

Examples of the Standards for Students' Writing 2007

English Language
Arts Grade 6

- Narrative Writing

Contacts

Learner Assessment Achievement Testing Unit

Phone 780-427-0010
OR toll-free 310-0000, then dial or ask for 780-427-0010
FAX 780-422-3206

E-mail Addresses

| | | |
|---|----------------|--------------------------|
| Achievement Testing Unit Director | Jo-Anne Hug | Jo-Anne.Hug@gov.ab.ca |
| Grade 6 Humanities Examination Manager | Robyn Pederson | Robyn.Pederson@gov.ab.ca |
| Grade 6 Humanities Examiner | Sandy Myshak | Sandy.Myshak@gov.ab.ca |

Other Information

Do you need information on the Achievement Testing Program?

Follow these steps for easy access to the Alberta Education website:

- Step 1: Type <http://www.education.alberta.ca>
- Step 2: Click on *Provincial Testing* (under *For Administrators*)
- Step 3: Click on *Achievement Tests*

On the “Achievement Tests” web page, there is a specific link to *Subject Bulletins*. These bulletins provide students and teachers with information about the achievement tests scheduled for the current school year. Please share the contents of the *Grade 6 English Language Arts Subject Bulletin*—particularly the sample questions, writing assignments, and scoring criteria—with your students.

There is also a specific link on this web page to writing samples that are designed to be used by teachers and students: the *Examples of the Standards for Students’ Writing*. These samples are intended to be used to enhance student writing and to assist teachers in assessing student writing relative to the standards embedded in the scoring criteria in the scoring guides.

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Table of Contents

| | |
|--|----|
| Introduction..... | 1 |
| Maintaining Consistent Standards | 2 |
| Local Marking..... | 3 |
| Scoring Guide: Narrative Writing..... | 4 |
| Section I: Narrative Writing Prompt..... | 9 |
| Student Exemplar 3A..... | 12 |
| Rationale for Student Exemplar 3A..... | 16 |
| Student Exemplar 3B | 18 |
| Rationale for Student Exemplar 3B..... | 24 |
| Student Exemplar 4..... | 26 |
| Student Exemplar 5..... | 27 |
| Rationale for Student Exemplar 5..... | 33 |

Introduction

To provide each paper with the most accurate and impartial judgement 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 judgement 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 one of the Learner Assessment staff members to discuss any questions or concerns.

Maintaining Consistent Standards

For all achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used both to establish expectations for student work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. These working groups are crucial to ensuring that marks are valid, reliable, and fair measures of student achievement.

Exemplar Selection Working Group

Exemplars are selections of student work, taken from field tests, that best illustrate the scoring criteria. The Exemplar Selection Working Group is composed of experienced teachers representing various regions of the province who read a large sample of students' written responses. Working group members select responses that best match the established standards in the Exemplars and Rationales from the previous marking session. The working group then writes Rationales that explain the relationship between each Exemplar and the scoring criteria in each scoring category. The same process also occurs at this time in the selection of Training Papers. These papers are selected to illustrate characteristics of student work that might not be covered in the Exemplars and that might lead to inconsistent judgements or marking difficulties. While Exemplars usually receive consistent scores across all categories, Training Papers may 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 markers. 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 when compared with actual student work on the Achievement Test. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. Working group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same student paper for inter-rater reliability. Reliability Reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

Working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are part of a complex set of processes that have evolved over the years of Achievement Test administration. These teacher working groups are crucial to ensuring that standards are consistently and fairly applied to student work.

Local Marking

Classroom teachers can mark student writing, using the Scoring Guides, Exemplars, and Rationales in this document that are sent to the schools along with the *Part A: Writing* tests, before returning the tests to Alberta Education. All papers are marked 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 the *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. If a teacher wants to know how locally awarded scores compare with the scores the tests receive when marked centrally, he or she must also fill in the **ID No.** section. No two teachers from the same school should use the same ID number. No other marks are to be made on the test booklet by the teacher.

Tests are to be returned to Alberta Education according to the scheduling information in the on-line *General Information Bulletin*. The tests will then be marked 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 be adjudicated by a third reading, which will determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are **not marked locally** by teachers will be **marked 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, central marking scores, third-read scores if applicable, and the final scores assigned.

