Examples of the Standards for Students’ Writing 2010

English Language Arts Grade 9

• Functional Writing
Contacts

Learner Assessment 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
Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

E-mail Addresses

Achievement Testing Branch Ken Marcellus Ken.Marcellus@gov.ab.ca
Director
Grade 9 Humanities Harvey Stables Harvey.Stables@gov.ab.ca
Examination Manager
Grade 9 Humanities Maureen Milne Maureen.Milne@gov.ab.ca
Examiner

Other Information

Follow these steps for easy access to the Alberta Education website:
Step 1: Type education.alberta.ca
Step 2: Click on “Teachers”
Step 3: Under “Additional Programs and Services,” click on Provincial Testing
Step 4: Under “School and School Authority Results,” 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 2010, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Learner Assessment, 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).
## Table of 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 2010 ...................... 15  
Student Exemplar – Satisfactory .................................................................................... 21  
Rationale for Student Exemplar – Satisfactory ................................................................. 25  
Student Exemplar – Proficient ....................................................................................... 26  
Rationale for Student Exemplar – Proficient ................................................................. 30  
Student Exemplar – Excellent ....................................................................................... 32  
Rationale for Student Exemplar – Excellent ................................................................. 36  
Appendix: Marker Training Papers .................................................................................. 38  
Marker Training Paper A ............................................................................................... 39  
Rationale for Marker Training Paper A ................................................................. 42  
Marker Training Paper B ............................................................................................... 44  
Rationale for Marker Training Paper B ................................................................. 49
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**—Charlene Baxter, Lori Bradford, Pat Galandie, Ann Gibbs, Angie Hryhoryshyn, Susan Lee, and Sherry Lefebvre; **Exemplar Validation**—Ruth Bernadas-Tymko, Rachel Booker, Nicole Orr, Gary Perfect, Marcie Perdue, Tracy Melnyk, Beth Worsfold, and Kalinda Wiebe; and **Standards Confirmation**—Melissa DeStefanis-King, Katheryn Goods, Sharon MacFadyen, Charl MacPherson, Paul Monaghan, Laurie Paddock, Derek Peddle, and Heather Scott.

We gratefully acknowledge the contributions made by members of the Achievement Testing Branch and the Document Design and Desktop Publishing Unit of Learner Assessment, 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 2010 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 for instructional purposes. Because these papers are only illustrations of sample responses to a set topic, students must be cautioned neither to memorize their content nor to use them 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. Examination markers and staff at Alberta Education take plagiarism and cheating seriously.
Introduction

4. *It is essential that each of these examples of student writing be considered in light of the constraints of the examination situation.* Under examination conditions, students produce first-draft writing. Given more time, they would be expected to produce papers of considerably improved quality, particularly in the dimensions 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 2010 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 reflected 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.

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**.

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

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

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

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

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

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

Classroom teachers 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 Exemplars of student writing and the corresponding Rationales in this document exemplify the standards inherent in the scoring criteria.

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.
Local Marking

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

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 facilitate fair and valid assessment of all students 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.

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

Focus
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

| Excellent | • The ideas are perceptive, and development of the topic is clear and effective. |
| Proficient | • The ideas are thoughtful, and development of the topic is generally effective. |
| Satisfactory | • The ideas are appropriate, and development of the topic is adequate. |
| Limited | • The ideas are superficial and/or flawed, and development of the topic is inadequate. |
| Poor | • The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective. |
| Insufficient | • 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.
### Scoring Guide: Functional Writing Assignment

#### Content Management

**Focus**
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.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Excellent** | E | • 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. |
| **Proficient** | Pf | • 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. |
| **Satisfactory** | S | • 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. |
| **Limited** | L | • 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. |
| **Poor** | P | • 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. |
| **Insufficient** | INS | • The writing has been awarded an **INS** for **Content**. |

**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 your 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 (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 must 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 always 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 main 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, 2010

   905-12963 61 St
   Toronto ON  L2R 3V6
   May 12, 2010

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

8. 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>Quebec</td>
<td>QC or PQ</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>SK</td>
</tr>
<tr>
<td>Yukon</td>
<td>YT</td>
</tr>
</tbody>
</table>
Business Letter Formats

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.

