Examples of the Standards for Students’ Writing 2014

English Language Arts

Grade 9

• Functional Writing
Contacts

Assessment Sector Achievement Testing Branch

Phone 780-427-0010
OR toll-free 310-0000, then dial or ask for 780-427-0010
FAX 780-422-4474
Mailing Address Alberta Education
PO Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

Email Addresses

Achievement Testing Branch Director Sean Wells Sean.Wells@gov.ab.ca
Grade 9 Humanities Assessment Standards Team Leader Harvey Stables Harvey.Stables@gov.ab.ca
Grade 9 Humanities Assessment Standards Examiner Amy Villneff Amy.Villneff@gov.ab.ca

Other Information

Follow these steps for easy access to the Alberta Education website:
Step 1: Type education.alberta.ca
Step 2: Click on “Administrators”
Step 3: Under “Provincial Testing,” click on “Achievement Tests”

On the “Achievement Tests” web page, there is a specific link to “Subject Bulletins.” These bulletins provide students and teachers with information about the achievement tests scheduled for the current school year. Please share the contents of the Grade 9 English Language Arts Subject Bulletin with your students.

Also on this web page is a specific link to “Examples of the Standards for Students’ Writing.” These samples are intended to be used to enhance students’ writing and to assist teachers in assessing student writing relative to the standards embedded in the scoring criteria in the scoring guides.

Copyright 2015, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to Alberta educators only to reproduce, for educational purposes and on a non-profit basis, parts of this document that do not contain excerpted material.

Excerpted material in this document shall not be reproduced without the written permission of the original publisher (see credits, where applicable).
# Contents

Acknowledgements ........................................................................................................................... 1
Introduction ........................................................................................................................................ 2
Maintaining Consistent Standards .................................................................................................... 4
Local Marking ...................................................................................................................................... 5
Scoring Guide: Functional Writing Assignment ..................................................................................... 7
Addressing an Envelope ....................................................................................................................... 9
Format of a Business Letter ................................................................................................................ 10
Business Letter Formats .................................................................................................................... 11

*Part A: Writing – Description and Instructions* .................................................................................. 12
Assignment II: Functional Writing ......................................................................................................... 13

Observations from Standards Confirmation and Central Marking 2014:
General Impressions ............................................................................................................................ 15
Observations from Standards Confirmation and Central Marking 2014:
Qualities of Student Writing that Did Not Meet the Acceptable Standard ............................................. 17
Observations from Standards Confirmation and Central Marking 2014:
Qualities of Student Writing that Met the Acceptable Standard ......................................................... 19
Student Exemplar – Satisfactory ......................................................................................................... 21
Rationale for Student Exemplar – Satisfactory ..................................................................................... 25
Observations from Standards Confirmation and Central Marking 2014:
Qualities of Student Writing that Met the Standard of Excellence ....................................................... 26
Student Exemplar – Proficient ........................................................................................................... 28
Rationale for Student Exemplar – Proficient ....................................................................................... 33
Student Exemplar – Excellent ............................................................................................................ 35
Rationale for Student Exemplar – Excellent .......................................................................................... 39

Appendix: Marker Training Papers ...................................................................................................... 41
Marker Training Paper A ...................................................................................................................... 42
Rationale for Marker Training Paper A ............................................................................................... 46
Marker Training Paper B ...................................................................................................................... 48
Rationale for Marker Training Paper B ............................................................................................... 52
Acknowledgements

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

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following teachers who served as members of the respective working groups: Exemplar Selection—Ryan Anderson, Curtis Brown, Nicole Lafreniere, Nicole Orr, Gary Perfect, Jacquelyn Veinot Ticheler, and David Whan; Exemplar Validation—Charlene Baxter, Shantelle Gervais, Noreen Holt, Angie Hryhoryshyn-Snow, Steve Parrish, Andrea Wiest, and Susan Woo; and Standards Confirmation—Lori Bradford, Shaunna Bradshaw, Jerry Buchko, Shawn Duncan, Sherry Lefebvre, Marion Lessard, Nora MacGregor, and Alan Welde.

We gratefully acknowledge the contributions made by members of the Achievement Testing Branch and the Document Design and Desktop Publishing Unit of the Assessment Sector, Alberta Education.
Introduction

The written responses in this document are examples of Grade 9 English Language Arts writing that meet or exceed the acceptable standard for student achievement. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for the Grade 9 English Language Arts Part A: Writing Achievement Test in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2014 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample papers and commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student’s work and the scoring criteria.

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

Cautions

1. *The commentaries are brief.* The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.

2. *Neither the scoring guide nor the assignment is meant to limit students to a single organizational or rhetorical approach in completing any achievement test assignment.* Students must be free to select and organize their material in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make. The student writing in this document illustrates just a few of the many successful organizational and rhetorical strategies used by students. We strongly recommend that you caution your students that there is no preferred approach to an assignment except that which enables the student to communicate his or her own ideas about the topic effectively. We advise you not to draw any conclusions about common patterns of approach taken by students.

3. *The sample papers presented in this document must not be used as models to be reiterated.* Because these papers are only illustrations of sample responses to a set topic, students must not memorize the content of any sample response with the intention of reiterating parts or all of a sample response when either completing classroom assignments or writing future achievement tests. The approaches taken by students at the standard of excellence, not their words or ideas, are what students being examined in the future should emulate. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure as a way of developing an individual voice and engaging the reader in ideas and forms that the student has considered. Achievement test markers and staff at Alberta Education take plagiarism and cheating seriously.
4. It is essential that each of these examples of student writing be considered in light of the constraints of the test-writing situation. Under time constraints, students produce first-draft writing. Given more time, they would be expected to produce papers of considerably improved quality, particularly in the dimension of Content Management.

5. For further information regarding student performance on Part A: Writing of the Grade 9 English Language Arts Achievement Test, access the Grade 9 English Language Arts 2014 Assessment Highlights document that is posted on the Alberta Education website.

Suggestions
To provide each paper with the most accurate and impartial judgment possible, use only the scoring criteria and the standards set by the Exemplars and Rationales. Each student is a person trying to do his or her very best. All students are completely reliant on your careful, professional consideration of their work.

Markers are responsible for
- reviewing and internalizing the scoring criteria and their application to student writing
- applying the scoring criteria impartially, independently, and consistently to all papers
- refraining from marking a response if personal biases—such as the student’s handwriting, development of topic, idiosyncrasies of voice, and/or political or religious preference—interfere with an impartial judgment of the response
- ensuring that every paper is scored
  – fairly
  – according to the scoring criteria
  – in accordance with the standards illustrated in the Exemplars and Rationales

The scores awarded to students’ papers must be based solely on the scoring criteria with reference to the Exemplars and Rationales. Fairness to all students is the most important requirement of the marking process.

To facilitate fair and valid assessment of all student work during both local and central marking, teachers must not mark or write in student booklets. Teacher-created scoring sheets, which may be used during local marking, are not to be included in student test booklets.

Please feel free to contact Assessment Sector staff members to discuss any questions or concerns.
Maintaining Consistent Standards

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

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

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

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

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

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

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

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

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

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

The levels of student achievement in the scoring guides are identified by specific words to describe student achievement in each scoring category. Classroom teachers are encouraged to discuss and use the scoring criteria with their students during the year.

To determine a student’s mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, Poor = 1.
A total score for a student’s written response may be calculated by a teacher using the following procedure. For the **Narrative / Essay Writing Assignment**, assign a score of 1 to 5 for each of **Content**, **Organization**, **Sentence Structure**, **Vocabulary**, and **Conventions**. Then, multiply the scores for **Content** and **Organization** by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative / Essay Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of **Content** and **Content Management**. Then, multiply each score by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total Part A: Writing Score**, add the Narrative / Essay Writing and Functional Writing scores as follows: **Narrative / Essay Writing /35 (63.6%) + Functional Writing /20 (36.4%) = Total Score /55 (100%)**. The mark for **Part A: Writing** is worth 50% of the total mark for the Grade 9 English Language Arts Achievement Test.

