf</b></p>		<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• <b>Pf</b> The introduction is purposeful and clearly establishes a focus that is capably maintained (“I am here to oppose of this idea”).</li> <li>• <b>S</b> Ideas and details are developed in a discernible order, although coherence may falter occasionally.</li> <li>• <b>Pf</b> Transitions clearly connect ideas and details within sentences and between paragraphs (“because there area” and “Don’t get me wrong though”).</li> <li>• <b>Pf</b> The conclusion is appropriate and reinforces the focus (“I hope this really made you think”).</li> </ul>
<p><b>Proficient</b> <b>Pf</b></p>		<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• <b>S</b> Sentence structure is generally controlled, but lapses may occasionally impede meaning.</li> <li>• <b>Pf</b> Sentence type and sentence length are usually effective and varied (“Is it really worth it if theres so many problems that come along with this”).</li> <li>• <b>Pf</b> Sentence beginnings are often varied (“I am here,” “Another huge,” and “Is it really”).</li> </ul>

Score		Scoring Category
<b>Proficient</b> <b>Pf</b>	<b>Pf</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Words and expressions are often used accurately and appropriately (“new timing” and “down the road”).</li> </ul>
	<b>Pf</b>	<ul style="list-style-type: none"> <li>Well-chosen words and expressions are often used to support the writer’s position (“set up” and “stress”).</li> </ul>
	<b>Pf</b>	<ul style="list-style-type: none"> <li>The voice created by the writer is frequently distinct.</li> </ul>
<b>Proficient</b> <b>Pf</b>	<b>S</b>	<b>Conventions</b> <ul style="list-style-type: none"> <li>The quality of writing is sustained through generally correct use of conventions.</li> </ul>
	<b>Pf</b>	<ul style="list-style-type: none"> <li>Any errors that are present rarely reduce clarity and seldom interrupt the flow of the response (“would also leave to less” and “fanilies”).</li> </ul>

## Student exemplar – Proficient/Excellent

### *Planning*

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.

-Kids not being able to focus with longer days  
-why waste more time a day in school  
just for an extra day



# School Day Essay

Imagine where there are only four days of school and the students are in class for a few hours more a day. Some problems that may occur are, students not being able to focus working longer hours a day, parents not being able to sleep on Friday with their kids up late, and not setting up the kids for the real world by working the regular five days.

With an extra hour of school a day, it would be harder for the kids to stay focused. It's already a challenge to keep the students focused at six hours a day let alone seven and a half. If core subjects were at the end of the day, the kids wouldn't be learning anything after an already long day of doing work. Humans aren't supposed to be constantly working for seven and a half hours straight with small breaks that seem to get smaller every year. If they add an extra hour to the school day they would need to add more or longer breaks during the day so the students aren't always doing school work.

Most parents work five days a week and need to get up early in the morning on Friday. With the kids having Friday off they would stay up late on or come in late at night on Thursday and wake up their parents. The parents need to work to pay for their kids education, if their kids are staying up late because they have Friday off, the parents wouldn't be able to get enough sleep to be productive at work.

Having five days of school helps get our young adults to feel what it's like in the real world working five days a week and getting up early in the morning. With the extra hour and a

half a day, the school would have to start teaching real world skills to help them out when their older. With having Friday off the kids would forget what they learned the week before by having more slack off time.

In conclusion, making our kids work longer days just for an extra day off isn't the best idea. keeping the five day schedule would be the best for the kids.

## Rationale for student exemplar – Proficient/Excellent

Score		Scoring Category
<b>Proficient</b> <b>Pf</b>	<b>Pf</b>	<b>Content</b> <ul style="list-style-type: none"> <li>• The writer’s exploration of the topic is adept and logical.</li> <li>• The writer’s point of view is intentional (“Imagine where there are only four days of school”).</li> <li>• The ideas presented by the writer are thoughtful and sound (“it would be harder for the kids to stay focused”).</li> <li>• Supporting details are relevant and specific (“working for seven and a half hours straight”).</li> <li>• The writing is purposeful and clear and draws the reader’s interest.</li> </ul>
	<b>Pf</b>	
	<b>Pf</b>	
	<b>Pf</b>	
	<b>Pf</b>	
<b>Proficient</b> <b>Pf</b>	<b>Pf</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>• The introduction is purposeful and clearly establishes a focus that is capably maintained (“Some problems that may occur are”).</li> <li>• Ideas and details are developed in paragraphs in a sensible order, and coherence is generally maintained.</li> <li>• Transitions clearly connect ideas and details within sentences and between paragraphs (“It’s already” and “if their kids”).</li> <li>• The conclusion is adequate.</li> </ul>
	<b>Pf</b>	
	<b>Pf</b>	
	<b>S</b>	
<b>Excellent</b> <b>E</b>	<b>Pf</b>	<b>Sentence Structure</b> <ul style="list-style-type: none"> <li>• Sentence structure is consistently controlled.</li> <li>• Sentence type and sentence length are consistently effective and varied (“Most parents work five days a week and need to get up early in the morning on friday”).</li> <li>• Sentence beginnings are consistently varied (“Imagine where,” “The parents,” and “Having five days”).</li> </ul>
	<b>E</b>	
	<b>E</b>	

Score		Scoring Category
<b>Excellent</b> <b>E</b>	E	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Words and expressions are consistently used accurately and effectively (“stay focused” and “productive at work”).</li> <li>• Well-chosen words and expressions are often used to enhance the writer’s position (“a challenge,” “core subjects,” and “real world skills”).</li> <li>• The voice created by the writer is consistently engaging throughout (“Humans aren’t supposed to be constantly working”).</li> </ul>
	E	
	E	
<b>Excellent</b> <b>E</b>	E	<b>Conventions</b> <ul style="list-style-type: none"> <li>• The quality of writing is enhanced because it is essentially error-free.</li> <li>• Any errors that are present do not reduce clarity and do not interrupt the flow of the response.</li> </ul>
	E	