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

A total score for a student's written response may be calculated by a teacher using the following procedure. For the **Narrative / Essay Writing Assignment**, assign a score of 1 to 5 for each of *content, organization, sentence structure, vocabulary, and conventions*. Then, multiply the scores for *content* and *organization* by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative / Essay Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of *content* and *content management*. Then, multiply these scores by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total Part A: Writing Score**, add the Narrative / Essay Writing and Functional Writing scores as follows: **Narrative / Essay Writing __/35 (63.6%) + Functional Writing __/20 (36.4%) = Total Score __/55 (100%)**. The mark for *Part A: Writing* is worth 50% of the total mark for the Grade 9 English Language Arts Achievement Test.

Scoring Guide—Narrative Writing

Content

Focus

When marking **Content** appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer

- establishes a context
- uses ideas and/or events that are appropriate for the established context
- uses specific details (of characters, setting, actions, events, etc.)
- demonstrates an awareness of audience

| | |
|---|---|
| <p>Meets the Standard of Excellence</p> <p>5</p> | <ul style="list-style-type: none"> • The context is clearly established and consistent. • The ideas and/or events are deliberately chosen for the context established. • Supporting details are precise and consistently effective. • The writing is confident and/or creative and holds the reader’s interest. |
| <p>Approaches the Standard of Excellence</p> <p>4</p> | <ul style="list-style-type: none"> • The context is clearly established and appropriate. • The ideas and/or events are intentionally chosen for the context established. • Supporting details are specific and generally effective. • The writing is considered and draws the reader’s interest. |
| <p>Clearly Meets the Acceptable Standard</p> <p>3</p> | <ul style="list-style-type: none"> • The context is established and generally appropriate. • The ideas and/or events are adequate for the context established. • Supporting details are general and may be predictable. • The writing is straightforward and generally holds the reader’s interest. |
| <p>Does Not Clearly Meet the Acceptable Standard</p> <p>2</p> | <ul style="list-style-type: none"> • The context is vaguely established and/or may not be appropriate. • The ideas and/or events are vague given the context established. • Supporting details are few and/or may be repetitive. • The writing is superficial and does not hold the reader’s interest. |
| <p>Clearly Below the Acceptable Standard</p> <p>1</p> | <ul style="list-style-type: none"> • The context may be unclear and/or inappropriate. • The ideas and/or events are undeveloped and/or unrelated to any context established. • Supporting details are scant. • The writing is confusing and/or frustrating for the reader. |
| <p>Insufficient</p> <p>INS</p> | <ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content. |

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

Organization

Focus

When marking **Organization** appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer

- introduces the response
- follows a coherent order
- establishes connections and/or relationships among events, actions, details, and/or characters
- brings closure to the writing

| | |
|--|--|
| Meets the Standard of Excellence 5 | <ul style="list-style-type: none"> • The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing. • Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained. • Connections and/or relationships among events, actions, details, and/or characters are consistently maintained. • The ending ties events and/or actions together. |
| Approaches the Standard of Excellence 4 | <ul style="list-style-type: none"> • The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing. • Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained. • Connections and/or relationships among events, actions, details, and/or characters are maintained. • The ending provides an appropriate finish for events and/or actions. |
| Clearly Meets the Acceptable Standard 3 | <ul style="list-style-type: none"> • The introduction directly presents information about events, characters, and/or setting. • Events and/or details are developed in a discernible order, although coherence may falter occasionally. • Connections and/or relationships among events, actions, details, and/or characters are generally maintained. • The ending is predictable and/or contrived but is connected to events and/or actions. |
| Does Not Clearly Meet the Acceptable Standard 2 | <ul style="list-style-type: none"> • The introduction presents information about events, characters, and/or setting but lacks direction. • The development of events and/or details is not clearly discernible, and coherence falters frequently. • Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing. • The ending is predictable and/or contrived, and may not be connected to events and/or actions. |
| Clearly Below the Acceptable Standard 1 | <ul style="list-style-type: none"> • The introduction provides little information and/or is ineffective. • The development of events and/or details is haphazard and incoherent. • Connections and/or relationships among events, actions, details, and/or characters are missing. • The ending, if present, is unconnected to the events and/or actions. |
| Insufficient INS | <ul style="list-style-type: none"> • The writing has been awarded an INS for Content. |

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

Sentence Structure

Focus

When marking **Sentence Structure** appropriate for Grade 6 narrative writing, the marker should consider the

