

Examples of the Standards for Students' Writing

*From the June 2007
Diploma Examination*

English Language Arts 30-2

*Visual Reflection Assignment,
Literary Exploration Assignment, and
Persuasive Writing in Context Assignment*



This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	✓
General Public	✓
Others	

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of English Language Arts 30–2 Diploma Examination writing that received scores of *Satisfactory* (S), *Proficient* (Pf), or *Excellent* (E). These sample responses are taken from the June 2007 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–2 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the June 2007 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2007. The sample papers and the 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 criteria.

The sample responses included in this document represent a very small sample of successful approaches to the assignments.

Selection and Use of Sample Papers

The teachers on the Standards Confirmation Committee for the June 2007 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the June 2007 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the June 2007 English Language Arts 30–2 Diploma Examination.

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 assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials 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 in June 2007.

We strongly recommend that you caution your students that there is *no preferred approach* to an assignment except the approach that best accomplishes the student writer's goal of effectively communicating his or her own ideas about the topic.

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 for instructional purposes.

Because these papers are illustrations only, and because they are sample responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any possibility of plagiarism or cheating seriously. The consequences for students are grave.

The *approaches* taken by students at the *standard of excellence*, not their words or ideas, are what students being examined in the future should consider emulating. 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 ways of developing an individual voice and engaging the reader in ideas and forms that the student has considered.

4. It is essential that you consider each of these examples of student writing in light of the constraints of the examination situation.

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.

English Language Arts 30–2 June 2007 Writing Assignments

June 2007

English Language Arts 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I:
Visual Reflection**
Value 10% of total examination mark
- **Assignment II:
Literary Exploration**
Value 25% of total examination mark
- **Assignment III:
Persuasive Writing in Context**
Value 15% of total examination mark

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

- Complete all **three** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

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 copy.
- Staple your final printed work to the pages 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.

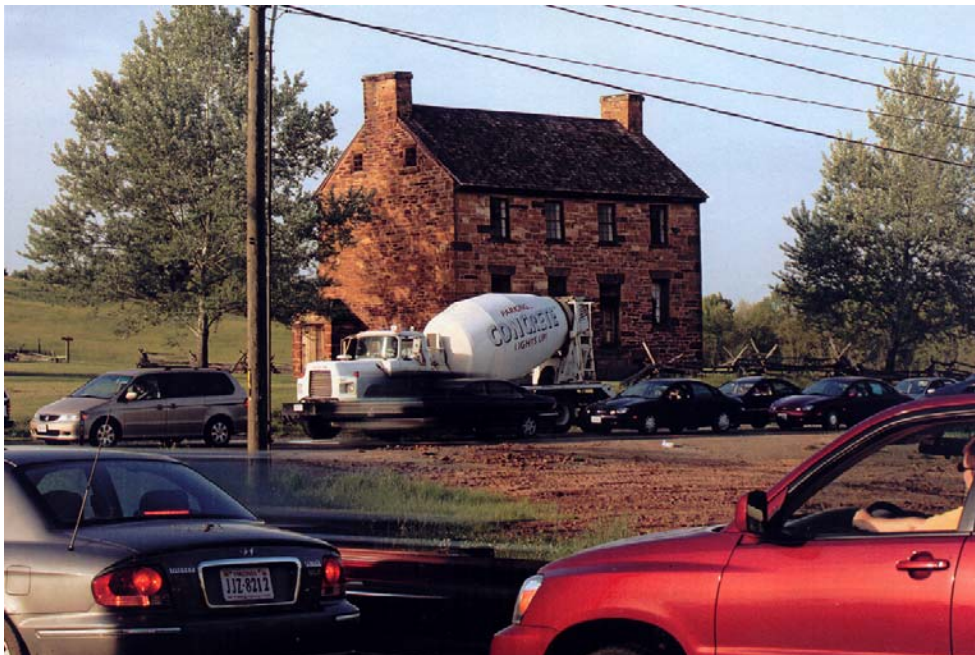
ASSIGNMENT I: VISUAL REFLECTION

Suggested time: 30 to 40 minutes

The photographs below are taken from a photo essay on American Civil War battlefields. The top photograph of Manassas, Virginia, was taken in the 1860s. The bottom one was taken in 2005.



Barnard, George N. "Bull Run, Va. Matthews' or the Stone House." March 1862. *Selected Civil War Photographs, 1861–1865* (Library of Congress). LC-B811-0318A. <http://memory.loc.gov>.



Michael Melford/National Geographic Image Collection.

ASSIGNMENT I: VISUAL REFLECTION

Examine the photographs on page 4. Reflect upon the ideas and impressions suggested by the photographs.

The Assignment

What ideas and impressions do the photographs suggest to you? Consider the context, and develop your response by referring to the photographs.

In your writing, you may respond personally, critically, and/or creatively.

You **must**

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- consider how you can create a strong *unifying effect*

Initial Planning

Additional space for planning is available in the examination booklet.

ASSIGNMENT II: LITERARY EXPLORATION

Suggested time: 70 to 80 minutes

Read the following nonfiction excerpt and complete the assignment that follows.

In 1975, Calgary skier Ken Read won the World Cup Downhill race at Val d'Isère, France. In a sport that had previously been the exclusive domain of European racers, Read and his fellow "Crazy Canucks" Steve Podborski, Dave Irwin, and Dave Murray dominated the World Cup circuit for nearly a decade and became international celebrities.

from WHITE CIRCUS

Downhill racing involves anticipation. Look ahead, never behind. What's over is done with. If a big mistake had been made, I had to work my way out of it by taking a calculated risk. An automatic, unthought-of, unrehearsed reaction or adaptation would usually pull me out of trouble. There was an adrenalin rush after really close calls, but the mind and the eye were already scouting five or ten seconds down the course for new problems. It wasn't until I crossed the finish line, and stopped and relaxed for a minute or two, that I could recollect what had actually happened to me on the way down.

If some of this process is hard to follow, it is because it is almost impossible to explain. The skier is guided by instinct, almost by feel. Sometimes I felt that my senses had acquired an extra dimension. It was something that welled up within me. And then I knew when and how to take unplanned, but perfectly calculated risks. These moments were mystical. It was like being in a state of grace. They happened to me several times a year. It happened, for example, at Kitzbühel, in 1980.

About ninety seconds down the Streif, at the very moment when my legs and heart began to cry uncle, I was launched down an ice wall at 130 kilometres per hour. Despite the great speed, and the wild gravitational pulls that jerked me forward and to the side, and the certain knowledge that if I tumbled I would be in considerable distress, I let my skis run loose while tucking across a steep, rough, traverse. To the untrained eye I looked totally out of control. I wasn't. In fact, provided that my equipment performed properly, the risk was minimal. If I kept my skis as square as possible, and my hands outstretched for balance, I knew I would survive. I surrendered myself to the mountain. I knew I could do it, and I knew I had to do it, if I was to have a chance of winning.

Ken Read

Read, Ken. *White Circus: A Skiing Life with the Crazy Canucks*. With Matthew Fisher. Toronto: Key Porter Books, 1987. Reproduced with permission from Ken Read.

In this excerpt, Ken Read shows that preparation can enable an individual to respond instinctively to changing circumstances. He explains that this response is essential in maintaining control of a situation.