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.

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.

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

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

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

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.

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.

2010
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

Green School programs encourage all students, teachers, school administrators, and custodial staff to reduce their impact upon the environment. The programs are run by students themselves who coordinate activities within the schools and form partnerships with local businesses or community organizations.

You are Cory Lee, a student who attends Marmer School. You and many other students believe that a Green School program would promote school-wide participation in efforts to reduce waste, save energy, and conserve resources in the daily operation of your school. You want your school to benefit from becoming a Green School by implementing practices to make your school more environmentally friendly.

To support the establishment of a Green School program in your school, you have decided to write a letter to the school principal, Ms. Jenny Fong, to explain what becoming a Green School would require and how this program could be implemented. To reinforce your proposal, you should highlight the benefits of such a program for the school and identify how any potential problems could be resolved.

Assignment

Write a business letter to Ms. Jenny Fong, principal of Marmer School. In your letter, present your suggestions promoting the establishment of a Green School program in your school. Provide enough information to convince the principal of the benefits of implementing this 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 Cory Lee—do not sign your own name
- address the envelope on page 14
Assignment II: Functional Writing

Address Information

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

Ms. Jenny Fong

The mailing address for Marmer School, which is located in the city of Bromist, Alberta, is P. O. Box 725, and the postal code is T3N 0B4. The principal of Marmer School is Ms. Jenny Fong.

Cory Lee

Cory Lee’s home is in the community of Ardack, Alberta. The postal code is T2M 9Z3. Cory Lee lives in Suite 707 at 11520 44 Avenue.

Envelope
Observations from Standards Confirmation and Central Marking 2010

Throughout the 2010 marking session, every effort was made to reward student strengths where evident rather than to consider what was missing or what a student should have added or included. When marking, markers were asked to conscientiously return to the “Focus” section of the scoring categories to reorient themselves to the distinctions within the scoring criteria. There are several scoring descriptors in each scoring scale in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to review—at the start of each marking day—each assignment and the prompt materials given that many students’ ideas regarding the topic are 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 are first drafts written under examination conditions.

During Standards Confirmation, working-group members found that most students were able to connect features of the Green School program identified in the situation of the Functional Writing Assignment to their own lives. While nearly all students referenced ideas provided such as those regarding the involvement of “students, teachers, school administrators, and custodial staff” in a program that is “run by students themselves” in an effort to “reduce waste, save energy, and conserve resources,” the manner in which this information was particularized and employed to achieve the student’s purpose—to “Write a business letter to Ms. Jenny Fong, principal of Marmer School” to present your suggestions promoting the establishment of a Green School program in your school—and to “Provide enough information to convince the principal of the benefits of implementing this program”—was significant in distinguishing strong from weak responses. Most students were able to identify what implementing such a program would require and to highlight its merits in such a way as to fulfill the purpose of the assignment. Students were invited, but not required, to consider “how any potential problems could be resolved” and, therefore, some responses included a discussion of how to offset the costs inherent in implementing certain features of the program.

The vast majority of students demonstrated an understanding of the basic tenets of the Green School program, and of the need for students to be aware of the impact that human activities have upon the natural world. They were able to assume the role of “a student who attends Marmer School” and present arguments in favour of the need to examine current practices in the school that could be altered in an effort to be more environmentally friendly. Students offered a variety of suggestions with regard to minimizing the school’s environmental impact such as cleaning up garbage in the schoolyard and the community, collecting and recycling plastic containers and paper, saving electricity by turning off lights when rooms are not in use, and using public transit when going to and from school. In many responses, students provided information regarding how the addressee could contact the sender (and in some responses the Green School Program organization itself) should he or she wish to do so although this was not required in this situation.