- writer’s control of sentence structure
- effectiveness and variety of sentence type and sentence length
- variety of sentence beginnings

Length and complexity of response must be considered.

| | |
|--|--|
| Meets the Standard of Excellence 5 | <ul style="list-style-type: none"> • Sentence structure is effectively and consistently controlled. • Sentence type and sentence length are consistently effective and varied. • Sentence beginnings are consistently varied. |
| Approaches the Standard of Excellence 4 | <ul style="list-style-type: none"> • Sentence structure is controlled. • Sentence type and sentence length are usually effective and varied. • Sentence beginnings are often varied. |
| Clearly Meets the Acceptable Standard 3 | <ul style="list-style-type: none"> • Sentence structure is generally controlled, but lapses may occasionally impede the meaning. • Sentence type and sentence length are sometimes effective and/or varied. • Some variety of sentence beginnings is evident. |
| Does Not Clearly Meet the Acceptable Standard 2 | <ul style="list-style-type: none"> • Sentence structure sometimes lacks control, and this may impede the meaning. • There is little variation of sentence type and sentence length. • There is little variety of sentence beginnings. |
| Clearly Below the Acceptable Standard 1 | <ul style="list-style-type: none"> • Sentence structure generally lacks control, and this often impedes the meaning. • There is no variation of sentence type or sentence length. • There is no variety of sentence beginnings. |
| Insufficient INS | <ul style="list-style-type: none"> • The writing has been awarded an INS for Content. |

Vocabulary

Focus

When marking **Vocabulary** appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses

- words and expressions are used accurately
- words and expressions are used effectively
- words and expressions to enhance the student’s voice

Length and complexity of response must be considered.

| | |
|--|---|
| Meets the Standard of Excellence 5 | <ul style="list-style-type: none"> • Words and expressions are used accurately. • Precise words and expressions are used to create vivid images and/or to enrich details. • Words and expressions are used to create vivid images and enhance the student’s voice. |
| Approaches the Standard of Excellence 4 | <ul style="list-style-type: none"> • Words and expressions are often used accurately. • Specific words and expressions are frequently used to create images and/or to add clarity to details. • Words and expressions are descriptive and often enhance the student’s voice. |
| Clearly Meets the Acceptable Standard 3 | <ul style="list-style-type: none"> • Words and expressions are generally used appropriately. • General words and expressions are used adequately to clarify meaning. • Words and expressions generally enhance the student’s voice. |
| Does Not Clearly Meet the Acceptable Standard 2 | <ul style="list-style-type: none"> • Words and expressions generally convey only vague meanings. • Imprecise words and expressions predominate; specific words, if present, may be awkwardly used. • Words and expressions are basic and may detract from the student’s voice. |
| Clearly Below the Acceptable Standard 1 | <ul style="list-style-type: none"> • Words and expressions convey only vague meanings. • Overgeneralized words and expressions predominate; specific words if present, are frequently misused. • Words and expressions are simple and/or obscure the student’s voice. |
| Insufficient INS | <ul style="list-style-type: none"> • The writing has been awarded an INS for Content. |

Conventions

Focus

When marking **Conventions** appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of

- mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.)
- clarity and flow of the communication

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

| | |
|--|--|
| Meets the Standard of Excellence 5 | <ul style="list-style-type: none"> • The quality of the writing is enhanced because it is essentially error-free. • Errors, if present, do not reduce the clarity or interrupt the flow of the communication. |
| Approaches the Standard of Excellence 4 | <ul style="list-style-type: none"> • The quality of the writing is sustained because it contains only minor convention errors. • Errors that are present rarely reduce the clarity or interrupt the flow of the communication. |
| Clearly Meets the Acceptable Standard 3 | <ul style="list-style-type: none"> • The quality of the writing is maintained through generally correct use of conventions. • Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication. |
| Does Not Clearly Meet the Acceptable Standard 2 | <ul style="list-style-type: none"> • The quality of the writing is weakened by the frequently incorrect use of conventions. • Errors often reduce the clarity and interrupt the flow of the communication. |
| Clearly Below the Acceptable Standard 1 | <ul style="list-style-type: none"> • The quality of the writing is impaired by the consistently incorrect use of conventions. • Errors severely reduce the clarity and impede the flow of the communication. |
| Insufficient INS | <ul style="list-style-type: none"> • The writing has been awarded an INS for Content. |

Grade 6 Achievement Test
English Language Arts

Part A: Writing

To the Teacher:

Read this page and pages 1, 11, and 12 to your students. Students may remove the tear-out pages (Narrative and Functional Writing assignment prompts) to refer to while they do their planning and writing.