What is your opinion of the idea that we must be prepared to respond to changing circumstances?

You **must**

- discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character
- ensure that the details you select support your opinion of the idea that we must be prepared to respond to changing circumstances
- present your ideas in *prose*

You **should**

- reflect upon your own knowledge and/or experience and/or the reading selection provided
- use the *Personal Reflection on Choice of Character(s) from Literary Text(s)* (see page 8) to help you select a character who is relevant to this assignment and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2
- carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your response. Organize your discussion so that your ideas are clearly and effectively presented

Assignment II: Literary Exploration

Initial Planning

Please use this space for your initial planning. This information assists markers in identifying the text(s) and character(s) you have chosen. The markers who read your composition will be very familiar with the literary texts you have chosen.

Literary Text(s) _____

Author(s) _____

Character(s) _____

Personal Reflection on Choice of Character(s) from Literary Text(s)

Suggested time: 10 minutes

Briefly explain why you chose this character to develop your opinion of the idea that we must be prepared to respond to changing circumstances. Markers will consider the information you provide here when determining the effectiveness of your response.

Additional space for planning is available in the examination booklet.

ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT

Suggested time: 40 to 50 minutes

Read the situation described below and use it to complete the assignment that follows.

The Situation

A local company, D and D Development, has won the contract to build low- and middle-income housing on some of the last town-owned land along the riverbank near the outskirts of the town of Prosper. During the initial survey, the company discovered a fossil bed. It reported this find to the Ministry of Historical Resources, and a subsequent paleontology consultant's report indicated that the fossil bed contains a rich and valuable source of late-Cretaceous fossils of plants and dinosaurs. The town council faces a dilemma: a number of its members now support a proposal for the building of an interpretive centre to focus on the preservation and display of the fossils; others remain convinced that the housing development should continue as planned. Before making a decision, the Prosper Town Council is inviting all concerned individuals to make their views known.

You are Kassidy Rey, a Grade 12 student at Prosper High School. As a concerned citizen, you have considered information and opinions from a variety of sources (see pages 10 and 11). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech that clearly explains

- your decision regarding the proposal to build an interpretive centre
- the reasons why you believe your decision to be the best decision

The Assignment

Write a speech that will persuade the Prosper Town Council either to ACCEPT or to REJECT the proposal to build an interpretive centre.

In preparing your letter, BE SURE TO

- consider your purpose and audience
- study the information on the following pages
- use an appropriate tone

Remember that you must clearly and directly choose either to **accept** or **reject** the proposed development.

You might want to reflect on your own knowledge and/or experience.

What is the proposal?

A state-of-the-art paleontology interpretive centre should be built to showcase the fossils found in the fossil bed. These fossils are 65 to 73 million years old, and include the skeleton and eggs of an *Albertosaurus*, a close relative of *Tyrannosaurus rex*. This exciting discovery should be displayed in a facility that will attract both tourists and scientists and inspire interest in the geological and paleontological history of this region of Alberta.

Statement from the president of the Prosper Palaeontological Society (PPS)



Our group is an affiliate of the Alberta Palaeontological Society, an organization composed of both professional and amateur palaeontologists, whose broad purpose is “to promote the science of palaeontology through study and education.” What better way for us and our town to contribute to science than to develop an interpretive centre on our own fossil-bed site. The cost to the town of developing the facility will be offset by the financial benefits of increased tourism and tax revenues. Facility maintenance will be covered by the money generated from admissions and various educational programs. And PPS can offer an experienced group of advisers and volunteers who are fully prepared to act on our motto—“Preserve and Present.”

Statement from the director of the Prosper Social Housing Society

We fully appreciate the significance of the find and are therefore prepared to support D and D Development in their offer to help fund the excavation of the fossil bed as far down as our building foundations require.

The excavated fossils will become significant additions to the already world-renowned Royal Tyrrell Museum. The housing development must go ahead.

Many condo units have already been sold, many tenants have been pre-approved for the rental units, and people have been hired to build the units. Our town urgently needs

housing in this location. Town council would be neglecting its civic duty by not proceeding with the development as planned.



Opinions on the proposed interpretive centre

The population of Prosper has increased dramatically in the last few years. This town doesn't need tourists—it needs housing options for permanent residents! This development will offer rental housing for 200 families and at least as many singles. D and D Development will manage the property and they have promised a significant financial return for investors. Prosper should be fostering economic growth and focusing on its residents. I say that if we're going to dig, let it be for the good of the living.

Darren Fazli, *Prosper businessman*

I think the interpretive centre would be awesome! When I was 10, my family did a “day dig” at the Tyrrell. I remember what my dad said when I brushed away the dirt from part of a fossil: “Just think, Brenda, yours are the first eyes to see this creature in at least 65 million years!” I was so impressed that I began to think of becoming a paleontologist, and I still do. If Prosper had an interpretive centre, I'd be the first to volunteer there!



Brenda Brown, *Grade 11 student at Prosper High School*



This proposal seems nothing more than a “pie-in-the-sky” idea. We have no guarantees that this proposal will get off the ground—much less out of it. Furthermore, a town the size of Prosper lacks the resources to build, maintain, and staff a facility as complex as the one proposed. Turn the excavation over to the Royal Tyrrell Museum. It already has an excellent facility and expert staff, and we can visit our fossils any time we like.

Airen de Sousa, *accountant*

That a rare species of dinosaur and its eggs have been discovered here is wonderful. Considering how far we are from the Tyrrell Museum, we should not pass up the opportunity to develop an interpretive centre in this part of the province. The benefits to the town would be many, and given the growing global interest in paleontology, there would be great opportunities for educational initiatives, such as having a web cam at the site. Paleontology is one field in which amateurs can contribute to science. I'm already planning field trips for my students.

Ravi Patana, *science teacher*

English Language Arts 30–2 Part A: Written Response Standards Confirmation

Background

For all diploma examination scoring sessions, Learner Assessment staff use a process called *Standards Confirmation* to establish and illustrate expectations for students' work in relation to the scoring criteria, as well as to ensure scoring consistency within and between marking sessions. Because there are several diploma examination administrations and scoring sessions each school year, the standards must remain consistent for each scoring session in the school year and, similarly, from year to year.

Standards for student achievement start with the demands of the *Program of Studies for Senior High School English Language Arts* and with the interpretation of those demands through learning resources and classroom instruction. These agreed-upon standards are also exemplified in the kinds of tasks and the degree of independence expected of students. All of these complex applications of standards precede the design, development, and scoring of each diploma examination.

The Standards Confirmation Committee comprises experienced teachers from representative regions of the province. These teachers work with the Learner Assessment staff responsible for the development, scoring, and results-reporting for each diploma examination. Teacher-members participate over a two-year period and are required to serve as group leaders or markers during at least one of the subsequent marking sessions.

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria and the examples of students' work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the *2007–2008 English Language Arts 30–2 Information Bulletin*. During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E) are posted on the Alberta Education web site at www.education.gov.ab.ca in the documents entitled *Examples of the Standards for Students' Writing*.