As in other years, 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 upon the ideas and/or examples presented. Such brevity or embellishment was neither beneficial nor detrimental in and of itself, and markers needed to take into account the overall effectiveness of each response when assessing its quality. With regard to envelope and letter format, recommendations are provided in the guidelines of Canada Post. Markers were reminded, however, that other formats/styles are equally acceptable, given that the student is
Observations from Standards Confirmation and Central Marking 2010

consistent in applying a chosen format to both the envelope and letter. When assessing this assignment, it was important that markers not “deduct marks” for deviations from the Canada Post guidelines. Markers were, above all, to judge the degree to which each student’s response effectively communicated with the intended recipient of the letter. The fact that this assignment was written under examination conditions resulted in many student responses wherein there were varying amounts of white space between the heading, inside address, and salutation of the letter as well as single- or double-spacing of the body of the letter. These issues specifically were not to be viewed as detrimental to the quality of student work and were not be penalized in the assessment of Content Management.

Students whose responses were of sufficient quality to achieve the acceptable standard often discussed the pivotal role of students in introducing the Green School program in the school. Many of these students argued in favour of adopting the Green School program by suggesting that doing so would offer students an opportunity to learn from the experience and that either the example of other schools already in the program would be proof of its success or that by implementing the program, Marmer School could encourage other schools to follow suit. As well, these students offered various strategies by which the program could be put into place such as the use of energy-efficient fluorescent light bulbs, recycling bins, and even solar panels. Several responses also included the endorsement of measures to reduce water use and the establishment of tree planting or garden clubs to foster the development of green spaces. Suggestions regarding rewards such as prizes and recognition certificates to encourage student participation were presented by some students, while others proposed that holding raffles and bake sales would raise funds to support the program. Qualities of “Satisfactory” student writing are evident in the following excerpts from student responses:

• “If we did become a Green school, we could start changing the world, and make it a better place for future generations to come. The responsibilities involve several recycling projects, after school activities but it is a small price to pay for a better world. Thank you for your time, and I hope you consider my proposal.”

• “The Green School program will bond the school together in a year wide participation to clean the school and reduce waste. The activities we will do will be such as prizes for the most recycled items or a pizza party for the class with the smallest eco footprint. I also believe the being an enviromentally friendly school will attract more people to the school and will increase the popularity of the school.”

• “I really appreciate the environment and would love if you would consider turning our school into a green school to help save our planet … By going green you are helping the whole Earth as a whole by encouraging kids to recycle and conserve our resources.”

• “I want our school to benefit from becoming a Green School by making our school more environmentally friendly. Ideas of activities that we can do are things such as school yard and park garbage cleanup, sorting recycle bins and garbage cans to what belongs in each bin and using less paper. In order to get more student participation for this, there could be a competition between classes to see who could conserve the most and the winner earns a prize for their participation and hard work.”
Observations from Standards Confirmation and Central Marking 2010

• “Making our school become a Green School would be great for us students because then we would know that we could help clean up the school grounds and school area. Our school could save electricity and use less paper. Parents would be proud to send their children to a school that is environmentally conscience.”
• “The Green School program could actually save our school money from the gas bills, the electric bills, and even the waste disposal bills. We could conserve our environment and spread the idea of a green school around to other schools. We can all participate in making the world a better place.”
• “If our school joins the Green School program we can reduce the amount of garbage in the playgrounds and fields. We can help reduce the amount of energy we use by cutting down the use of lights. If we set up more recycling bins we could re-use more products such as paper. If we are apart of the Green School program we can reduce, re-use, and save energy in our school.”
• “If you allow our school to join the Green Program, the students and staff will benefit from this by helping the environment and helping reduce the amount of energy we use and wastes we produce.”

In responses such as those from which these excerpts are taken, students presented relevant information supported by enough detail to fulfill the purpose of the assignment. A tone appropriate for the addressee was generally maintained, generally accurate and effective words and expressions were occasionally used, basic control of correct sentence construction, usage, and mechanics was evident, and the letter and envelope contained occasional format errors and/or omissions.