Because students’ responses to the **Narrative / Essay Writing Assignment** vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the **Narrative / Essay Writing Assignment** on the achievement test will be in the context of Louise Rosenblatt’s suggestion that “the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s ‘correct’ answer.”


Consider also Grant P. Wiggins’ suggestion to assess students’ writing “with the tact of Socrates: tact to respect the student’s ideas enough to enter them fully—even more fully than the thinker sometimes—and thus the tact to accept apt but unanticipatable or unique responses.”


To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring **Conventions** for **Assignment I: Narrative / Essay Writing** as well as **Content Management** for **Assignment II: Functional Writing**.
**Scoring Guide: Functional Writing Assignment**

**Content**

When marking **Content** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- ideas and development of the topic are effective
- the purpose of the assignment is fulfilled with complete and relevant information
- the tone is appropriate for a business letter, and awareness of audience is evident

Cross-Reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 2.1, 2.2, 2.4, 3.1, 3.3, 4.1, 4.3

<table>
<thead>
<tr>
<th>Excellent (E)</th>
<th>The ideas are perceptive, and development of the topic is clear and effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td></td>
<td>A tone appropriate for the addressee is skillfully maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient (Pf)</th>
<th>The ideas are thoughtful, and development of the topic is generally effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td></td>
<td>A tone appropriate for the addressee is clearly maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory (S)</th>
<th>The ideas are appropriate, and development of the topic is adequate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td></td>
<td>A tone appropriate for the addressee is generally maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited (L)</th>
<th>The ideas are superficial and/or flawed, and development of the topic is inadequate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.</td>
</tr>
<tr>
<td></td>
<td>A tone appropriate for the addressee is evident but not maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poor (P)</th>
<th>The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.</td>
</tr>
<tr>
<td></td>
<td>Little awareness of a tone appropriate for the addressee is evident.</td>
</tr>
</tbody>
</table>

| Insufficient (INS) | The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content. |

*Note: Content and Content Management are equally weighted.*

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be awarded a score of **Insufficient**.
**Content Management**

When marking **Content Management** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- words and expressions are used accurately and effectively
- sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled
- the formats of an envelope and a business letter are consistently applied

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

Cross-Reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 4.1, 4.2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Excellent** | • Words and expressions used are consistently accurate and effective.  
• The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning.  
• The envelope and letter are essentially free from format errors and/or omissions. |
| **E** | |
| **Proficient** | • Words and expressions used are usually accurate and effective.  
• The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning.  
• The envelope and letter contain few format errors and/or omissions. |
| **Pf** | |
| **Satisfactory** | • Words and expressions used are generally accurate and occasionally effective.  
• The writing demonstrates basic control of correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning.  
• The envelope and letter contain occasional format errors and/or omissions. |
| **S** | |
| **Limited** | • Words and expressions used are frequently vague and/or inexact.  
• The writing demonstrates faltering control of correct sentence structure, usage, and mechanics. Errors frequently impede meaning.  
• The envelope and letter contain frequent format errors and/or omissions. |
| **L** | |
| **Poor** | • Words and expressions used are inaccurate and/or misused.  
• The writing demonstrates a lack of control of correct sentence structure, usage, and mechanics. Errors severely impede meaning.  
• The envelope and letter contain numerous and glaring format errors and/or omissions. |
| **P** | |
| **Insufficient** | • The response has been awarded an **INS** for **Content**. |
| **INS** | |

*Note: Content and Content Management are equally weighted.*
Addressing an Envelope

1. Return Address

The return address is the name and address of the person sending the letter. The return address appears in the top left corner of the envelope and consists of the sender’s name, post office box number (if applicable), apartment or unit number followed by a hyphen (if applicable), street address (if applicable), city or town, province, and postal code.

JEAN BROWN
PO BOX 8207
TORONTO ON L2R 3V6

JEAN BROWN
905-12963 61 ST
TORONTO ON L2R 3V6

2. Mailing Address

The mailing address is the name and address to which the letter is being sent. It always appears in the centre of the envelope. In a business letter, the address on the envelope is the same as the inside address of the letter. There may be separate lines for the title of the addressee (e.g., Editor, Director, President), the division or department in which the person works, and the name of his or her company, business, or organization.

SAM HUNT
DIRECTOR
THE KNITTING MILL
1409 3 AVE
TORONTO ON L3V 7O1

Envelope Format

1. Addresses should be typed or written in upper-case or block letters.
2. All lines of the addresses should be formatted with a uniform left margin.
3. Punctuation marks (such as commas and periods) should not be used unless they are part of a place name (e.g., ST. JOHN’S).
4. The postal code should appear on the same line as the municipality and province or territory name, and should be separated from the province by two spaces.
5. The two-letter abbreviation for the province name should be used wherever possible (see next page); abbreviations for street (ST), avenue (AVE), and boulevard (BLVD) should also be used.
6. The return address should be formatted in the same way as the mailing address.

For more information, refer to the “Addressing Guidelines” in the Canada Postal Guide at www.canadapost.ca.
Format of a Business Letter

There are three basic business-letter formats. Any of these formats is appropriate and acceptable for the test. What is most important is that students choose one format and use it consistently so that the overall appearance of the letter is attractive. Note: Students should double-space word-processed work in order to make revisions more easily. This should be applied only to the body of the letter and not to the other parts.

Parts of the Business Letter
(see illustrations on next page)

1. **Heading**
The heading consists of your address and the date.

PO Box 8207
Toronto ON L2R 3V6
May 12, 2014

905-12963 61 St
Toronto ON L2R 3V6
May 12, 2014

2. **Inside Address**
The inside address consists of the name and address of the person to whom you are writing. It usually appears four lines below the heading if a word processor is used or one line below if it is handwritten.

Sam Hunt, Director
The Knitting Mill
1409 3 Ave
Toronto ON L3V 7O1

3. **Salutation**
The most traditional salutation or greeting for a business letter is *Dear* followed by Mr., Ms., Mrs., or Miss, and the person’s last name, followed by a colon.

Dear Mr. Smith:  Dear Mrs. Brown:
Dear Ms. Black:  Dear Miss Green:

4. **Body**
The body is the main part of the letter in which you write what you have to say to the addressee. Skip one line after the salutation.

- Be concise. Ensure that sufficient information is given so that your purpose is clearly understood and your request is well received.
- Business letters are usually formal, so the language that you use should also be formal.

5. **Closing**
The closing is the ending to your letter. It appears at the bottom of the letter, directly under the body. Only the first word in the closing should be capitalized. It is always followed by a comma.

Yours truly,
Sincerely,

6. **Signature**
The signature is your full name signed. Your signature should appear directly below the closing. It should always be written in ink.

7. **Your Name Printed**

Commonly Used Abbreviations for Provinces and Territories

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>AB</td>
</tr>
<tr>
<td>British Columbia</td>
<td>BC</td>
</tr>
<tr>
<td>Manitoba</td>
<td>MB</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>NB</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>NL</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>NT</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>NS</td>
</tr>
<tr>
<td>Nunavut</td>
<td>NU</td>
</tr>
<tr>
<td>Ontario</td>
<td>ON</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>PE</td>
</tr>
<tr>
<td>Québec</td>
<td>QC or PQ</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>SK</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>YT</td>
</tr>
</tbody>
</table>
**Business Letter Formats**

1. **The block format.** In this format, all parts of the letter run along the left side of the page (margin). No paragraphs in the body are indented.

2. **The modified block format.** In this format, the heading, the closing, and the signature run along the right margin. All the other parts run along the left margin.