The standards confirmation process

- confirms the appropriateness of the standards set by the examination in relation to students' work
- selects student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- writes rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work

Impressions from Standards Confirmation June 2007

Assignment I: Visual Reflection

The photographs of the Civil War-era building in Manassas, Virginia generated a variety of responses from student writers. Responses included discussions of the changes that occur with the passage of time, the differences between life in the 1860s and life now, and the consequences of modernization or industrialization. Many students observed that the photographs illustrate the tremendous changes that have occurred in 150 years, exemplified by technological advances such as electricity, the automobile, and telecommunications. Students also frequently identified life in the past as being “simpler” or “harder” and that we are now “better off” or, in contrast, “not better off.” Some students used the photographs to initiate discussions of the wider issues associated with the loss of historical knowledge, the importance of “preserving” the past, and the debt that people today owe to the pioneers who shaped our society or sacrificed personal safety or comfort for the sake of future generations. Some students developed their responses by crafting letters, narratives and other creative forms. These responses often adopted the persona of someone who had lived in the old house or someone who remembered what life was like “back then.” Students occasionally confused the dating of the photographs, as in identifying the first one as the 1960s or interviewing someone in the present day who was alive in 1860. These misunderstandings generally did not affect the quality of the responses.

Assignment II: Literary Exploration

The reading selection from *White Circus* and the writing assignment about being prepared to respond to changing circumstances provided focused direction for student writers. Students discussed their ideas on the topic in relation to personal observations, their own experiences, and literature and film studied in ELA 30–2. Unifying effects were varied: some students chose to focus primarily on the literature, while others developed responses that focused on the idea of “being prepared for changing circumstances” and related it to personal experience and to literature. Many students explored the converse of the topic to develop ideas that focused on the consequences of not being prepared for changing circumstances. It should be emphasized that while the literary example is a key element of this assignment, it is not the focus. The emphasis, rather, is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. The literary example, therefore, is one component of the response as a whole. Popular literary selections included *Fallen Angels*, *Hamlet*, *The Power of One*, *A Streetcar Named Desire*, *Night*, *Tuesdays With Morrie*, *The Bean Trees*, and *All Quiet on the Western Front*. Students also used films such as *Crash*, *What’s Eating Gilbert Grape*, *The Shawshank Redemption*, *Finding Forrester*, *Life as a House*, *The Godfather*, and *Fried Green Tomatoes*. Markers were reminded to read the information provided by students in the *Personal Reflection on Choice of Character(s) from Literary Text(s)*, and to ensure that they were familiar with the literature or films discussed by student writers.

Assignment III: Persuasive Writing in Context

The proposal to build an interpretive centre on the dinosaur fossil site proved to be an effective situation for student discussion of the balance between assuring the availability of housing and developing an educational resource for tourists and Prosper citizens. Students chose to either support the proposed building of the interpretive centre or to reject it, and provided a variety of detail in support of their position. Students drew key details from the source material and occasionally supplemented their arguments with references to their own personal observations and experiences. It should be noted that this particular scenario essentially contains two proposals: to build or not to build the interpretive centre and to build or not to build the housing. The student must clearly choose to accept or to reject the proposal to build the centre and recognize that both it and the housing cannot be built on the same site. The potential exists that students will suggest building the interpretive centre on the fossil site and building the houses somewhere else. Alternatively, students may suggest excavating the fossils and building the centre elsewhere to showcase them so that the houses can be built on the original site. Due to the current economic climate in Alberta, the issue of available housing has taken on a personal relevance to many students, and this is frequently reflected in their characterization of the housing situation in Prosper as being “desperate.” Students commonly focused on the urgent need for more housing or on the importance of preserving, retaining, and showcasing this unique fossil discovery. Some students also chose to address and refute positions from the opposing side. Most students were well aware of their purpose in persuading the Prosper Town Council and maintained an appropriate tone.

English Language Arts 30-2
Visual Reflection Assignment, June 2007

Example Scored Satisfactory (S)

These pictures show how over time one thing may not change but the things around it will. In the first picture it seem to look like a farm house with alot of barren land surrounding it. In the second one it is still that same house unchanged, but the difference is all the development in front of it. The land behind is still barren. ^{This} Shows how a historic site will not change and be respected, but there will still develop around it.

In our society development is a key to success. People and companies have developed all over, disregarding what was or is there they look at is something in the way of money. In the second picture there is a major high-way right beside a landmark from the civil war. This may not be looked at as something major but it is equivalent to opening a mall right beside Capital Hill. It is showing no respect for what is there, how would you feel if you are one of those people that was there or around in the black and white picture.

The picture is taken as if you were standing

There is additional space for written work on page 7.

English Language Arts 30-2
Visual Reflection Assignment, June 2007

Example Scored Satisfactory (S)

looking at the house. Makes you feel like you are
right there it help bring across how development is
not always a good thing. It makes the historic sites
not seem so historic.

(Page 2 of 2)

English Language Arts 30–2
 Visual Reflection Assignment, June 2007

Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (S)</p> <ul style="list-style-type: none"> • The student’s perceptions are appropriate but may be generalized. • Support is adequate and generally connected to the student’s ideas and impressions. 	<p>The student’s perception that “These pictures show how over time one thing may not change but the things around it will” is appropriate.</p> <p>Support is adequate and generally connected: “In the first picture it seem to look like a farm house with alot of baron land surrounding it. In the second one it is still that same house unchanged, but the difference is all the development infront of it” and “In the second picture there is a major hi-way right beside a landmark from the civil war.”</p>	<p>S</p>
<p>Presentation (S)</p> <ul style="list-style-type: none"> • The student’s voice is matter-of-fact and the tone is appropriate. • Stylistic choices are adequate and occasionally effective. • The writing is generally clearly developed, and the unifying effect is appropriately sustained. 	<p>The student’s voice is matter-of-fact, as in “In our society development is a key to success,” “The picture is taken as if you were standing looking at he house,” and “It makes the historic sites not seem so historic.” The tone is appropriate.</p> <p>Stylistic choices are adequate and occasionally effective, as in “This shows how a historic site will not change and be respected, but we will still develope around it” and “This may not be looked at as something major but it is equivelent to opening a mall right beside Capital hill.”</p> <p>The writing is generally clearly developed, and the unifying effect is appropriately sustained from the student’s assertion that “how over time one thing may not change but the things around it will” to the conclusion that “development is not always a good thing.”</p>	<p>S</p>

Examples of Students' Writing with Teachers' Commentaries

**English Language Arts 30–2
Visual Reflection Assignment, June 2007**

Example Scored Proficient (Pf)

This example (page 19) is unavailable for posting.

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Examples of Students' Writing with Teachers' Commentaries

**English Language Arts 30–2
Visual Reflection Assignment, June 2007**

Example Scored Proficient (Pf)

This example (page 20) is unavailable for posting.

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**English Language Arts 30–2
Visual Reflection Assignment, June 2007**

Example Scored Proficient (Pf)

This example (page 21) is unavailable for posting.

**English Language Arts 30–2
Visual Reflection Assignment, June 2007**

Example Scored Proficient (Pf)

This example (page 22) is unavailable for posting.