In strong responses that achieved the standard of excellence, many students assumed ownership of the topic and substantiated their ideas with specific examples and details. In many of these responses, students cited the benefits of the Green School program in fostering the development of teamwork and school spirit as well as enabling students to behave responsibly, to feel empowered, and to enhance leadership skills. Some students recognized that implementation of the program would best occur in graduated steps and that students would need to be convinced of its benefit in order to gain their support. Other students forecasted that there could be added benefits, including an increase in enrolment of students who are drawn to the school as a result of its eco-friendly status. The role of the larger community was also often taken into consideration, whereby alliances formed with local businesses and even government grants could solidify the program’s success. Standards Confirmers were impressed with students who extended the context to consider the far-reaching influence of the school’s “carbon footprint” in addressing global warming by considering alternative sources of energy to non-renewable fossil fuels, thereby reducing emissions that create greenhouse gases. On occasion, students astutely acknowledged ideas advocated by environmentalist leaders, such as Al Gore in the movie An Inconvenient Truth. To reinforce the validity of arguments in favour of the program, many students presented practical courses of action that included using environmentally friendly cleaning supplies, turning down classroom thermostats by as little as one or two degrees, installing motion sensors on lights to avoid wasting electricity, purchasing energy-efficient appliances (e.g. refrigerators, furnaces) to replace old ones, and avoiding the use of products such as Styrofoam that are not biodegradable. The excerpts below are taken from student responses that demonstrated “Proficient” or “Excellent” qualities:
Observations from Standards Confirmation and Central Marking 2010

- “Student-led ‘green’ activities will promote leadership in our youth in coordinating classroom recycling projects, planting trees, and community cleanups. Students will extend the practices they learn at the school to their actions at home, and this will further benefit the environment.”
- “I believe that if Marmer School students put uneaten, biodegradable foods into a compost bin we would be able to reduce waste that would otherwise be sent to landfills. If we compost, the organic material that would be created could be used to improve our green spaces.”
- “The objective of this program is to reduce the school’s impact on the environment. Many simple actions can be implemented to achieve this goal. I propose that we promote the three Rs: reuse, recycle, and reduce. Students and staff can reuse anything that is still usable, such as plastic containers and writing utensils. Recycling bins can be set up in each classroom, making it easier for everyone to recycle paper, plastics, and bottles. Students can participate in community services by picking up litter around their community. This will raise public awareness of the importance of environmental consciousness.”
- “As our earth continues to be affected by global warming, we should take into consideration the harmful ways in which we affect it. To slowly decrease and abolish these practices, we could introduce a Green School program to Marmer School. Some of the activities that we could introduce are ‘Tupperware Tuesday’ where every student is encouraged to bring their lunch in a reusable container, ‘Flip the Switch Fridays’ where the lights are turned off in all rooms when they are not in use, and ‘Reuse, Renew, Reduce Mondays’ where students take the recyclable materials they have collected to the local ecostation.”
- “The Green School program also emphasizes the simple things we can do to be more environmentally friendly. By joining the Green School program, we would have access to resources and speakers to help teach us what we can do every day. From turning off the lights when we leave a room, to recycling juice boxes, the Green School program will enable us to contribute to the health of our planet.”
- “It would be beneficial for our students to be introduced to the importance of recycling and reusing everyday objects. It will enable them to form lasting habits that they will act upon for the rest of their lives. Each of us will gain an awareness of our individual impact and responsibility for the environment. Something as small as rethinking lunch packaging could be beneficial. If a person considers how long it takes for plastic containers to biodegrade, it calls into question the convenience of disposability.”
- “As stewards of the Earth, we have an obligation to minimize the environmental impact of our school. To become more ecofriendly, we need to change our actions. We need to work together, both within the school, and with businesses and the community at large to have a lasting impact … The costs of running the school could be incrementally reduced as incandescent light bulbs are replaced with compact fluorescent bulbs which are more energy efficient and last longer. Low-flow toilets could be installed, which will save 5 litres of water with every flush.”
- “This program will teach students responsibility, teamwork and leadership, important skills that will last a lifetime. Our school could be an example to students in other schools, and hopefully they too would join in the effort to preserve the environment for future generations.”
Observations from Standards Confirmation and Central Marking 2010