3. **The semi-block format.** This format is the same as the block format, except that the paragraphs in the body are indented.
Part A: Writing – Description and Instructions

Grade 9 Achievement Test

English Language Arts

Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts Achievement Test mark and consists of two assignments:

• Assignment I: Narrative / Essay Writing
  This assignment contains some material for you to consider. You must then respond in writing to the topic presented in the assignment. You should take about 70 minutes to complete Assignment I.
  Value: Approximately 65% of the total Part A: Writing test mark

• Assignment II: Functional Writing
  This assignment describes a situation to which you must respond in the format of a business letter. You should take about 40 minutes to complete Assignment II.
  Value: Approximately 35% of the total Part A: Writing test mark

Instructions

• You may use the following print references:
  – a dictionary (English and/or bilingual)
  – a thesaurus

• Complete both assignments.

• Record your ideas and/or make a plan before you write. Do this on the Planning pages.

• Write in pencil, or blue or black ink, on the lined pages provided.

• You are to do only one handwritten copy of your writing.

Additional Instructions for Students Using Word Processors

• Format your work using an easy-to-read 12-point or larger font, such as Times.

• Double-space your final printed copy. For the Functional Writing assignment, this should be applied to the body of the business letter but not to the other parts.

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

• Indicate in the space provided on the back cover that you have attached word-processed pages.

• You may make handwritten corrections and revisions directly on your printed work.

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

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

Do not write your name anywhere in this booklet. You may make corrections and revisions directly on your written work.

2014
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

You are Taylor Smith, a Grade 9 student who attends Glenway School. You are interested in establishing a Student Rewards Program at your school. Such a program could promote school spirit and motivate students to be conscientious and monitor their behaviour.

A Student Rewards Program could recognize student success on a monthly basis in areas such as academics, athletics, the arts, and extracurricular activities as well as for leadership, cooperation with others, and community involvement. Such a program could encourage students to adopt behaviours that will serve them well throughout their lives.

Each time a student receives recognition, he or she could be entered in a monthly draw for prizes such as CDs, DVDs, and gift cards. The costs of the program could be offset through student fundraising and partnerships with local businesses.

You have decided to write a business letter to Mr. Frank McKenzie, principal of Glenway School, to present your arguments regarding how a Student Rewards Program could be beneficial for both students and staff of the school.

Assignment

Write a business letter to Mr. Frank McKenzie, principal of Glenway School, to present your ideas regarding features of a Student Rewards Program that could benefit your school. Provide enough information to convince Mr. McKenzie of the advantages of establishing such a program.

When writing, be sure to

- identify the purpose of the letter
- explain the details of the situation and request
- organize your thoughts appropriately in sentences and paragraphs
- use vocabulary that is appropriate and effective
- sign your letter Taylor Smith—do not sign your own name
- address the envelope on page 14
Address Information

Use the following information for your letter and to address the envelope below.

Mr. Frank McKenzie
Glenway School is located in the city of Allster, Alberta. The school's post office box number is 5133 and the postal code is T3W 6R5. Frank McKenzie is the principal.

Taylor Smith

Envelope
Observations from Standards Confirmation and Central Marking 2014:
General Impressions

Throughout the 2014 marking session, every effort was made to reward student strengths where evident rather than to critique what was missing or speculate on what a student should have added or included. When marking student responses, markers were encouraged to conscientiously return to the “Focus” section of the scoring categories to consider the extent to which each student had demonstrated competence in the criteria listed. There are several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were asked to review—at the start of each marking day—each assignment and the prompt materials provided in the test booklet with the expectation that many students’ ideas regarding the assignments were informed by details within the prompts. Occasionally, markers needed to re-read a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses were first drafts written under time constraints.

In the Functional Writing Assignment, most students were able to connect the context provided in the “Situation” to their own experiences. From the viewpoint of “Taylor Smith, a Grade 9 student,” students presented “arguments regarding how a Student Rewards Program could be beneficial for both students and staff of the school.” In most responses, students referenced or listed the suggested guidelines provided in the test regarding how the Student Rewards Program “could promote school spirit and motivate students to be conscientious and monitor their behaviour” by recognizing “student success on a monthly basis in areas such as academics, athletics, the arts, and extracurricular activities as well as for leadership, cooperation with others, and community involvement” in order to “encourage students to adopt behaviours that will serve them well throughout their lives,” how “Each time a student receives recognition, he or she could be entered in a monthly draw for prizes such as CDs, DVDs, and gift cards,” and how “The costs of the program could be offset through student fundraising and partnerships with local businesses.”

The extent to which these guidelines were analyzed and particularized to achieve the student’s purpose in the “Assignment”—to “Write a business letter to Mr. Frank McKenzie, principal of Glenway School” in order to “convince Mr. McKenzie of the advantages of establishing such a program” by presenting “ideas regarding features of a Student Rewards Program that could benefit” the “school”—was significant in determining the quality of student responses. When assessing student responses, including those in which students demonstrated a pronounced reliance on the information provided, markers recognized that the Functional Writing Assignment primarily assesses outcomes identified in General Outcome 3: Managing Ideas and Information and needed to be judicious in determining the extent to which students successfully incorporated the information given in the test booklet into their responses.

The majority of students succeeded in identifying how a Student Rewards Program could “help students stay on track, work hard, and get homework done,” “provide students with higher confidence when it comes to exams and doing their school work,” and “recognize the students that work the hardest, get the best grades, or are helpful and treat everyone with respect.” Many students acknowledged that “students need reassurance, and rewards will do this” and that “if students are rewarded for the positive things they have done the school may be a lot nicer.” Some students contended that, in the absence of a rewards program, students tend to be “apathetic, disruptive, and inconsiderate of others” and stated that without a rewards program “bullying and poor sportsmanship” would likely continue unabated.
In some responses, students elaborated on how “students would be conscious about how they act” and “show more school spirit and improved behavior.” Other students ruminated on the added benefits of such a program for “teachers [who] wouldn’t have to stress over how to help students succeed” and “members of the surrounding community [who] would feel more at ease around students in the area.” In some cases, students adopted what may have seemed to be a presumptive tone regarding what a Student Rewards Program “would” entail and how it “would” bring about desired outcomes. These students appeared to have used such declarative expressions interchangeably with a hypothetical and/or conditional tone regarding what this program “could” or “might” require or result in and were not to be penalized for using what could be construed as a tone inappropriate for the addressee. In many responses, students provided information regarding how the addressee could contact the sender should he wish to do so, but this was not a requirement of the assignment.

As in other years, markers were to acknowledge that there was no prescribed length for responses to the Functional Writing Assignment. While some students concisely fulfilled the requirements of the task, others elaborated more fully on ideas that they presented. Such brevity or embellishment was neither beneficial nor detrimental in and of itself, and markers were to take into account the overall effectiveness of each response when assessing its quality. With regard to envelope and letter format, recommendations were provided in the guidelines of Canada Post. Other formats/styles were to be considered equally acceptable and markers were to assess the extent to which a student had been consistent in applying a chosen format to both the envelope and letter rather than “deduct marks” for deviations from the Canada Post guidelines. There were a number of student responses in which there were varying amounts of white space between the heading, inside address, and salutation in the letter and some students single-spaced the body of the letter while others used double-spacing. These issues were not to be viewed as detrimental to the quality of student work and were not to be penalized in the assessment of “Content Management.”