Visual Reflection Assignment, June 2007

Example Scored Excellent (E)

The impression that the photograph gives about the building and the American Civil War battlefields in the photographs, is about its history. One picture was taken in black and white, before color photography was available, and the other was taken when it was available. The photograph silently speaks about how long the building has been standing, and what it has been through over the fifty-five years that spanned between the capturing of the two photographs. The photograph on the top seems to speak of war, and the photograph on the bottom seems to speak of peace. The photograph on top was taken during a time when social unrest was rampant throughout the United States of America. It displays the differences among people, even in the same nation, and the problems that a country can fall upon. It also displays the hard times of those years. The fence in the foreground of the picture, for example, looks as though it is unsteady, and will break at any moment. It shows how, during that time, many most likely could not afford to purchase the most expensive wood for the fence, because money for the country was going to aid the Civil War that was spreading through the country. Since the photograph on top is black and white, it gives the mood or the atmosphere of the picture a dark and gloomy feeling, a feeling of depression and despair.

The photograph on the bottom seems to speak of peace, of social unrest being laid to rest for peace to take its place throughout the country. It was taken fifty-five years after the first photograph, as if to show what peace had come over the United States of America since the American Civil War. It explains how the differences of the country were possibly made into one, so that the country could know peace was. It appears as though new fencing around the building and the field is being built for a better feeling of security on the land. Since the photograph on the bottom is in color, it gives the mood or atmosphere of the picture a happy, calm and peaceful feeling.

The unifying effect of the pictures is the contrast between war and peace. It speaks of how when war destroys the country, peace can bring it back together, put the pieces back together and glue them back into the comfortable, stable state they were in before war ravaged and destroyed it.

(Page 1 of 1)

English Language Arts 30–2
 Visual Reflection Assignment, June 2007

Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> • The student’s perceptions are insightful and carefully considered. • Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. 	<p>The student’s perception that “The photograph on the top seems to speak of war, and the photograph on the bottom seems to speak of peace” is insightful and carefully considered.</p> <p>Support, as in “during that time, many most likely could not afford to purchase the most expensive wood for the fence, because money for the country was going to aid the Civil War that was spreading through the country” and “It appears as though new fencing around the building and the field is being built for a better feeling of security on the land,” is precise and purposefully chosen. Support is strongly connected to the student’s ideas and impressions in “Since the photograph on top is black and white, it gives the mood or the atmosphere of the picture a dark and gloomy feeling, a feeling of depression and despair” and “Since the photograph on the bottom is in color, it gives the mood or atmosphere of the picture a happy, calm and peaceful feeling.”</p>	<p>E</p>

English Language Arts 30–2
 Visual Reflection Assignment, June 2007

Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (E)</p> <ul style="list-style-type: none"> • The student’s voice is engaging and the tone is confident. • Stylistic choices are precise and effective. • The writing is skillfully developed, and the unifying effect is confidently sustained. 	<p>The student’s voice is engaging (“It speaks of how when war destroys the country, peace can bring it back together, put the pieces back together and glue them back into the comfortable, stable state they were in before war ravaged and destroyed it”) and the tone is confident (“It displays the differences among people, even in the same nation, and the problems that a country can fall upon”).</p> <p>Stylistic choices, such as “The photograph silently speaks about how long the building has been standing” and “The photograph on top was taken during a time when social unrest was rampant,” are precise and effective.</p> <p>The writing is skillfully developed, and the unifying effect is confidently sustained from the assertion that “The photograph on the top seems to speak of war, and the photograph on the bottom seems to speak of peace” to the statement in the concluding paragraph that “The unifying effect of the pictures is the contrast between war and peace.”</p>	<p>E</p>

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Literary Exploration Assignment, June 2007

Example Scored Satisfactory (S)

Life is full of surprises and of ever changing circumstances so it is essential to be able to respond to these changing circumstances and it becomes all the easier to be prepared for them. It is expected in life for your circumstances to change for instance, in the book *Fallen Angels* the author's main character, Perry, was totally unprepared for the circumstantial changes and his mind has been bruised for the rest of his natural life. Jenkins, another character from *Fallen Angels*, was totally unprepared for life in Vietnam.

In the book, *Fallen Angels*, Perry leaves home for the military because he wanted to get away from his hometown and all the questions so he joined the army. Once he was in Vietnam he got to know some of the guys one of which whose name was Jenkins. Jenkins was only in the army to please his father, he was scared didn't know what to do. Now, one day on their return from a patrol Jenkins stepped on a mine, after that everyone's circumstances changed and everyone was unprepared, none knew what to do.

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Example Scored Satisfactory (S)

A good example of being unprepared for a change in circumstance is suppose someone relative, Aunt Uncle, mother, father, were walking and talking with you then they got what appeared to be just a big headache. So you took them to the hospital to find out whats wrong and before you know it, they've got a brain tumor. The circumstances have quite changed now and you were totally unprepared for it, if you could have noticed some signs or symptoms of a brain tumour you could have expected it and perhaps the blow would have come a little more softly than it would have otherwise.

Thus being prepared for changing circumstances is far better than not being prepared.

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 Literary Exploration Assignment, June 2007

Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Support (S)</p> <ul style="list-style-type: none"> • A defensible understanding of the topic is demonstrated. • The student’s ideas are appropriately and straightforwardly explored. • The literary example is related adequately to the student’s ideas • Support is relevant but tends to be general. 	<p>A defensible understanding of the topic is demonstrated by the statement “Life is full of surprises and of ever changing circumstances so it is essential to be able to respond to these changing circumstances.”</p> <p>The student’s ideas are appropriately and straightforwardly explored through the student’s recognitions that “Jenkins stepped on a mine, after that everyone’s circumstances changed and everyone was unprepared, no one knew what to do” and that “if you could have noticed some signs or symptoms of a brain tumour you could have expected it and perhaps the blow would have come a little more softly.”</p> <p>The literary example, <i>Fallen Angels</i>, is related adequately to the student’s ideas through the discussion of how Perry “was totally unprepared for the circumstantial changes” and how Jenkins “was totally unprepared for life in Vietnam.”</p> <p>Support is relevant but tends to be general, as seen in “Jenkins was only in the army to please his father, he was scared didn’t know what to do” and “you took them to the hospital to find out whats wrong and before you know it, they’ve got a brain tumour. The circumstances have quite changed now and you wer totally unprepared for it.”</p>	<p>S</p>

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Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Form and Structure (S)</p> <ul style="list-style-type: none"> • A controlling idea or unifying effect is evident, but unity may falter on occasion. • Development of ideas and explanations is generally clear and coherent. • The response moves to a functional closure. 	<p>A controlling idea is evident through the recognition that “being prepared for changing circumstances is far better than not being prepared” as demonstrated by Perry and Jenkins’ experiences in the war and the student’s example of a relative’s brain tumor.</p> <p>Development of ideas and explanations is generally clear and coherent, as demonstrated through the discussion of Perry and Jenkins’ experiences in Vietnam and the student’s hypothetical example.</p> <p>The response moves to a functional closure.</p>	<p>S</p>

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Example Scored Proficient (Pf)

In everyday life we have to respond to changing circumstances. Everyone is unsure of why or how the circumstances are going to change but it is how each individual chooses to deal with the changing circumstance that makes them prepared to respond. The idea that we must be prepared to respond to changing circumstances is important because in order to be prepared in unknown situations we need to be able to cope with change, grasp the situation and deal with it head on.