Description

Part A: Writing consists of two sections.

• **Section I: Narrative Writing**

This section has a picture prompt for you to respond to in writing. You should take about 70 minutes to complete Section I.

• **Section II: Functional Writing**

This section describes a situation to which you must respond in the format of a news article. You should take about 40 minutes to complete Section II.

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

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

2007

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* pages.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten copy** of your writing.

NOTE: The tear-out pages must be returned at the end of the test. Insert these pages inside the back cover of the writing booklet.

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 each 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.

Section I: Narrative Writing (Suggested time—70 minutes)

Assignment

Look at the picture on page 10. Use your imagination to write a story that the picture has helped you to think about.

When writing your story, **be sure to**

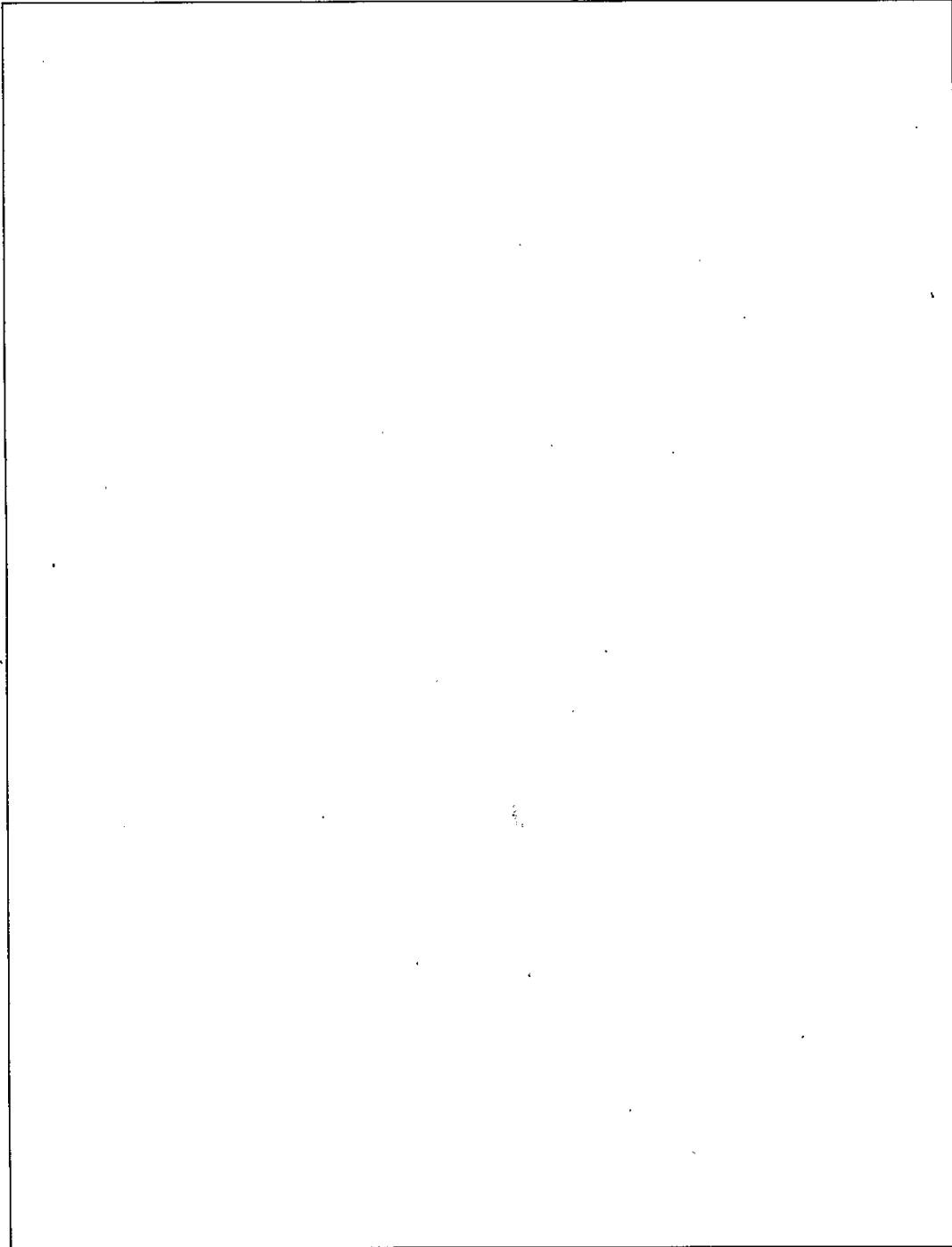
- **consider** your audience
- **focus** on your purpose
- **organize** your thoughts appropriately in sentences and paragraphs
- use **vocabulary** that is interesting and descriptive
- **edit** your work directly on your writing
- **budget** your time