The Functional Writing Assignment provided students with myriad opportunities to successfully demonstrate their attainment of text creation outcomes in the Program of Studies. Most students succeeded in meeting the achievement standards expected of students in the Functional Writing Assignment on Part A: Writing of the 2014 Grade 9 English Language Arts Achievement Test.
Students whose responses demonstrated qualities characteristic of “Poor” or “Limited” scores in “Content” sometimes relied exclusively on verbatim reiteration of information presented in the assignment with little of their own thinking or development. Other students misconstrued the role of the writer of the letter to be that of a concerned parent (such as in “it has come to my attention that my daughter Linda Smith is not be rewarded enough for her academic excellence in school. She is a great student and I am sure that she is not the only other student like this’’), an indignant teacher (such as in “with this program, us teachers will have too little stuff to do’’), a local business owner (such as in “I’m a busy buisnessman so I’ll keep it short. Yes I will support your program’’), or a school board member (such as in “students should just do what they are told and learn what there supposed to learn’’). In some instances, students mistakenly argued against having a Student Rewards Program because it would be unfair to those who do not receive rewards or contended that such a program will “restrict bad behaviour by punishing kids for doing wrong things.’’ In other responses, students asserted that a rewards program could “get the students gears moving’’ and “make sure that students came to school the hole year.’’ To be persuasive, some students inappropriately asserted that “teachers will be less grumpy’’ or offered somewhat impractical means by which to raise funds to support the program, such as “handing out candies at pep rallies,’’ “asking all students to donait 1 dollar,’’ “pay for dying the teachers hair purple,’’ or “haveing students pay for zeros on asignments.’’

Ideas such as these are shown in the following excerpts from student responses that received “Poor” or “Limited” scores:

- “I want to give award’s to student for stuff in school. It will make them want to win more stuff, So they will be reconized Also student and people out side the High School will reconize them.”
- “Im writing you a letter for the fact that I attende greenway school. I want a award program at our school it would a great way to cheer up our school and I’d really appreciate it. This is all I have to say thanks.”
- “My friends and me were trying to see if we could get a students rewards program at school. Were thingking that we could give away prizes and stuff like that there. […] The hole idea is to make kids want school.”
- “I belive that their school will have a more much importants then before and that will also help students and that will benfit both teachers and students.”
- “As a conserned parent, I want to make sure that all kids have a chance to win. […] This program should be fair to everone so that noone feels bad. That way everone will feel good and be happy.”
- “Its important for stundents to finish there work in school on time and handed in class no homework taken unless there gonna study from it. […] Every Friday well hand out CDs in boxes for stundents to sell to make some money for the school than the school will have money to provide food.”
- “I’m speaking on behave of my class I’m writting to help you get a rewards program going in your school. […] It would be good for students to recieve rewards. And it helps other who are not getting rewards and there friends are. So ever one is happy.”
- “I am writeng this to say why the school should have a student rewards program to cheer up the kids. […] This is somthing that I am really intrested in and if you would like to come see me at 12398-11 street t7v 4y9 it would really mean a lot to me.”
In student writing scored “Poor” or “Limited” in “Content,” as illustrated in these excerpts, ideas were superficial, flawed, overgeneralized, and/or misconstrued and development of the topic was inadequate or ineffective. Information presented was imprecise, undiscerning, irrelevant, and/or missing. Supporting details were insignificant, lacking, obscure, and/or absent, and the purpose of the assignment was only partially fulfilled or not fulfilled. A tone appropriate for the addressee was either evident but not maintained or little awareness of a tone appropriate for the addressee was evident. In responses scored “Poor” or “Limited” in “Content Management,” words and expressions used were frequently vague and/or inexact or inaccurate and/or misused. The writing demonstrated either faltering control or a lack of control of correct sentence structure, usage, and mechanics. Errors that were present frequently or severely impeded meaning. The envelope and letter contained frequent or numerous and glaring format errors and/or omissions. As is often the case each year, the connection between the assignment and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a given response sufficiently addressed the task presented in the assignment. Most often, there was evidence that the student had implicitly addressed the topic and/or prompts, and should be assessed. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that the response was “Insufficient,” then the floor supervisors in consultation with the team leader made a final judgment.
Observations from Standards Confirmation and Central Marking 2014: Qualities of Student Writing that Met the Acceptable Standard

Students whose responses received a score of “Satisfactory” in “Content” typically recognized that “students always work harder when there is a reward involved in what they are doing,” that “improvement in the behaviors and learning habits of students could result from this program,” and that “the program will help students deal with stress and help them feel that they belong.” As well, most students acknowledged that “students will be recognized for having a positive attitude, determination, and trying to get their marks up” and that “a Student Rewards Program could improve the life skills of students as they grow up and start their lives.” Among the advantages of a Student Rewards Program cited by many students were the prospect that there could be “more leadership and less bullying, more cooperation and less fighting, more learning and less misbehaving” and the possibility that “teachers won’t have to work so hard to get everyone to cooperate and get along.” Some students speculated that “some students seem to have lost interest in ‘boring’ school subjects and the rewards may help them to want better grades” and argued that, with a Student Rewards Program in place, “Parents of students in other schools might want to enroll their students in our school.” Still others provided suggestions for additional sources of revenue to support the program that could include “walkathons,” “silent auctions,” “periodic bake sales,” and “school dances.”

Qualities of student writing awarded “Satisfactory” scores are evident in the following excerpts from student responses:

• “My name is Taylor Smith. I am a student at your school. I have a suggestion that will boost our school spirit and motivate everyone to be nice. My suggestion is that we should have a ‘Student Award Program.’ Why I think this is a good idea is because we have a lot of students that are really good students but they don’t get any awards or any recognitions. Giving students prizes is a good way to give back to them.”

• “We want our school to be part of a Student rewards Program. Having their names entered in a monthly draw will encourage more students to do a better job in school. This program will help students to become a better person.”

• “This program would motivate all the students of Glenway school to be conscientious. […] This wonderful program would have many benefits for students and teachers such as teachers would not have to push students to get their work done and students would not have assignments missing.”

• “If someone won an award other people will respect them more because they know that they worked hard and earned the award. This would build their self-esteem. […] Everyone would try so much harder and they would get rewarded for it.”

• “Students would have a new reason to try their best and develop new skills. They would try and win the awards by showing their strengths. This would make students more eager to do good things and make the school a better place.”

• “I am here to talk about a few things to try and convince you to start a Student Rewards Program at our school. A couple of the many reasons why this program would benefit is, to start off with, more kids would be recognized for their hard work and the small things they do. It could also help make a change in our school and make students feel more welcome. […] Students would love the opportunity to be able to win an award. It will make them feel good and they will help around the school more, possibly.”
• “Such a program would recognize students success on a regular basis. Each time a student is acknowledged they will be put in a draw for prize’s such as Gift certificates, Ipods, and a grand prize of being able to exempt an exam at the end of the year. This program would support school spirit and motivate students to do better and try harder.”

• “A Students Rewards Program would encourage students to succeed. As a student, I enjoy positive feedback, and I know my classmates do also. […] I believe this program would help students to embrace a more proper behavior. […] I think it would be a good step for the community as well. It would make the school grounds a more respected place with more responsible students, who get better grades, and strive for more. This is a step in the right direction.”

In responses scored “Satisfactory” in “Content,” as illustrated in these excerpts, students presented appropriate ideas and adequately developed the topic. Relevant information was presented and supported by enough detail to fulfill the purpose of the assignment. A tone appropriate for the addressee was generally maintained. In responses scored “Satisfactory” in “Content Management,” words and expressions used were generally accurate and occasionally effective. The writing demonstrated basic control of correct sentence structure, usage, and mechanics and contained errors that may have occasionally impeded meaning. The envelope and letter contained occasional format errors and/or omissions.
Student Exemplar – Satisfactory

Address Information

Use the following information for your letter and to address the envelope below.

Mr. Frank McKenzie

Glenway School is located in the city of Allster, Alberta. The school’s post office box number is 5133 and the postal code is T3W 6R5. Frank McKenzie is the principal.