In the nonfiction excerpt, *White Circus* wrote by *Ken Read*, the Calgary skier Ken Read in 1975 won the World Cup Downhill race at Val d'Isere, France. Throughout the excerpt Read explains how he had to adapt to his surroundings in order to complete his races. Read had to be prepared to respond to changing circumstances, when he made a mistake he “had to work (his) way out of it by taking a calculated risk”. Throughout the excerpt Read comes across many changing circumstances that he has to immediately respond to or the results could be fatal. “(He) knew when and how to take unplanned, but perfectly calculated risks”, shows that although Read came across changing circumstances he was prepared to deal with this change and deal with it in an appropriate and safe manner.

In the novel, *Fried Green Tomatoes at the Whistlestop Café* by *Fannie Flagg*, there is a situation in the novel where Ruth Jamison is being abused by her husband. Ruth had sent

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Example Scored Proficient (Pf)

Idgie an excerpt from the bible, one that she knew would suggest to Idgie that she needed help. Idgie Threadgoode who loves Ruth came to Ruth's house to save Ruth and her unborn child from her abusive husband. When Idgie takes Ruth back to Whistlestop, Ruth had to be prepared to respond to changing circumstances, these circumstances being that she would no longer have to deal with her abusive husband. Ruth's situation is similar to Ken Read's in that they both know how to be prepared for changing circumstances, and take risks in order to keep themselves safe.

I have recently been accepted into Medicine Hat College for Global Tourism and Marketing, which I will be attending in the fall of 2007. Being at the conclusion of grade 12 and soon moving away has opened my eyes to the change that I am shortly going to encounter – living on my own. Much like Ken Read, Idgie and Ruth I now need to prepare to respond to changing circumstances. I have been taking the necessary steps in preparation to move out, being prepared to respond to changing circumstances is very important in order to deal with a change in the most appropriate manner.

In conclusion, the idea that we need to be prepared to respond to changing circumstances is very important because in order to be prepared in unknown situations, such as Ken Read in his races, or in Idgie and Ruth's abusive situation or my own - moving away, we need to be able to easily adapt to change and deal with the circumstance in the best way possible.

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Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Support (Pf)</p> <ul style="list-style-type: none"> • A well-considered understanding of the topic is demonstrated. • The student’s ideas are thoughtfully explored. • The literary example is related competently to the student’s ideas. • Support is specific and relevant. 	<p>A well-considered understanding of the topic is demonstrated in the statement “The idea that we must be prepared to respond to changing circumstances is important because in order to be prepared in unknown situations we need to be able to cope with change, grasp the situation and deal with it head on.”</p> <p>The student’s ideas are thoughtfully explored in the discussion of Read’s preparation for his races, Ruth’s decision to leave her abusive husband, and the student’s plans to attend college.</p> <p>The literary example is related competently through the recognition that “Ruth had to be prepared to respond to changing circumstances, these circumstances being that she would no longer have to deal with her abusive husband.”</p> <p>Support is specific and relevant in “Throughout the excerpt Read comes across many changing circumstances that he has to immediately respond to or the results could be fatal,” “Idgie Threadgoode who loves Ruth came to Ruth’s house to save Ruth and her unborn child from her abusive husband,” and “Being at the conclusion of grade 12 and soon moving away has opened my eyes to the change that I am shortly going to encounter – living on my own.”</p>	<p>Pf</p>

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Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Form and Structure (Pf)</p> <ul style="list-style-type: none"> • A controlling idea or unifying effect is sustained throughout the response. • Development of ideas and explanations is coherent. • The response moves to an appropriate closure. 	<p>A controlling idea is sustained throughout the discussion of the excerpt, the novel <i>Fried Green Tomatoes at the Whistle Stop Café</i>, and the student’s personal experience.</p> <p>Development of the student’s ideas is coherent from the recognition that “although Read came across changing circumstances he was prepared to deal with this change and deal with it in an appropriate and safe manner,” through the assertion that “Ruth’s situation is similar to Ken Read’s in that they both know how to be prepared for changing circumstances, and take risks in order to keep themselves safe,” to the student’s realization that “Much like Ken Read, Idgie and Ruth I now need to prepare to respond to changing circumstances.”</p> <p>The response moves to an appropriate closure with the statement “we need to be able to easily adapt to change and deal with the circumstance in the best way possible.”</p>	<p>Pf</p>

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Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Choice (Pf)</p> <ul style="list-style-type: none"> • Diction is specific and generally effective. • Many sentences appear to have been purposefully structured for effect. • Stylistic choices contribute to the creation of a competent voice. 	<p>Diction is specific and generally effective, as in “Everyone is unsure of why or how the circumstances are going to change,” “one that she knew would suggest to Idgie that she needed help,” and “deal with a change in the most appropriate manner.”</p> <p>Many sentences have been purposefully structured for effect: “Read had to be prepared to respond to changing circumstances, when he made a mistake he ‘had to work [his] way out of it by taking a calculated risk’” and “I have recently been accepted into Medicine Hat College for Global Tourism and Marketing, which I will be attending in the fall of 2007.”</p> <p>Stylistic choices contribute to the creation of a competent voice.</p>	<p>Pf</p>
<p>Matters of Correctness (Pf)</p> <ul style="list-style-type: none"> • This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. 	<p>This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics, as in “In everyday life we have to respond to changing circumstances,” “it is how each individual chooses to deal with the changing circumstance that makes them prepared to respond,” and “In the novel, <i>Fried Green Tomatoes at the Whistlestop Café</i> by Fannie Flagg, there is a situation in the novel where Ruth Jamison is being abused by her husband.”</p> <p>Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</p>	<p>Pf</p>

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Example Scored Excellent (E)

Change can often disrupt a person's life, even more so if the individual is unprepared for what is to come. Changing circumstances, to me, are something that a person has to always be ready for and always has to be ready to react. If a person is primed and ready for something new, for a change, the mind and body can often adapt to the situation and carry the subject through the situation, or let them bask in it depending on the nature of the change. Change and adaptation are a normal part of life, we see them everywhere and are involved in both every moment of our lives, but it's the major or traumatic ones that remain burned into our memories and that are written down for the entire world to see.

In the excerpt provided from *White Circus* by Ken Read, we can see someone who is prepared and expecting change as he goes down the hill. While he is going downhill on his skis, his eyes are constantly scanning the course ahead for what could be problems in the very near future, he is ready for change the happen, not looking at his feet hoping for the best. When he was launched down an ice wall at 130 kilometers an hour, he was not only thinking of what to do if he was to survive, but also that he would be fine as long as his equipment was in good working condition. That shows that even though he was caught in the moment, trying to keep from taking a disastrous tumble, he still had thoughts of what could happen in the back of his mind, he was preparing himself for what could take place. While these thoughts were in his mind, it allowed his body to react to the changes of the hill, for his movements to adapt to the constantly altered course that he was going down.