The picture used for this question is not available due to copyright restrictions.

Student Exemplar 3A

Section II: Planning

Use this page to plan in whatever way you choose.

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

What IS That?

(Title)

One summer at the lake Louise Cabin ^{there} were a happy family, but not this time! This time every thing went wrong, there was no fire wood, no people there was ^{nothing.} ~~no body~~.

"Where is everybody", asked Sam?

"I don't know", replied mom! They waited for an hour in there cold cabin.

Finally

Sam said, I'm bored.

"Me too", said Violet! She was the youngest one.

"Well go into the forest", said mom.

As they were walking in the forest they

Student Exemplar 3A

heard a loud roar. They ran back to the cabin as fast as they could.

"Mom there's something out there", said Sam

"Well go see what it is", replied Sam and Violet and mom. So ~~they~~ went out ~~they~~ heard the

same noise getting closer and closer. Finally

when it sounded like it was above ~~the~~ ^{them} they and got

ran ~~to~~ ~~get~~ there dog. There dog's name was

Buddy^{he} was a Golden Retriever. They went back

to the noise when it was above them again.

Buddy started barking.

"What is it Buddy," asked

Student Exemplar 3A

He look up in the tree it was

Sam, ~~It~~ was a black bear cub, they saw it
and ran as fast as they could ^{to the cabin}. They told their
parents what they saw, and never went in the
forest again.

"Remember the time we saw that
black bear cub in the tree" asked Violet?

"Yep I sure do," replied Sam.

**GRADE 6 ENGLISH LANGUAGE ARTS
RATIONALE FOR STUDENT EXEMPLAR 3A**

Narrative 3A

Title: What Is That?

| Score | Reporting Category |
|----------|---|
| 3 | <p>Content</p> <ul style="list-style-type: none"> 3 • The context is established and generally appropriate (a family is vacationing; to alleviate boredom, the children set out into the forest and make a discovery). 3 • The ideas and events are adequate for the context established (Sam is bored, he and his sister go into the forest, and then they make a discovery in a tree). 3 • Supporting details are general and predictable (children hear a noise, report back to their mom, investigate with their dog). 3 • The writing is straightforward and generally holds the reader’s interest. |
| 3 | <p>Organization</p> <ul style="list-style-type: none"> 3 • The introduction directly presents information about events, characters, and setting (“One summer at the Lake Louise Cabin there were a happy family, but not this time!”). 3 • Events and details are developed in a discernible order (“waited for an hour in there cold cabin,” “She was the youngest one,” “they heard a loud roar,” and “Buddy he was a Golden Retriever”). 3 • Connections and relationships among events, actions, details, and characters are generally maintained (“They ran back to the cabin as fast as they could,” “So Sam and Violet went out and heard the same noise,” and “They told there parents what they saw”). 3 • The ending is predictable but is connected to events and actions (“ ‘Remember the time we saw that black bear cub in the tree’ asked violet?”). |
| 3 | <p>Sentence Structure</p> <ul style="list-style-type: none"> 3 • Sentence structure is generally controlled, but lapses may occasionally impede the meaning (“They went back to the noise when it was above them again”). 3 • Sentence type and sentence length are sometimes effective and varied (“As they were walking in the forest they heard a loud roar” and “Buddy started barking”). 3 • Some variety of sentence beginnings is evident (“As they were walking” and “Finally when it sounded”). <p>Length and complexity of response have been considered.</p> |