These excerpts demonstrate that student work at the “Proficient” or “Excellent” levels of achievement contained thoughtful and/or perceptive ideas, effectively developed the topic, included significant or pertinent information that was substantiated and/or enhanced by specific and/or precise details in order to fulfill the purpose of the assignment. These students clearly or skillfully maintained a tone appropriate for the addressee, employed words and expressions accurately and effectively, showed competent or confident control of correct sentence structure, usage, and mechanics, and had few if any format errors or omissions in the envelope and letter.

Those students whose responses did not achieve the acceptable standard sometimes relied too heavily on the information presented in the “Situation” of the assignment and merely quoted or paraphrased the content given with little of their own thinking or development. Other students misconstrued the assigned role of the writer of the letter and, instead of writing from the viewpoint of a student of Marmer School, presented ideas from the point of view of the principal (informing students of the decision to adopt the Green School program) or from the point of view of a representative of the Green School program (such as in “I represent the Green schools company and I travel from school to school selling our company. I would like to tell you about how you can buy our products because they are environment friendly”). In some instances, students did not fully establish the basis for assumptions made regarding implementation of the Green School program, evident in contentions regarding how the program will generate vast sums of money for the school to use for more field trips, sports equipment, and school supplies. Some students cited benefits of dubious merit, including how the Green School program could “make school more attractive to look at,” “keep hallways clean,” limit the spread of “diseases and viruses,” or “save endangered species.” In some student responses, proposed strategies such as placing more garbage bags in classrooms, holding a “Green Day” program once a year, or “buying something in a bigger box will reduce the amount of material that has to be thrown out” were of questionable validity. Ideas such as these are shown in the following excerpts taken from student responses that demonstrated “Limited” or “Poor” responses to the task:

- “I thing this program would Benifit us cause we don’t have much kids in our programs here and this program will get more kids involved in it and it will make the students learn more stuff.”
- “Hello my name is Cory lee of Marmer School and want the school get with the program and help the envirvoment so that can help do all this suff and help others do thing.”
- “You are invited to be the gest speaker coming up next Monday at 8:30 dinner will be served and fireworks will be shown as a celebration for all the hard work in getting the Green pro- gram. Will be taking lots of time to let you R.S.V.P. the number is 555-1234.”
- “What is up? Well I am righting to you because I am a concerned student and I really have some questions I need to ask you. Many schools in the are have Green School programs. And all the programs include all the students. We just want to see if it works her at Malmer School. Please talk it over with the rest of the staff and get back to me.”
- “My school has just established Greed day program’s. We would enjoy it if you could come to our school and observ the use of this activaties in our school. We would like it also for you to share some of your schools tips and activates to our school and would a lot and save the environment.”
- “I promise you that if you go green you’ll be in better shape than you are now. If you want to take part Mail me back and I will get back to you.”
Observations from Standards Confirmation and Central Marking 2010

In student writing such as in these excerpts, ideas were superficial, flawed, overgeneralized, and/or misconstrued. Development of the topic was inadequate or ineffective, supporting details were insignificant, lacking, obscure, and/or absent, and the purpose of the assignment was only partially or not fulfilled. In some cases, the tone used by the writer was either evident but not maintained or there was little awareness of a tone appropriate for the addressee. These students typically used vague, inexact, or inaccurate words and expressions, made frequent errors in sentence structure, usage, and mechanics, and had frequent or numerous and glaring format errors and/or omissions in the envelope and letter.