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Literary Exploration Assignment, June 2007

Example Scored Excellent (E)

On the other hand, in Ellie Weisel's book *Night*, The Jews of the small town in Hungary were extremely unprepared for what was to come. When the Nazis came into their town at first, nothing seemed amiss until all of the foreign Jews were taken away and one returned. The returning Jew tried to warn the others of what the Nazis had done, what was held in the future for the Jews there, but they did not believe him, and called him crazy as what they thought were unthinkable atrocities were recounted to them by the one who returned. Elizer and his family stayed in the town and did nothing to prepare themselves for what they had already been warned of. Soon after the Nazis made ghettos which were liquidated and the Jews were transported off to camps, where they were tortured, killed, worked to death, starved, and beaten. If appropriate measures had been taken, and people had prepared for these things, if they had fled knowing what might be in store for them, things might have turned out better for the Narrator and his family. Situations like this, although horrible, show us that no matter what people say, we need to take what they say into consideration and be at least somewhat ready for what were are told. They had no idea how to respond to what was happening, they were not ready for this, and were consequently carted off to their ends.

In my personal experience, change comes often and is more noticeable when it comes hard and fast, but has also taught me to be ready for it, and how to deal with it. When a family member is lost, sometimes it can be unexpected, sudden. When my great grandmother abruptly passed away, our entire family was in shock, we were not ready for her passing. She was in perfect condition except for the factor of her age, but we never considered that she would be leaving us. Soon after she passed away, I learned that one

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Example Scored Excellent (E)

needs to always be ready for the ones they love, or even themselves, to be taken away in the blink of an eye. If you are prepared for a change, if you keep the idea in the back of your mind, like the passing of a family member or close friend, it can help to cushion the blow and allow you to adapt, to heal yourself inside quicker. If one is ready for the unexpected and knows that they have to react, they could make changes much faster than if the change hit them like a brick out of the blue

I believe that everyone should keep a fragment of impending disaster in their thoughts, that they should always be somewhat ready for the worst situation. Being prepared is a part of life, no matter what area. In careers, people plan ahead, in marriages people plan to have children, so why should people think that it is ok not to be prepared to react to a change that could be devastating. To every action there is a reaction, and the more prepared one is for what is to come, the easier and quicker the reaction will be.

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Literary Exploration Assignment, June 2007

Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Support (E)</p> <ul style="list-style-type: none"> • An insightful understanding of the topic is demonstrated. • The student’s ideas are perceptively explored. • The literary example is related effectively to the student’s ideas. • Support is precise and effective. 	<p>An insightful understanding of the topic is demonstrated through the exploration of the idea that “everyone should keep a fragment of impending disaster in their thoughts, that they should always be somewhat ready for the worst situation.”</p> <p>The student’s ideas are perceptively explored through the discussion of Ken Read’s preparation for the potential hazards of competition, the Hungarian Jew’s dismissal of the warnings of impending disaster, the student’s experience of the loss of a family member, and recognition that “Change can often disrupt a person’s life, even more so if the individual is unprepared for what is to come.”</p> <p>The literary example from <i>Night</i>—“If appropriate measures had been taken, and people had prepared for these things, if they had fled knowing what might be in store for them, things might have turned out better for the Narrator and his family”—is related effectively to the student’s ideas.</p> <p>Support is precise and effective: “even though he was caught in the moment, trying to keep from taking a disastrous tumble, he still had thoughts of what could happen in the back of his mind, he was preparing himself for what could take place,” “they did not believe him, and called him crazy as what they thought were unthinkable atrocities were recounted to them by the one who returned,” and “If you are prepared for a change, if you keep the idea in the back of your mind, like the passing of a family member or close friend, it can help to cushion the blow and allow you to adapt, to heal yourself inside quicker.”</p>	<p>E</p>

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Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Form and Structure (E)</p> <ul style="list-style-type: none"> • A focused controlling idea or unifying effect is skillfully sustained throughout the response. • Development of ideas and explanations is smooth and coherent. • The response flows to an effective closure. 	<p>A focused controlling idea is skillfully sustained through the discussion of Ken Read’s ability to handle the unforeseen conditions on the ski hill, of the consequences of the dismissed warnings offered to the Jewish families preceding their evacuation and subsequent internment, and of the lessons learned through the student’s sudden loss of a family member.</p> <p>The development of the ideas and explanations about Ken Read’s experience preparing him for unforeseen challenges, about the Jewish families being “extremely unprepared for what was to come,” and the student realizing that “one needs to always be ready for the ones they love, or even themselves, to be taken away in the blink of an eye” is smooth and coherent.</p> <p>The response flows to an effective closure.</p>	<p>E</p>

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 Literary Exploration Assignment, June 2007

Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Choice (E)</p> <ul style="list-style-type: none"> • Diction is precise and effective. • Many sentences have been successfully structured for effect and are sometimes polished. • Stylistic choices contribute to the creation of a convincing voice. 	<p>Diction, such as “primed and ready,” “constantly scanning the course,” “consequently carted off to their ends,” and “abruptly passed away,” is precise and effective.</p> <p>Sentences, such as “When he was launched down an ice wall at 130 kilometers an hour, he was not only thinking of what to do if he was to survive, but also that he would be fine as long as his equipment was in good working condition,” “Elizer and his family stayed in the town and did nothing to prepare themselves for what they had already been warned of,” and “When a family member is lost, sometimes it can be unexpected, sudden,” have been successfully structured for effect and are sometimes polished.</p> <p>Stylistic choices, such as “Change and adaptation are a normal part of life, we see them everywhere and are involved in both every moment of our lives, but it’s the major or traumatic ones that remain burned into our memories and that are written down for the entire world to see” and “She was in perfect condition except for the factor of her age, but we never considered that she would be leaving us,” contribute to the creation of a convincing voice.</p>	<p>E</p>

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Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Correctness (E)</p> <ul style="list-style-type: none">• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.• The relative absence of error is impressive considering the complexity of the response and the circumstances.	<p>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</p> <p>The relative absence of error is impressive considering the complexity of the response and the circumstances.</p>	<p>E</p>

English Language Arts 30-2
Persuasive Writing in Context Assignment, June 2007

Example Scored Satisfactory (S)

Members of Prosper Town Council:

My name is Cassidy Ray. I am a grade 12 student at Prosper High School. I can see clearly that you are at a delima. I am here today to talk to you about continuing with the building of the housing development.

I understand that there are fossils on that land. Yes we must conserve them for research. I think that you should extract them quickly and move on with the housing development.

With the building of the houses we are helping our community. Not everyone is fortunate enough to make lots of money. Many are homeless because rent is too high. With the building of these homes we are making it affordable for

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Persuasive Writing in Context Assignment, June 2007

Example Scored Satisfactory (S)

these people to live. Think of a little child, not eating properly cause their parents are trying to keep a roof of their heads. I don't believe that's fair! Continue building these homes

I would like to thank you for your time and allowing me to come here today a voice my opinion. Continue building homes so people will have affordable places to live!