Taylor Smith


Envelope

Taylor Smith
12398–111 Street
Dallard, AB T7V 4Y9

Mr. Frank McKenzie
Principal
Glenway School
P.O. Box 5133
Allster, AB T3W 6R5
Assignment II: Planning

Use this page to plan in whatever way you choose.
12398-111 Street  
Dallard, AB T7V 4Y9  
May 12, 2014

Mr Frank McKenzie  
Principal  
Glenway School  
P.O. Box 5133  
Allister, AB T3W 6R5

Dear Mr. McKenzie

My name is Taylor Smith and I attend Glenway School. I am 15 and would like to purpose to you a new school program. The program is a student rewards program. I believe this program would cause students behaviours to be better and create an all round well spirited school.

The program will allows students to be acknowledged for their hardwork. Students can be recognized in the catagories of academics, athletics, arts and extra curricular activities for good marks in class and competing at sports. Students that help others, are leaders and are involved in the community can also be rewarded.

The students names will be placed in monthly draws where they will be awarded prizes. Prizes include cds and dvds and students could be given gift cards to buy things they want. Although the prizes will cost money, fundraisers and partnerships could be set up. That’s why this program is a good idea and should be implimented.
I would like to thank you for taking the time to read this letter. I hope you think it is a great idea to. I would like to hear from you as soon as possible. Please contact me at (587) 555-1122 or taysmith@telusplanet.net. Thank you.

Sincerely,

Taylor Smith
### Rationale for Student Exemplar – Satisfactory

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>S</td>
<td>• The <strong>ideas</strong> regarding “a student rewards program” that “would cause students behaviours to be better and create an all round well spirited school” are <strong>appropriate</strong>, and <strong>development</strong> of the topic—such as in the argument that “Although the prizes will cost money, fundraisers and partnerships could be set up” and the contention that “this program is a good idea and should be implimented”—is <strong>adequate</strong>.</td>
</tr>
<tr>
<td>S</td>
<td>• <strong>Relevant information</strong> pertaining to how “The program will allows students to be acknowledged for their hardwork” is presented, and this information is <strong>supported</strong> by <strong>enough detail</strong> (in references to recognizing student achievement in “academics, athletics, arts and extra curricular activities for good marks in class and competing at sports,” rewarding “Students that help others, are leaders and are involved in the community,” and holding “monthly draws where they will be awarded prizes” that “include cds and dvds” as well as “gift cards to buy things they want”) to <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>S</td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>generally maintained</strong>, as is evident in “My name is Taylor Smith and I attend Glenway School. I am 15 and would like to purpose to you a new school program” and “I would like to thank you for taking the time to read this letter. I hope you think it is a great idea to.”</td>
</tr>
<tr>
<td></td>
<td>Content Management</td>
</tr>
<tr>
<td>S</td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used—such as “a new school program,” “acknowledged for their hardwork,” “Students can be recognized,” “good marks in class and competing at sports,” and “Although the prizes will cost money”—are <strong>generally accurate</strong> and <strong>occasionally effective</strong>.</td>
</tr>
<tr>
<td>S</td>
<td>• The writing demonstrates <strong>basic control</strong> of correct <strong>sentence structure</strong> (as in “The students names will be placed in monthly draws where they will be awarded prizes”), <strong>usage</strong> (as in “I would like to hear from you as soon as posible”), and <strong>mechanics</strong> (as in “Please contact me at (587) 555-1212 or <a href="mailto:taysmith@telusplanet.net">taysmith@telusplanet.net</a>. Thank you”). <strong>Errors</strong> (such as in “would like to purpose,” “students behaviours,” “will allows,” “catagories,” “cds and dvds,” “implimented,” and “a great idea to”) may <strong>occasionally impede</strong> meaning.</td>
</tr>
</tbody>
</table>
| S     | • **Occasional format errors** and **omissions** are contained in the **envelope** and **letter** such as in the hyphenation of “12398-111” and the lack of abbreviation of the word **street** in both the return address and heading, the inclusion of periods in “P.O.” in the mailing address and inside address, the insertion of a comma between the town or city and the abbreviation for the province name in the return address, mailing address, heading, and inside address, and the omission of a colon in the salutation (“Dear Mr. McKenzie”). **Proportion of error to length and complexity of response has been considered.**
Observations from Standards Confirmation and Central Marking 2014:
Qualities of Student Writing that Met the Standard of Excellence

In responses awarded scores of “Proficient” or “Excellent” in “Content,” students often personalized the topic by discussing how a Student Rewards Program could provide them with the opportunity to “feel important” and “experience a feeling of being a valued member of the school community” because “this program recognizes student success in all areas” and “gives everyone a chance to get involved.” In some responses, students effectively conceded that “although student satisfaction with their success should be intrinsic, rewards add a tangible meaning.” Some students contended that a rewards program could “enable students with remarkable talent to shine,” “ensure fairness to all students because all are eligible for a reward,” “inspire students to put more effort into their endeavours,” or “build character by encouraging them to adopt behaviours beneficial for them in life as well as enabling them to be conscientious of how they should act toward others.” Students at this level of achievement often demonstrated empathy for the viewpoints of those parties with a vested interest in a Student Rewards Program, including the students themselves (as in “This program will not only encourage students to feel proud of their accomplishments but strengthen relationships among students as well”), teachers in the school (as in “rewards will entice students to be their best and to support their teachers”), the custodial staff (as in “students will care for the school by refraining from acts of vandalism and contribute to keeping the school clean and safe”), the principal himself (as in “As leader of the school, your job will be to motivate and encourage rather than reprimand and punish”), or members of the community in which Glenway School is located (as in “recognize students not only for what they do in school but in the larger community helping neighbours and volunteering with social welfare organizations”).

The excerpts below were taken from student responses that received “Proficient” or “Excellent” scores:

• “If we started a Student Rewards Program, students would have more pride in their work and would become more involved in the school. Adolescence need something to make them stand out from the crowd. That is why this program is perfect, for it recognizes students of all abilities in all areas of student life in the school from grades to sports to artistic activities. Students would build memories to look back on and remember what they accomplished in their formative years.”

• “A monthly lottery would take place for all those students who have shown exceptional effort in academics, athletics, the arts, and extracurricular activities along with social involvement, tolerance, cooperation, and leadership. […] Promotion of the program will be enhanced by prizes that could include material goods or individual notoriety. After all, who doesn’t like an opportunity to win a prize for simply trying your best?”

• “Students will develop a greatly improved work ethic when it comes to mentally and physically challenging activities. They will have an added incentive to give their best effort. […] The program will, without a doubt, benefit the students and they enter the future. With prizes as motivation, students will be inclined to strive for success.”

• “I think a Student Rewards Program will help students reach their fullest potential. It will focus on students’ areas of strength and foster individual accountability. Students of differing abilities in academics, artistic endeavours, athletic feats, and active citizenship will be acknowledged for their unique achievements. Such a program is a great way to help Glenway School to thrive.”
• “The students who are being recognized will demonstrate to their peers the positive aspects of working hard and being a respectful person. It also encourages students to rise to challenges that confront them, and work toward the fulfillment of their future goals. In this way, they will become the well-rounded citizens we want to have in our society.”
• “When teachers are actively involved in helping students to achieve their goals, they are setting an example and being good role models. This will promote stronger relationships with enhanced communication, understanding, and trust between students and teachers.”
• “This program will be very beneficial for the school because it promotes hard work, good behaviour and the motivation to achieve personal goals. The awards can be achieved by anyone because of the variety of student achievements recognized. Therefore, the program will motivate all students.”
• “Students will excel in their work, gaining key skills that they need to apply in high school and their lives later on. It will also teach them core values like being accountable for their actions, molding them into responsible individuals.”
Student writing scored “Proficient” or “Excellent” in “Content,” as illustrated in these excerpts, was characterized by ideas that were thoughtful or perceptive, and development of the topic was generally effective or clear and effective. Significant or pertinent information was presented, and this information was substantiated or enhanced by specific or precise details that fulfilled the purpose of the assignment. A tone appropriate for the addressee was clearly or skillfully maintained. In responses scored “Proficient” or “Excellent” in “Content Management,” words and expressions used were usually or consistently accurate and effective. The writing demonstrated either competent and generally consistent control or confident and consistent control of correct sentence structure, usage, and mechanics. Any errors present rarely impeded or did not impede meaning. The envelope and letter contained few, if any, format errors or omissions.
**Student Exemplar – Proficient**

**Address Information**

Use the following information for your letter and to address the envelope below.