Most students succeeded in demonstrating their attainment of text creation outcomes in the Program of Studies and meeting the achievement standards expected of Grade 9 English Language Arts students in the Functional Writing Assignment on Part A: Writing of the 2010 Achievement Test.
# Student Exemplar – Satisfactory

## Address Information

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

<table>
<thead>
<tr>
<th>Ms. Jenny Fong</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mailing address for Marmer School, which is located in the city of Bromist, Alberta, is P. O. Box 725, and the postal code is T3N 0B4. The principal of Marmer School is Ms. Jenny Fong.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cory Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cory Lee’s home is in the community of Ardack, Alberta. The postal code is T2M 9Z3. Cory Lee lives in Suite 707 at 11520 44 Avenue.</td>
</tr>
</tbody>
</table>

## Envelope

```
CORY LEE
SUITE 707-11520 44 AVENUE
ARDACK AB
T2M 9Z3

Ms. Jenny Fong
Principal
Marmer School
P.O. Box 725
Bromist AB
T3N 0B4
```
Student Exemplar – Satisfactory

Assignment II: Planning

Use this page to plan in whatever way you choose.
Student Exemplar – Satisfactory

Suite 707 - 11520 44 Avenue
Airdack AB
T8M 9Z3

Ms. Jenny Fang
Principal
Harmac School
P.O. Box 735
Bramist AB
T3N 0B4

Dear Ms. Fang:

It is of my concern that Hammar School becomes a part of the Green School programs. I and many others feel that we must promote our school to be more environmentally friendly. It will benefit both of the school
and the environment.

If we became part of Green School programs then we will be doing bottle drives, cans and juice box collection and picking up garbage in the neighbourhood. This would require extra hands to help us out and some money to get started with the project. This would show our school to other people in a good way. We might have an increase in students and visitors and we could promote more activities here. We can resolve the money problem by doing numerous fundraisers and bake sales.

Please consider this letter in any way. If you wish to contact me then please do at 777-7777. My email address is CLees@gmail.ca. If you have any questions or concerns please notify me. I hope to hear your reply in the near future.

Sincerely,

Cory Lee

Cory Lee
**Rationale for Student Exemplar – Satisfactory**

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td>• The <strong>ideas</strong>—such as in “I and many others feel that we must promote our school to be more environmentally friendly”—are <strong>appropriate</strong>, and <strong>development</strong> of the topic in the presentation of what becoming “part of Green School programs” would require, the benefits of being able to “show our school to other people in a good way,” and the means by which to “resolve the money problem” is <strong>adequate</strong>.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>• <strong>Relevant information</strong> is presented (as in the discussion of how “doing bottle drives, cans and juice box collection and picking up garbage in the neighbourhood … would require extra hands to help us out and some money to get started with the project”), and this information is <strong>supported by enough detail</strong> (such as that regarding the prospects of experiencing “an increase in students and visitors and we could promote more activities here” and “doing numerous fundraisers and bake sales”) to <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>generally maintained</strong> from the opening statement “It is of my concern that Marmar School becomes a part of the Green School programs” through to the conclusion provided in “If you have any questions or concerns please notify me. I hope to hear your reply in the near future.”</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used such as in “If we become … then we will be,” “This would require,” “promote more activities,” and “We can resolve the money problem” are <strong>generally accurate</strong> and <strong>occasionally effective</strong>.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>• As seen in “Please consider this letter in any way. If you wish to contact me then please do at 777-7777. My email address is <a href="mailto:CLeeS@gmail.ca">CLeeS@gmail.ca</a>,” the writing demonstrates <strong>basic control</strong> of correct <strong>sentence structure</strong>, <strong>usage</strong>, and <strong>mechanics</strong>. <strong>Errors</strong> such as in “It will benefit both of the school and the environment” <strong>occasionally impede</strong> meaning.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>• <strong>Occasional format errors</strong> and <strong>omissions</strong> (such as the inclusion of the word <strong>suite</strong>, the use of the word <strong>avenue</strong> rather than the abbreviation, the placement of each postal code on a line separate from the municipality and province, and the punctuation of “P.O.”) are contained in both the <strong>envelope</strong> and <strong>letter</strong>—as well as in the omission of the date in the <strong>letter</strong>.</td>
</tr>
</tbody>
</table>

**Proportion of error to length and complexity of response has been considered.**
Student Exemplar – Proficient

Address Information

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

Ms. Jenny Fong

The mailing address for Marner School, which is located in the city of Bromist, Alberta, is P. O. Box 725, and the postal code is T3N 0B4. The principal of Marner School is Ms. Jenny Fong.