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**English Language Arts 30–2
Persuasive Writing in Context Assignment, June 2007**

Example Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORES
<p>Thought and Support (S)</p> <ul style="list-style-type: none"> • A sufficient but generalized understanding of the issue is demonstrated. • The student’s arguments are appropriate and straightforward. • Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. • Awareness of audience is generally sustained. 	<p>A sufficient but generalized understanding of the issue is demonstrated in “I think that you should extract them quickly and move on with the housing development.”</p> <p>The student’s argument that despite the significance of the fossils, affordable housing for Prosper families is essential is appropriate and straightforward.</p> <p>Support is relevant but general: “With the building of the houses we are helping our community,” “With the building of these homes we are making it affordable for these people to live,” and “Think of a little child, not eating properly cause their parents are trying to keep a roof of their heads.”</p> <p>Awareness of audience is generally sustained by statements, such as “My name is Kassidy Rey. I am a grade 12 student at Prosper High School” and “I would like to thank you for your time and allowing me to come here today a voice my oppinion.”</p>	<p>S</p>
<p>Writing Skills (S)</p> <ul style="list-style-type: none"> • The selection and use of words and structures are occasionally effective. • This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words and structures are occasionally effective: “Not everyone is fortunate enough to make lots of money” and “Continue building homes so people will have affordable places to live!”</p> <p>This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics: “I am here today to talk to you about continuing with the building of the housing development” and “I understand that there are fossils on that land.”</p>	<p>S</p>

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Persuasive Writing in Context Assignment, June 2007

Example Scored Proficient (Pf)

Members of Prosper Town Council:

My name is Kassandra Ray, a grade 12 student at Prosper High School. It has recently come to my attention that we have come across some rare fossils in our town, and that we are trying to decide whether we should build houses over the site or build a museum to display the new found fossils.

Some think that we should send the fossils off to another museum and that we should keep building the housing because we are getting an influx of new people in the town. I ~~do~~ agree because if we decide to build the museum there is no guarantee that we will be able to support it with the Royal Tyrrell museum being so close why would people want to come and see our museum.

It would be very irresponsible if we neglected the new people that are moving

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Example Scored Proficient (Pf)

into town just so we can try to build something that we would have a lot of competition for anyways. It's not like we are going to destroy the fossils, we do know how important they are to the world with the growing interest in science. Having a place to live is a need. It is something that everyone needs. This is why we should build the new housing and not the museum. Knowledge is power but you cannot gain that knowledge until your ^{basic} needs are met.

Royal Tyrrell museum is it all that far away and we can always go visit the fossils in a place where there are already trained professionals who specialize in various fossils and can be properly displayed there.

In conclusion we do have an obligation to this town to build these houses. As Darren Fazli says if we are going to dig let it be for the good of the living.

Thank you

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 Persuasive Writing in Context Assignment, June 2007

Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Support (Pf)</p> <ul style="list-style-type: none"> • A thoughtful and competent understanding of the issue is demonstrated. • The student’s arguments are well considered and sound. • Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. • Awareness of audience is sustained. 	<p>A thoughtful and competent understanding of the issue is demonstrated by the student’s rejection of the proposal based on the relative importance of basic housing needs over the scientific knowledge to be garnered by having an interpretive centre.</p> <p>The student’s arguments that “if we decide to build the museum there is no guarantee that we will be able to support it” and “It would be very irresponsible if we neglected the new people that are moving into town” are well considered and sound.</p> <p>Support, such as “with the Royal Tyrell museum being so close why would people want to come and see our museum,” “It’s not like we are going to destroy the fossils,” “Having a place to live is a need,” and “Knowledge is power but you cannot gain that knowledge until your Basic needs are met,” “we can always go visit the fossils in a place where there are already trained professionals,” is accurate and purposefully chosen.</p> <p>Awareness of audience is sustained from “My name is Kassidy Ray, a grade 12 student at Prosper High School” to “In conclusion we do have an obligation to this town to build these houses.”</p>	<p>Pf</p>

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Persuasive Writing in Context Assignment, June 2007**

Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Writing Skills (Pf)</p> <ul style="list-style-type: none"> • The selection and use of words and structures are frequently effective. • This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. 	<p>Selection and use of words and structures (“It has recently come to my attention that we have come across some rare fossils in our town,” “we are getting an influx of new people in the town,” and “there are already trained professionals who specialize in various fossils”) are frequently effective.</p> <p>This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</p>	<p>Pf</p>

English Language Arts 30–2
Persuasive Writing in Context Assignment, June 2007

Example Scored Excellent (E)

Dear Town Council;

My name is Kassidy Rey. This is a response to the findings of the dinosaur bones and I believe that we should leave it to industry professionals such as the Royal Tyrell museum to excavate them so that we may build housing which is so sorely needed.

Many families have already considered these buildings as necessary for the growth of our community. While I agree that building a facility for these fossils may bring revenue for the community, there has been a great increase in the population of our town and we should not give up the opportunity to build and allow these people to become a part of our town. There is also a great risk of losing money by building the facility if tourists do not wish to come see the exhibits. We are in competition in the area's of financial business with the Royal Tyrell museum, which has already gained an exponential following of regular tourists and students. It is too much of a risk.

Speaking of the Royal Tyrell museum, I think it would be best to hand over the excavation processes to them. They have already proven that they are an efficient excavation team and rather than trying to bring revenue to only the community itself, it also provides revenue to the province through tax. The museum itself is known around the world. It is most likely that tourists would rather go to a well known exhibit than one that has no credibility.

On the topic of education, while I strongly agree that having an exhibit in our town would provide better studies in the areas of paleontology, it is not necessary. Students wishing to view these fossils have other, better area's to study dinosaurs and paleontology as a whole.

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Persuasive Writing in Context Assignment, June 2007**

Example Scored Excellent (E)

Housing itself has proven to be a great provider of income for the community and why should we stop and take a risk? Many families have already been pre-approved for housing and we would not want to lose these people. Having more people in the community would create a new source of income and most likely will increase the workforce.

Thank You

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 Persuasive Writing in Context Assignment, June 2007

Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Support (E)</p> <ul style="list-style-type: none"> • A perceptive and thorough understanding of the issue is demonstrated. • The student’s arguments are adept and convincing. • Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. • A precise awareness of audience is effectively sustained. 	<p>A perceptive and thorough understanding of the issue is demonstrated by the student’s discussions of the economic risks associated with building the interpretive centre, Prosper’s inability to excavate the site properly, better options for learning about paleontology, and the potential loss of people from the community.</p> <p>The student’s arguments are adept and convincing, as in “There is also a great risk of losing money by building the facility if tourists do not wish to come see the exhibits,” “Speaking of the Royal Tyrell museum, I think it would be best to hand over the excavation processes to them,” “Students wishing to view these fossils have other, better area’s to study dinosaurs and paleontology as a whole,” and “Housing itself has proven to be a great provider of income for the community.”</p> <p>Support, such as “We are in competition in the area’s of financial business with the Royal Tyrell museum,” “They have already proven that they are an efficient excavation team,” “tourists would rather go to a well known exhibit than one that has no credibility,” and “Many families have already been pre-approved for housing and we would not want to lose these people,” is well defined and purposefully chosen to reinforce the student’s ideas.</p> <p>A precise awareness of audience is effectively sustained through the student’s selection of arguments that address the financial concerns of the town council.</p>	<p>E</p>

**English Language Arts 30–2
Persuasive Writing in Context Assignment, June 2007**

Example Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Writing Skills (E)</p> <ul style="list-style-type: none"> • The selection and use of words and structures are effective. • This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words (“industry professionals,” “so sorely needed,” and “excavation processes”) and structures (“On the topic of education, while I strongly agree that having an exhibit in our town would provide better studies in the areas of paleontology, it is not necessary”) are effective.</p> <p>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</p> <p>The proportion of error in terms of the complexity of the response has been considered.</p>	<p>E</p>