<table>
<thead>
<tr>
<th><strong>Mr. Frank McKenzie</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenway School is located in the city of Allster, Alberta. The school’s post office box number is 5133 and the postal code is T3W 6R5. Frank McKenzie is the principal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Taylor Smith</strong></th>
</tr>
</thead>
</table>

**Envelope**

```
TAYLOR SMITH  
12398 111 STREET  
DALLARD AB T7V 4Y9

FRANK MCKENZIE  
PRINCIPAL  
GLENWAY SCHOOL  
P.O. BOX 5133  
ALLSTER AB T3W 6R5
```
Assignment II: Planning

Use this page to plan in whatever way you choose.

Taylor Smith, 98 @ Glenway School, wish to establish Student Rewards Program

- Recognize students on a monthly basis for their contributions in academics, the arts, extracurriculars, athletics, leadership, cooperation, community involvement, adopt new behaviours

- Monthly prize draw: CDs, DVDs, gift cards donated locally (?)

- Offset the cost with student fundraising: partner with local companies for prizes

Smith Smith Taylor Smith
12398 111 Street
Dallard AB T7V 4V9
May 12th 2014

Frank McKenzie, Principal
Glenway School
P.O. Box 5133
Allister AB T3W 6R5

Dear Mr. McKenzie:

My name is Taylor Smith, and I am a grade nine student at Glenway School. I am writing you today to ask that you consider implementing a Student Rewards Program at our school.

I believe that we should implement a Student Rewards Program so that we can motivate the students at our school. We can recognize success in areas such as
extracurricular activities, academics, athletics, and the arts. We could also provide rewards for excellence in leadership, cooperation with others, and involvement within the community. I think that a program like this will encourage students to monitor their behaviour and workmanship, and it will promote school spirit. A program like this can help students to change their behaviour now in a way that will carry with them for the rest of their life.

Each time that a student does something that is worthy of recognition from his/her peers, this person could be entered into a monthly draw for prizes. Prizes might include gift cards to local stores, DVDs, and CDs. You might be concerned that the money required will be more than the school can afford. I would suggest that we coordinate student fundraisers for this program.
and perhaps establish partnerships with local businesses so that they can donate prize items to us, therefore offsetting the costs. Evidently, this program will be quite simple to run, and with some help, we can easily take care of any costs that may arise.

Thank you for taking the time to read this letter. Should you have any questions or concerns, please feel free to contact me at my email address, taylor.smith@glenway.ca

Sincerely,

Smith

Taylor Smith
**Rationale for Student Exemplar – Proficient**

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pf</td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td>• The <strong>ideas</strong> related to “a Student Rewards Program” that “can motivate the student’s at our school,” “will encourage student to monitor their behaviour and workmanship, and it will promote school spirit,” and “can help student’s to change their behaviour now in a way that will carry with them for the rest of their life” are <strong>thoughtful</strong>, and <strong>development</strong> of the topic through the reasoning that “Evidently, this program will be quite simple to run, and with some help, we can easily take care of any costs that may arise” is <strong>generally effective</strong>.</td>
</tr>
<tr>
<td>Pf</td>
<td><strong>Significant information</strong>—regarding how “Each time that a student does something that is worthy of recognition from his/her peers, this person could be entered into a monthly draw for prizes” and how to “coordinate student fundraisers for this program, and perhaps establish partnerships with local businesses so that they can donate prize items to us, therefore offsetting the costs”—is presented, and this information is <strong>substantiated</strong> by <strong>specific details</strong>—that document recognition of “success in areas such as extracurricular activities, academies, athletics, and the arts,” “rewards for excellence in leadership, cooperation with others, and involvement within the community,” and “Prizes [that] might include gift cards to local stores, DVDs, and CDs”—that <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>• A <strong>tone appropriate</strong> for the addressee (such as in “I am writing you today to ask that you consider implementing a Student Rewards Program at our school,” “You might be concerned that the money required will be more than the school can afford,” and “Should you have any questions or concerns, please feel free to contact me at my email address, <a href="mailto:taylor.smith@glenway.ca">taylor.smith@glenway.ca</a>”) is <strong>clearly maintained</strong>.</td>
</tr>
<tr>
<td>Score</td>
<td>Reporting Category</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Pf</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and expressions used (such as “to ask that you consider,” “We can recognize success,” “something that is worthy of recognition,” “I would suggest that we coordinate student fundraisers for this program, and perhaps establish partnerships with local businesses,” and “therefore offsetting the costs”) are <strong>usually accurate</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td>Pf</td>
<td>• The writing demonstrates <strong>competent</strong> and <strong>generally consistent control</strong> of correct <strong>sentence structure</strong>—as in “My name is Taylor Smith, and I am a grade nine student at Glenway School,” <strong>usage</strong>—as in “We could also provide rewards for excellence in leadership, cooperation with others, and involvement within the community,” and <strong>mechanics</strong>—as in “Thank you for taking the time to read this letter.” <strong>Errors</strong> that are present (such as in “a Student’s Reward Program,” “the student’s at our school,” “academies,” “encourage student to monitor,” “their life,” and “businesses”) <strong>rarely impede</strong> meaning.</td>
</tr>
<tr>
<td>Pf</td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> contain <strong>few format errors</strong> and <strong>omissions</strong>, including the lack of abbreviation of the word <strong>street</strong> in both the return address and heading, the inclusion of punctuation in “P.O.” in the mailing address and inside address, and the incorrect presentation of “May 12&lt;sup&gt;th&lt;/sup&gt; 2014” in the heading. <strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>
Student Exemplar – Excellent

Address Information

Use the following information for your letter and to address the envelope below.

Mr. Frank McKenzie

Glenway School is located in the city of Allster, Alberta. The school’s post office box number is 5133 and the postal code is T3W 6R5. Frank McKenzie is the principal.

Taylor Smith


Envelope
Assignment II: Planning

Use this page to plan in whatever way you choose.

BP: Taylor Smith
- Interest in the establishment of a student rewards program.
- Recognizes student efforts, encourages students.
12398 111 St
Dallard AB T7V 4Y9
May 12, 2014

Mr. Frank McKenzie
Principal
Glenway School
PO Box 5133
Allster AB T3W 6R5

Dear Mr. McKenzie:

I am a student interested in the establishment of a Student Rewards Program at Glenway School. I believe that if such a program was put into place, it would reinforce positive behaviour by motivating students to be accountable for their actions and respectful of their classmates. Students that demonstrate concern for the well being of others and of the community would receive much deserved recognition for their thoughtfulness. A Student Rewards Program would be an asset to the school.

At the end of each month, students could be nominated by their classmates or teachers for excellent work in their classes or for outstanding performance in a competitive sport, musical recital, or performance in a play. The hours spent honing their skills will not only be rewarded with a team championship or a standing ovation; students who excel will be respected by their peers when they are acknowledged with a reward for their efforts. Equally important, citizenship would be encouraged by showing appreciation to those that are kind to younger students or act as role models by being considerate of elderly people in the neighbourhood that they live in. A Student Rewards Program would, without a doubt, show students that it is important to be mature and act responsibly.
In addition to feeling good about themselves for being recognized students that are nominated could be picked in a monthly draw for prizes. Students could be given CD’s, DVD’s, or video games as well as gift certificates to popular clothing stores or iTunes could be provided. The money for these prizes could come from fundraising activities like selling magazine subscriptions or holding a car wash. Local sporting goods or electronics stores could be asked to make a donation to support this worthwhile program. For these reasons, I believe it is possible to get this program going without much difficulty.