Cory Lee

Cory Lee’s home is in the community of Ardack, Alberta. The postal code is T2M 9Z3. Cory Lee lives in Suite 707 at 11520 44 Avenue.

Envelope

CORY LEE
SUITE 707 11520-44 AVENUE
ARDACK AB T2M 9Z3

JENNY FONG, PRINCIPAL
MARNER SCHOOL
PO BOX 725
BROMIST AB T3N 0B4
Student Exemplar – Proficient

Assignment II: Planning

Use this page to plan in whatever way you choose.

Business student
Purpose: Building green program
Student Exemplar – Proficient

Suite 707 11520-44 Avenue
Ardack AB T2M 9Z3
May 12, 2010

Jenny Fong, Principal
Marmer School
PO Box 725
Bromist AB T3N 0B4

Dear Ms. Fong:

I am a student who attends Marmer School. I as well as many other students would like our school to participate in the Green School program.

The Green School program is a effort to promote public awareness of the need for environmental conservation. The program is run by students and will involve all students, teachers, custodian staff and school administrators. It will teach student how to reduce waste, save energy and conserve resources. In addition it will save the school money. In stalling solar panels to light class rooms and gyms would pay for its self in two years. They last about ten years so we would actually be making money off of them. Around the school we could set up recycle bins for aluminum cans. The money from it could be used for things like an end of the year barbeques or other school events. Marmer School could save over one thousand dollars in one year by switching light bulbs to compact fluorescents. These last five times longer than normal light bulbs. The school could put recycled paper towel in bathrooms and custodians could use more natural products that are less harmful to the environment. Once every two weeks on Friday afternoons we could have students pick up trash around the school. This would not only make our
Student Exemplar – Proficient

school look cleaner from the outside but also give the students a chance to get some fresh air. So as you see Marmer School could greatly benefit from the Green School Program.

I already have a group of students willing to run the Green School program with me and we will be having a meeting in room 101 at lunch on Thursday. You are invited to come and hear about our plans for the school. If you would like to learn more about the Green School program go to www.greenschool.com. You can also email me at clee@telus.net.

Thank you for taking the time to read my letter. I hope you consider my proposition and are willing to help our environment.

Sincerely,

Cory Lee
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>• Together, the ideas—that “The Green School program is a effort to promote public awareness of the need for environmental conservation,” that savings “could be used for things like an end of the year barbeques or other school events,” and that “a group of students willing to run the Green School program” has been established and “will be having a meeting in room 101 at lunch on Thursday”—are thoughtful, and development of the topic in the analysis of means by which “to reduce waste, save energy and conserve resources” as well as “save the school money” is generally effective.</td>
</tr>
<tr>
<td>Pf</td>
<td>Pf</td>
</tr>
<tr>
<td></td>
<td>• Significant information is presented with regard to how “The program is run by students and will involve all students, teachers, custodian staff and school administrators” in activities such as “Installing solar panels,” setting “up recycle bins for aluminum cans,” and “switching light bulbs to compact fluorescents” and this information is substantiated by specific details (such as in “The school could put recycled paper towel in bathrooms and custodians could use more natural products that are less harmful to the environment. Once every two weeks on Friday afternoons we could have students pick up trash around the school”) that fulfill the purpose of the assignment—to persuade the school principal that “Marmer School could greatly benefit from the Green School Program.”</td>
</tr>
<tr>
<td>Pf</td>
<td>Pf</td>
</tr>
<tr>
<td></td>
<td>• A tone appropriate for the addressee is clearly maintained through the use of statements such as “I am a student who attends Marmer School,” “You are invited to come and hear about our plans for the school,” and “Thank you for taking the time to read my letter. I hope you consider my proposition and are willing to help our environment.”</td>
</tr>
</tbody>
</table>
## Rationale for Student Exemplar – Proficient