Scoring Categories and Criteria

*Scoring Categories and
Scoring Criteria for
2006–2007
Assignment I:
Visual Reflection
(Continued)*

Ideas and Impressions (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts* 2.1 2.2 2.3 4.1

When marking **Ideas and Impressions**, the marker should consider

- the quality of the **ideas** generated by the student to explore the visual text(s) and the **impressions** that the student has formed to reflect upon the visual text(s)
- the effectiveness and consistency of the **support** provided

Excellent (E)	The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions.
Proficient (Pf)	The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions.
Satisfactory (S)	The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions.
Limited (L)	The student's perceptions are superficial or ambiguous. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions.
Poor (P)	The student's perceptions are underdeveloped or incomprehensible. Support is lacking, inappropriate, or unrelated to the student's ideas and impressions.
Insufficient (INS)	<ul style="list-style-type: none">• The marker can discern no evidence of an attempt to fulfill the assignment OR• The writing is so deficient in length that it is not possible to assess Ideas and Impressions.

**Scoring Categories and
Scoring Criteria for
2006–2007**

**Assignment I:
Visual Reflection**

Presentation (5% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High
School English Language Arts* 3.1 3.2 4.1 4.2

When marking **Presentation**, the marker should consider

- the **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
- the quality of **language** and **expression**
- the appropriateness of **development** and **unifying effect** to prose form

Consider the proportion of error in terms of the complexity and length of the response.

Excellent (E)	The student’s voice is engaging and the tone is confident. Stylistic choices are precise and effective. The writing is skillfully developed, and the unifying effect is confidently sustained.
Proficient (Pf)	The student’s voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective. The writing is coherently developed, and the unifying effect is capably sustained.
Satisfactory (S)	The student’s voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective. The writing is generally clearly developed, and the unifying effect is appropriately sustained.
Limited (L)	The student’s voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective. The writing is unclearly or incoherently developed, and the unifying effect is not sustained.
Poor (P)	The student’s voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication. The writing is ineffectively developed, and/or a unifying effect is absent.

Scoring Categories and Scoring Criteria for 2006–2007

**Assignment II:
Literary Exploration
(Continued)**

Thought and Support (10% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.1 2.3 3.2 4.1 4.2

When marking **Thought and Support**, the marker should consider how effectively

- the **student’s ideas** reflect an understanding of the **topic**
- the **literary example** relates to the student’s ideas
- the **support** explains and/or clarifies the response

Consider ideas presented in the *Personal Reflection on Choice of Character(s) from Literary Text(s)*.

Because students’ responses to the *Literary Exploration Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Literary Exploration Assignment* on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

... 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.

Excellent (E) An insightful understanding of the topic is demonstrated. The student’s ideas are perceptively explored. The literary example is related effectively to the student’s ideas. Support is precise and effective.

Proficient (Pf) A well-considered understanding of the topic is demonstrated. The student’s ideas are thoughtfully explored. The literary example is related competently to the student’s ideas. Support is specific and relevant.

Satisfactory (S) A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general.

Limited (L) An understanding of the topic may be evident but is only partially demonstrated or is not always defensible or sustained. The student’s ideas may be incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student’s ideas. Support may be deficient, vague, redundant, or marginally relevant.

Poor (P) An implausible conjecture concerning the topic may be suggested. The student’s ideas, if present, are irrelevant, incomprehensible, or unexplored. The literary example is absent or unrelated to the student’s ideas. Support, if present, is overgeneralized or of questionable relevance.

Insufficient (INS)

- The marker can discern no evidence of an attempt to fulfill the assignment **OR**
- The writing is so deficient in length that it is not possible to assess Thought and Support.

**Scoring Categories and
Scoring Criteria for
2006–2007**

**Assignment II:
Literary Exploration
(continued)**

Form and Structure (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts* 2.2 3.1 4.1 4.2

When marking **Form and Structure**, the marker should consider how effectively the **student's** organizational choices result in

- the development and maintenance of a **controlling idea** or **unifying effect**
- the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Excellent (E)	A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent. The response flows to an effective closure.
Proficient (Pf)	A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent. The response moves to an appropriate closure.
Satisfactory (S)	A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent. The response moves to a functional closure.
Limited (L)	A controlling idea or unifying effect may be evident, but the response lacks unity. Development of ideas and explanations is uncertain, inadequate, or incoherent. The response may not arrive at an appropriate closure.
Poor (P)	A controlling idea or unifying effect is absent. Development of ideas and explanations is unclear and ineffective. The response closes ineffectively.

Scoring Categories and Scoring Criteria for 2006–2007
Assignment II:
Literary Exploration
(continued)

Matters of Choice (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

When marking **Matters of Choice**, the marker should consider how effectively the **student's** choices enhance communication. The marker should consider

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of **voice**

- Excellent (E)** Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.
- Proficient (Pf)** Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.
- Satisfactory (S)** Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.
- Limited (L)** Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.
- Poor (P)** Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

Scoring Categories and Scoring Criteria for 2006–2007
Assignment II:
Literary Exploration

Matters of Correctness (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response.

- | | |
|-------------------------|--|
| Excellent (E) | This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances. |
| Proficient (Pf) | This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. |
| Satisfactory (S) | This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear. |
| Limited (L) | This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication. |
| Poor (P) | This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication. |

**Scoring Categories and
Scoring Criteria for
2006–2007**

**Assignment III:
Persuasive Writing
in Context
(Continued)**

Thought and Support (10% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts* 2.1 2.2 2.3 4.1 4.2

When marking **Thought and Support**, the marker should consider

- how effectively the student has addressed the **significance** and **complexity** of the issue
- the **persuasiveness** and **consistency** of the argument(s) presented
- how well the supporting evidence is **integrated, synthesized, and/or developed** to support the student’s arguments
- awareness of **audience** and effectiveness of **voice**

- Excellent (E)** A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. A precise awareness of audience is effectively sustained.
- Proficient (Pf)** A thoughtful and competent understanding of the issue is demonstrated. The student’s arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. Awareness of audience is sustained.
- Satisfactory (S)** A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. Awareness of audience is generally sustained.
- Limited (L)** An incomplete, vague, or confused understanding of the issue is demonstrated. The student’s arguments are oversimplified and/or inconsistent. Support is superficial, unclear, contradictory, inappropriate, or merely a restatement of what is provided in the examination. Awareness of audience may be apparent but is not sustained.
- Poor (P)** An inaccurate or minimal understanding of the issue is demonstrated. The student’s arguments are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, overgeneralized, or lacking. Little awareness of audience is apparent.
- Insufficient (INS)**
- The marker can discern no evidence of an attempt to fulfill the assignment **OR**
 - The writing is so deficient in length that it is not possible to assess Thought and Support.

Scoring Categories and Scoring Criteria for 2006–2007
Assignment III:
Persuasive Writing in Context

Writing Skills (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- **syntax**
- **diction**
- **grammar**
- **mechanics**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent (E)	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
Proficient (Pf)	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
Satisfactory (S)	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
Limited (L)	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
Poor (P)	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.