School morale would definitely improve if we had a Student Rewards Program in our school. Students would find coming to school a more positive experience. If students that act as bullies are more aware of their own behaviour, they might decide to change their ways. Students self esteem would improve and they will gain more confidence in themselves. This could have a long term effect on the rest of their lives. School staff will also benefit in terms of how student misbehaviour will likely be reduced. Vandalism of school property is less likely when both students and staff take pride in their school.

Good behaviour should be encouraged and this could be achieved by establishing a Student Rewards Program in our school. I would like to meet with you to discuss my ideas. Please contact me at 403-555-1010 or taylorsmith@telus.net. Thank you for your time.

Yours truly,

*Taylor Smith*

Taylor Smith
### Rationale for Student Exemplar – Excellent

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>E</td>
<td>• The ideas (pertaining to how a Student Rewards Program “would reinforce positive behaviour by motivating students to be accountable for their actions and respectful of their classmates” and how “Students that demonstrate concern for the well being of others and of the community would receive much deserved recognition for their thoughtfulness”) are <em>perceptive</em>, and <em>development</em> of the topic—in the arguments that “A Student Rewards Program would, without a doubt, show students that it is important to be mature and act responsibly,” that “In addition to feeling good about themselves for being recognized students that are nominated could be picked in a monthly draw for prizes,” and that “School morale would definitely improve if we had a Student Rewards Program in our school” because “Students would find coming to school a more positive experience”—is <em>clear</em> and <em>effective</em>.</td>
</tr>
<tr>
<td>E</td>
<td>• Pertinent information is presented—in the discussion of recognizing students for “excellent work in their classes or for outstanding performance in a competitive sport, musical recital, or performance in a play,” being “kind to younger students,” or acting as “role models by being considerate of elderly people in the neighbourhood that they live in”—and this information is <em>enhanced</em> by <em>precise details</em> related to “CD’s, DVD’s, or video games as well as gift certificates to popular clothing stores or iTunes,” “fundraising activities like selling magazine subscriptions or holding a car wash,” “Local sporting goods or electronics stores [that] could be asked to make a donation,” and “student misbehaviour” being “reduced” because “Vandalism of school property is less likely when both students and staff take pride in their school” that <em>effectively fulfill the purpose</em> of the assignment.</td>
</tr>
<tr>
<td>E</td>
<td>• As demonstrated in “I am a student interested in the establishment of a Student Rewards Program at Glenway School,” “A Student Rewards Program would be an asset to the school,” “The hours spent honing their skills will not only be rewarded with a team championship or a standing ovation; students who excel will be respected by their peers when they are acknowledged with a reward for their efforts,” “For these reasons, I believe it is possible to get this program going without much difficulty,” and “Good behaviour should be encouraged and this could be achieved by establishing a Student Rewards Program in our school. I would like to meet with you to discuss my ideas,” a <em>tone appropriate</em> for the addressee is <em>skillfully maintained</em>.</td>
</tr>
<tr>
<td>Score</td>
<td>Reporting Category</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
</tr>
<tr>
<td>E</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• Words and expressions used are <strong>consistently accurate</strong> and <strong>effective</strong>, as can be seen in “motivating students to be accountable for their actions and respectful of their classmates,” “much deserved recognition for their thoughtfulness,” “an asset to the school,” “hours spent honing their skills will not only be rewarded with a team championship or a standing ovation,” “Equally important, citizenship would be encouraged,” “considerate of elderly people,” “would, without a doubt, show,” “make a donation to support this worthwhile program,” “gain more confidence in themselves,” and “benefit in terms of how student misbehaviour will likely be reduced.”</td>
</tr>
<tr>
<td>E</td>
<td>• The writing demonstrates <strong>confident</strong> and <strong>consistent control</strong> of correct <strong>sentence structure</strong> (such as in “If students that act as bullies are more aware of their own behaviour, they might decide to change their ways”), <strong>usage</strong> (such as in “This could have a long term effect on the rest of their lives”), and <strong>mechanics</strong> (such as in “Please contact me at 403-555-1010 or <a href="mailto:taylorsmith@telus.net">taylorsmith@telus.net</a>. Thank you for your time”). <strong>Errors</strong>—as in “if such a program was,” “well being,” “recitel,” “CD’s, DVD’s,” “definately,” and “Students self esteem”—<strong>do not impede</strong> meaning.</td>
</tr>
<tr>
<td>E</td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> are <strong>essentially free</strong> from <strong>format errors</strong> and <strong>omissions</strong>.</td>
</tr>
</tbody>
</table>

**Proportion of error to length and complexity of response has been considered.**
**Appendix: Marker Training Papers**

The Marker Training Papers are intended to provide markers with an opportunity to

- apply the standards embedded in the scoring criteria and illustrated in the Exemplars and Rationales
- grapple with some of the more complex decisions that markers face
- read and score the Training Papers according to the scoring criteria
- compare individually awarded scores with those awarded in each scoring category

Reminders for marking:

- When a student’s work exhibits characteristics of two scoring criteria, a marker must use professional judgment to apply the scoring criterion that most accurately and appropriately describes the features of the paper. Usually, the appropriate criterion is the one from which there are the most descriptors that “fit” the student’s work.

- Be objective in your marking. Mark according to the **Scoring Guide** and **Exemplars ONLY**.

- Before marking each scoring category, read the **focus information** to help you to focus on the **key words and phrases** of each reporting category that help to distinguish differences among scoring levels.

- Student work must be related to the assignment. An INSUFFICIENT paper demonstrates no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**. A NO RESPONSE paper has absolutely nothing written, drawn, or highlighted.

- Information provided by a student on the **planning page** can be used to inform a marker’s judgments but is not directly scored.

- Do not be misled by the physical appearance of a response. Poorly handwritten/word-processed responses are not necessarily poorly constructed, just as neatly handwritten/word-processed responses are not necessarily of quality and substance.

- Score each bullet within each reporting category separately, and then assign an overall score for that category. For example, if two of the three bullets in a scoring category are scored as “Pf” and the third bullet as “S,” assign an overall score of “Pf” in this scoring category. You will encounter papers that, according to the scoring guide, are at the high end or low end of the range of a given scoring level; nonetheless, **a single score must be awarded** for each scoring category.

- A student response does **not have to be perfect** to receive a score of **Excellent** in any one or all of the scoring categories.
Marker Training Paper A

Address Information

Use the following information for your letter and to address the envelope below.

Mr. Frank McKenzie

Glenway School is located in the city of Allster, Alberta. The school’s post office box number is 5133 and the postal code is T3W 6R5. Frank McKenzie is the principal.

Taylor Smith


Envelope

TAYLOR SMITH
12398 111 STREET
DALLARD AB T7V 4Y9

MR FRANK MCKENZIE
PRINCIPAL, GLENWAY SCHOOL
PO BOX 5133
ALLSTER AB T3W 6R5
Assignment II: Planning

Use this page to plan in whatever way you choose.
12398 111 Street  
Dallard Ab T7V 4Y9  
May 12, 2014  

Mr Frank McKenzie  
Principal, Glenway School  
PO Box 5133  
Allster AB T3W 6R5  

Dear Mr. McKenzie:  

I am a Grade 9 student at Glenway School. I would like suggest that you  
consider establishing a Student Rewards Program in our school. I believe  
that this program would recognize and congratulate individual students for  
doing well. As a result, students will be encouraged to show their best  
behavior and school morale will grow.  