| Score | Reporting Category |
|---|--|
| <p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> | <p>Vocabulary</p> <ul style="list-style-type: none"> 3 • Words and expressions are generally used appropriately (“ ‘I don’t know,’ replied mom,” “there’s something out there,” and “it sounded like it was above them”). 3 • Generally words and expressions are used adequately to clarify meaning (“a happy family,” “there was nothing,” and “heard a loud roar”). 3 • Words and expressions generally enhance the student’s voice (“but not this time!” and “ ‘Yep I sure do,’ replied Sam”). <p>Length and complexity of response have been considered.</p> |
| <p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> | <p>Conventions</p> <ul style="list-style-type: none"> 3 • The quality of the writing is maintained through generally correct use of conventions. 3 • Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication (“there cold cabin” and “ ‘Well go into the forest’, said mom”). <p>Proportion of error to length and complexity of response has been considered.</p> |

Student Exemplar 3B

Planning

Use this page to plan in whatever way you choose.

- A ~~Enig~~ Fairy (2-6)
- the tree turns to a different land called Fairy Tale.

Student Exemplar 3B

Fairy Tale (Title)

The snow glistened in the beautiful sun light. Lucy and her brother Josh were on a walk in the forest on a cold winter day. As they walked Lucy looked into the snow covered trees, and all of the sudden she heard something crackle. Josh and Lucy both looked up. It was silent, they look around, they were very suprised of what they found! Red, Pink, yellow and green sparkled fairys were

Student Exemplar 3B

hiding in the big snow covered tree. "Hi, I'm Cassidy Green," the green Fairy announced. "This is Rose Pink, Melony Red, ^{and} Sunshine yellow! Were fairys" Josh and Lucy were in shock for a few minutes. "H-H-Hi," Lucy mumbled. "Would you like to come into our world just walk into this tree." Sunshine Yellow questioned. Lucy and Josh walks in, It was beautiful, colorful and joyful. Fairy Jale a sigh said. "Follow us we will bring you

Student Exemplar 3B

to our home and give you something to eat, you look awfully hungry."

Rose Pink demanded. They walk for about 15 minutes. Cassidy Green

came back with white fluffy Cotten Candy. "This is great!"

Lucy and Josh complimented, "Were do you get it?" "From the

cloud's of course" laughed Melong Red.

A couple hours later Josh had recamened that him and Lucy should probably go home.

Student Exemplar 3B

"We'll lead you your way
back and come visit anytime!"
sighed the Fairies. They walk again
for about 15 minutes. They were
back home were they had started.
Josh and Lucy ran back home
to tell there mom. "Hi, mom
sorry we were gone for so long
we met fairies and they invited
us to have cotten Candy with
them." The Children explained. "Gone?
you have only been out for
an hour." screeched Mom. Lucy and

Student Exemplar 3B

Josh smiled at each other. They remembered! Everyday they would go back and visit the fairies it was so great! They told the friends about it too. But of course these friends didn't believe until they saw...

Fairy Tale.

**GRADE 6 ENGLISH LANGUAGE ARTS
RATIONALE FOR STUDENT EXEMPLAR 3B**

Narrative 3B

Title: Fairy Tale

| Score | Reporting Category |
|----------|---|
| 3 | <p>Content</p> <ul style="list-style-type: none"> 3 • The context is established and generally appropriate (glistening snow; two children on a walk hear something). 3 • The ideas and events are adequate for the context established (they look around, discover fairies in the trees, go into the fairy world, return home). 3 • Supporting details are general and predictable (“Red, Pink, yellow and green sparkled fairys” and “Josh and Lucy ran back home to tell there mom”). 3 • The writing is straightforward and generally holds the reader’s interest. |
| 3 | <p>Organization</p> <ul style="list-style-type: none"> 3 • The introduction directly presents information about events, characters, and setting (“Lucy and her brother Josh were on a walk in the forest on a cold winter day”). 3 • Events and details are developed in a discernible order (they find the fairies, the fairies invite them to their home, and then the children return home). 3 • Connections and relationships among events, actions, details, and characters are generally maintained (“We’ll lead you your way back” and “They walk again for about 15 minutes”). 3 • The ending is predictable and contrived, but is connected to events and actions (“Lucy and Josh smiled at each other. They remembered!” and “They told the friends about it too”). |
| 3 | <p>Sentence Structure</p> <ul style="list-style-type: none"> 3 • Sentence structure is generally controlled (“As they walked Lucy looked into the snow covered trees, and all of the sudden she heard something crackle”). 3 • Sentence type and length are sometimes varied (“Cassidy Green came back with white fluffy cotten candy” and ““This is great!’ Lucy and Josh complimented”). 3 • Some variety of sentence beginning is evident (“From the cloud’s” and “A couple hours later”). <p>Length and complexity of response have been considered.</p> |

| Score | Reporting Category |
|---|---|
| <p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> | <p>Vocabulary</p> <ul style="list-style-type: none"> 3 • Words and expressions are generally used appropriately (“beautiful sun light,” “snow covered trees,” and “sighed the Faries”). 3 • General words and expressions are used adequately to clarify meaning (“The snow glisened in the beautiful sun light” and “white fluffy cotten candy”). 3 • Words and expressions generally enhance the student’s voice (“ ‘H-H-Hi,’ Lucy mumbled” and “ ‘From the cloud’s of course’ laughed Melony Red”). <p>Length and complexity of response have been considered.</p> |
| <p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> | <p>Conventions</p> <ul style="list-style-type: none"> 3 • The quality of the writing is maintained through generally correct use of conventions; spelling (“recamened,” “probibly,” and “belive”), punctuation, and usage errors are present, but quality is generally maintained. 3 • Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of communication (“We’ll lead you your way back and come vist anytime!”). <p>Proportion of error to length and complexity of response has been considered.</p> |

Student Exemplar 4

An example of student work representing a 4 is not available at this time.

Student Exemplar 5

Planning

Use this page to plan in whatever way you choose.

- The dog chased something up the tree (what)
- ~~↳ Maria, Sunny (the dog), Thomas, mother (who)~~
- ~~↳ Out at their farm (where)~~
- ~~↳ November 16, 1992 (when)~~
- ~~↳ They want an adventure (why)~~
- They go on an adventure (how)
- something is knocking the needles off the tree
- ~~↳ they go with their dog~~
- dog sees "animal", chases
- they spend afternoon outdoors

An Adventurous Afternoon

(Title)

"Thomas!" Maria shouted to her troublesome brother as a snowball hit her ~~to~~ square in the side of her head. "That hurt!" "Sorry," Thomas chuckled, picking up some more snow. "I guess I have better aim than I thought."

It was a pleasant winter day, November 16, 1992. The sun was shining, but not enough to melt the blanket of snow that had covered the Pascal family's farm. Maria and Thomas had been outside since breakfast, throwing snowballs, building snow forts, and waiting for some sort of adventure to come along.

"It's been hours, and we still haven't found any adventures." Maria sighed as she scratched their golden retriever Sunny behind her ears.

"Then we'll just have to go looking for

Student Exemplar 5

some." Thomas stated firmly. "Let's go."
"All right, then," muttered Maria as she brushed the snow off of her snowsuit, whistled for Sunny, and followed Thomas into the woods.

"Thomas, are you sure you know where we're going?" Maria questioned.

"Nope," said Thomas carelessly. "That's how we'll find our adventure."

"By getting lost?"

"No, by coming here," said Thomas proudly, pointing to a large tree.

"The climbing tree!" cried Maria.

"But Thomas, I thought you said you didn't know where we were going."

"I didn't."

"Whatever," muttered Maria, brushing her thick, brown hair out of her eyes.

"Let's just climb."

"Hold on," said Thomas. "Don't you notice anything different about the climbing tree?"

"Hmm," muttered Maria. "All the pinecones

Student Exemplar 5

are gone!"

"I wonder why," said Thomas with a puzzled look on his face. "How could they all fall off, just like that?"

All of a sudden, Sunny started barking louder than ever. She jumped at the tree and wagged her tail, continuing to bark as loud as she could.

"What is it Sunny?" said Maria, frantically trying to calm her dog. "Is there something in the tree?"

Sunny continued to bark, this time while running around the tree.

Then, quick as a wink, a small, furry animal darted down the tree, past Sunny, and into the woods.

"What was that?" Thomas wondered, but his thoughts were interrupted by Maria's shouts.

"Sunny! COME BACK! SUNNY!"

Thomas whipped around to see Maria dashing down the forest trail after Sunny and the little furry animal. Tommy followed them, doing

Student Exemplar 5

his best just to keep up.