It is in our best interest to better our school. A Student Rewards Program  
will help us do that. On a monthly basis, a school assembly will be held to  
identify and recognize any students with personal improvement or  
excellence in academics, athletics, theatre, music and extra-curricular  
activities. Students who show leadership, work well with others and  
participate in community events can also be acknowledged. Being good
citizens will not only benefit themselves but will create a better workplace for the staff and a positive environment for other students in the school.

To encourage students to take part in this program, rewards such as CDs, DVDs, video games or gift cards could be given out in a monthly draw that has the names of students nominated for an award. We could hold fundraising activities and local businesses could be asked to make a donation to such a worthy program. That way the program would pay for itself.

Thank you for reading this letter and taking my ideas into considerarion. I look forward to hearing from you. I can be reached at 403 555 0000 or TMSmith@explornet.com.

Sincerely,

Taylor Smith
### Rationale for Marker Training Paper A

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pf</td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td>• The <strong>ideas</strong> regarding the value of “establishing a Student Rewards Program” that “would recognize and congratulate individual students for doing well” so that “students will be encouraged to show their best behavior and school morale will grow”—are <strong>thoughtful</strong>, and <strong>development</strong> of the topic (in arguments related to how “Being good citizens will not only benefit themselves but will create a better workplace for the staff and a positive environment for other students in the school” and how “the program would pay for itself”) is <strong>generally effective</strong>.</td>
</tr>
<tr>
<td>Pf</td>
<td>Pf</td>
</tr>
<tr>
<td></td>
<td>• <strong>Significant information</strong> (such as that pertaining to “a monthly […] school assembly [that] will be held to identify and recognize any students with personal improvement or excellence in academics, athletics, theatre, music and extra-curricular activities” and acknowledge “Students who show leadership, work well with others and participate in community events”) is presented, and this information is <strong>substantiated by specific details</strong>—that include providing “rewards such as CDs, DVDs, video games or gift cards [that] could be given out in a monthly draw that has the names of students nominated for an award,” holding “fundraising activities,” and asking “local businesses […] to make a donation”—that <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>Pf</td>
</tr>
<tr>
<td></td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>clearly maintained</strong> through expressions such as “I am a Grade 9 student at Glenway School. I would like suggest that you consider,” “It is in our best interest to better our school. A Student Rewards Program will help us do that,” and “Thank you for reading this letter and taking my ideas into considration.”</td>
</tr>
<tr>
<td>Score</td>
<td>Reporting Category</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used—such as “encouraged to show their best behavior,” “school morale will grow,” “On a monthly basis,” “personal improvement or excellence,” “show leadership, work well with others and participate in community events,” “a better workplace for the staff and a positive environment for other students in the school,” “hold fundraising activities,” “such a worthy program,” and “pay for itself”—are <strong>usually accurate</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>• The writing demonstrates <strong>confident</strong> and <strong>consistent control</strong> of correct <strong>sentence structure</strong> (as seen in “I believe that this program would recognize and congratulate individual students for doing well”), <strong>usage</strong> (as seen in “To encourage students to take part in this program, rewards such as CDs, DVDs, video games or gift cards could be given out in a monthly draw that has the names of students nominated for an award”), and <strong>mechanics</strong> (as seen in “I look forward to hearing from you. I can be reached at 403 555 0000 or <a href="mailto:TMSmith@explornet.com">TMSmith@explornet.com</a>”). <strong>Errors</strong> such as in “I would like suggest,” “acknowledged,” and “consideration” <strong>do not impede</strong> meaning.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> are <strong>essentially free</strong> from <strong>format errors</strong> and <strong>omissions</strong>, with the only exception being the lack of abbreviation of the word <strong>street</strong> in the return address and heading.</td>
</tr>
</tbody>
</table>

**Proportion of error to length and complexity of response has been considered.**
Marker Training Paper B

Address Information

Use the following information for your letter and to address the envelope below.

Mr. Frank McKenzie

Glenway School is located in the city of Allster, Alberta. The school’s post office box number is 5133 and the postal code is T3W 6R5. Frank McKenzie is the principal.

Taylor Smith


Envelope

TAYLOR SMITH
DALLARD, ALBERTA
12398 111 ST.

MR. FRANK MCKENZIE
PRINCIPAL
GLENWAY SCHOOL
P.O. BOX 5133
Assignment II: Planning

Use this page to plan in whatever way you choose.
Dear Mr. Frank McKenzie,

My name is Taylor Smith. I am a student at Glenway School. I am writing this letter to pitch you an idea to start a Student Rewards Program at our school.

Each and every student will be recognized for an award. They will be entered in a monthly draw and will get a chance to win many prizes.
such as CDs, DVDs, and gift certificates to the store of their liking.

I have spoken to many of the students and have all said they would be delighted to do this. The reward program would acknowledge students' success in areas such as academics, athletics, the Arts, and extracurricular activities as well as their leadership, cooperation with others, and community involvement. This will encourage many students good behavior that will serve them throughout their lives.

I hope you will take this general idea to heart.

Sincerely,

Taylor Smith

Taylor Smith
## Rationale for Marker Training Paper B

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>S</td>
<td>• The <strong>ideas</strong> regarding the desire to “start a Student Rewards Program at our school” are <strong>appropriate</strong>, and <strong>development</strong> of the topic in the contention that a number of students at the school “have all said they would be delighted to do this” and the argument that “this will encourage many students good behavior that will serve them throughout their lives” is <strong>adequate</strong>.</td>
</tr>
<tr>
<td>S</td>
<td>• <strong>Relevant information</strong> pertaining to how “Each and every student will be recognized for an reward” is presented, and this information is <strong>supported</strong> by <strong>enough detail</strong> regarding “a monthly draw,” “prizes such as CDs, DVDs, and gift certificets to the store of their likeing,” and “students success in areas such as academics, athletics, the Arts, and extracurricular activities as well as their leadership, Cooperation with others, and community involvement” to fulfill the <strong>purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>S</td>
<td>• As is evident in “My name is Taylor Smith. I’am a student attending Glenway School. I am writting this letter to pitch you an idea,” “I have spoken to many of the students,” and “I hope you will take this general idea to heart,” a tone <strong>appropriate</strong> for the addressee is generally <strong>maintained</strong>.</td>
</tr>
<tr>
<td></td>
<td>Content Management</td>
</tr>
<tr>
<td>S</td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used (such as “a student attending Glenway School,” “Each and every student,” “a chance to win,” “the store of their likeing,” and “good behavior that will serve them throughout their lives”) are generally <strong>accurate</strong> and occasionally <strong>effective</strong>.</td>
</tr>
<tr>
<td>L</td>
<td>• The writing demonstrates faltering control of correct <strong>sentence structure</strong>, <strong>usage</strong>, and <strong>mechanics</strong>—as seen in “I have spoken to many of the students and have all said they would be delighted to do this” and “The reward program would acknowledge students success in areas such as academics, athletics, the Arts, and extracurricular activities as well as their leadership, Cooperation with others, and community involvement.” Errors such as “I’am,” “writting,” “an reward,” “enterd,” “may prizes,” “gift certificets,” and “encorage” frequently impede meaning.</td>
</tr>
<tr>
<td>L</td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> contain frequent <strong>format errors</strong> and <strong>omissions</strong>, as seen in the misplacement and incorrect presentation of both “DALLARD, ALBERTA” and “12398 111 ST.” as well as the omission of the postal code in the return address and heading, the incorrect presentation of “Mr. FRANK McKENZIE” and “P.O. BOX 5133” as well as the omission of both “ALLSTER AB” and the postal code in both the mailing address and inside address, the inclusion of “TAYLOR SMITH” and the omission of the date in the heading, and the incorrect presentation of the both the salutation (“Dear Mr. Frank McKenzie,”) and the closing (“Sencirly,”).</td>
</tr>
</tbody>
</table>

Proportion of error to length and complexity of response has been considered.