They ran, ran, and ran some more, and Thomas was sure that they were deep in the heart of the forest by the time he saw Maria and Sunny stop at another tree.

"We got him! He's in this tree!" shouted Maria.

"Who?" said Thomas, out of breath.

"The squirrel!" cried Maria. "He's up here!"

"Let me see!" said Thomas, as he grabbed a branch and started to climb.

But as Thomas looked up into the tree, he saw an extraordinary sight.

There were tons of squirrels in the tree, some gray, some brown, and even some red squirrels. The pinecones that the squirrels had taken from the tree were being put to good use: being food and extra shelter for the little ones.

"I thought squirrels hibernated," said

Student Exemplar 5

Maria, confused.

"They do," Thomas said quietly. "Right here."

As Thomas, Maria, and Sunny walked home, they thought about everything that had happened that afternoon.

They were pleased. It had been an adventurous afternoon.

**GRADE 6 ENGLISH LANGUAGE ARTS
RATIONALE FOR STUDENT EXEMPLAR 5**

Narrative 5

Title: An Adventurous Afternoon

| Score | Reporting Category |
|----------|---|
| 5 | <p>Content</p> <ul style="list-style-type: none"> 5 • The context is clearly established and consistent (a brother and sister spend an afternoon in the forest unravelling the mystery of missing pinecones, only to discover a squirrel habitat). 5 • The ideas and events are deliberately chosen for the context established (“followed Thomas into the woods” and “Maria dashing down the forest trail after Sunny”). 5 • Supporting details are precise and consistently effective (“How could they <u>all</u> fall off, just like that?” and “a small, furry animal darted down the tree, past Sunny”). 5 • The writing is confident and creative and holds the reader’s interest. |
| 5 | <p>Organization</p> <ul style="list-style-type: none"> 5 • The introduction is purposeful and interesting; it effectively establishes events, characters, and setting; and it provides direction for the writing (“Maria and Thomas had been outside since breakfast, throwing snowballs, building snow forts, and waiting for some sort of adventure to come along”). 5 • Events and details are developed in paragraphs in a purposeful and effective order, and coherence is maintained (“It’s been hours., and we still haven’t found any adventures” and “Thomas was sure that they were deep in the heart of the forest”). 5 • Connections and relationships among events, actions, details, and characters are consistently maintained (“Maria shouted to her troublesome brother,” “‘Thomas, are you sure you know where we’re going?’ Maria questioned,” and “The pinecones that the squirrels had taken from the tree were being put to good use”). 5 • The ending ties events and actions together (“‘I thought squirrels hibernated.’ said Maria, confused” and “‘They do,’ Thomas said quietly. ‘Right here’”). |

| Score | Reporting Category |
|-------|--|
| 5 | <p>Sentence Structure</p> <ul style="list-style-type: none"> 5 • Sentence structure is effectively and consistently controlled. 5 • Sentence type and sentence length are consistently effective and varied (“Let’s go,” “All right, then,” and “ ‘What was that?’ Thomas wondered, but his thoughts were interrupted by Maria’s shouts”). 5 • Sentence beginnings are consistently varied (“It was a pleasant winter day,” “Don’t you notice anything different,” and “Sunny continued to bark”). <p>Length and complexity of response have been considered.</p> |
| 5 | <p>Vocabulary</p> <ul style="list-style-type: none"> 5 • Words and expressions are used accurately (“ ‘Sorry,’ Thomas chuckled, picking up some more snow” and “said Maria, frantically trying to calm her dog”). 5 • Precise words and expressions are used to create vivid images and enrich details (“ ‘Whatever.’ muttered Maria, brushing her thick, brown hair out of her eyes” and “Thomas whipped around to see”). 5 • Words and expressions are used to create vivid images and enhance the student’s voice (“I guess I have better aim than I thought” and “Then, quick as a wink, a small, furry animal darted down the tree, past Sunny, and into the woods”). <p>Length and complexity of response have been considered.</p> |
| 5 | <p>Conventions</p> <ul style="list-style-type: none"> 5 • The quality of the writing is enhanced because it is essentially error-free. 5 • Errors, if present, do not reduce the clarity or interrupt the flow of the communication (“ ‘Hmm.’ muttered Maria”). <p>Proportion of error to length and complexity of response has been considered.</p> |