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pf</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>– Words and expressions used are <strong>usually accurate</strong> and <strong>effective</strong>, as can be seen in statements such as “I as well as many other students would like our school to participate in the Green School program,” “Installing solar panels to light class rooms and gyms would pay for itself in two years,” and “If you would like to learn more about the Green School program go to <a href="http://www.greenschool.com">www.greenschool.com</a>.”</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 seen in “They last about ten years so we would actually be making money off of them,” <strong>usage</strong>—as seen in “These last five times longer than normal light bulbs,” and <strong>mechanics</strong>—as seen in “This would not only make our school look cleaner from the outside but also give the students a chance to get some fresh air.” <strong>Errors</strong> that are present such as “a effort,” “custodian staff,” “It will teach student how,” and “an end of the year barbeques” <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> such as in the return address (in “SUITE 707 11520-44 AVENUE”) and in the heading (in “Suite 707 11520-44 Avenue”) wherein the word <strong>suite</strong> should be omitted, the hyphen is misplaced, and the word <strong>avenue</strong> should be abbreviated.</td>
</tr>
</tbody>
</table>

**Proportion of error to length and complexity of response has been considered.**
Student Exemplar – Excellent

Address Information

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

Ms. Jenny Fong

The mailing address for Marmer School, which is located in the city of Bromist, Alberta, is P. O. Box 725, and the postal code is T3N 0B4. The principal of Marmer School is Ms. Jenny Fong.

Cory Lee

Cory Lee’s home is in the community of Ardack, Alberta. The postal code is T2M 9Z3. Cory Lee lives in Suite 707 at 11520 44 Avenue.

Envelope

CORY LEE
707-11520 44 AVENUE
ARDACK AB T2M 9Z3

JENNY FONG
PRINCIPAL
MARMER SCHOOL
BOX 725
BROMIST AB T3N 0B4
Student Exemplar – Excellent

Assignment II: Planning

Use this page to plan in whatever way you choose.

- important to students
- students will run
- will give the students focus
- productive use of time
- fun break
- local businesses involved
- good for school reputation
- students need to live in this world
- dedication
Student Exemplar – Excellent

707-11520 44 Avenue
Ardack AB T2M 9Z3
May 12, 2010

Jenny Fong, Principal
Marmer School
Box 725
Bromist AB T3N 0B4

Dear Ms. Fong:

I am writing to you on behalf of the students at Marmer School. We are concerned with the amount of wasteful behavior that has been taking place at our school and we would like to take the necessary steps to establish the Green School program in our school. We believe there are several benefits to this program that would help our school to grow as well as protect the environment.

As part the student body of Marmer School, I can say that we are very concerned with the lack of action taken by the school to protect our environment. We know that the consequences of our actions now will affect the earth later. We feel that the world that we will live in will be affected by several problems that we are causing for ourselves. It is not an option to do nothing and hope that the earth is not affected. We must stand up and fight for the kind of environment that we would like to live in.

The Green School program is a student run program that will affect every one who attends and works within a school. The students are responsible for setting goals, organizing activities, monitoring progress and recognizing success. As a school, we can strengthen community ties by involving local businesses and organizations. This program will not only help the environment but it also helps the students to learn dedication, responsibility, and hard work. It will give the students the feeling of making a difference and the fulfillment of working towards the greater good.

The students have been working hard to create a list of the most important factors that our school could easily alter that would result in a very large impact. Recycling bins are the easiest way for our school to make a difference. By installing bins for paper as well as cans and bottles we will cut down on the waste coming from our school by a substantial amount. Quizzes and assignments can printer double sided so that the amount of paper needed will be halved. We do understand that our ideas will cost some money to start and we are willing to hold fundraisers and events to absorb most of the cost. If the school did choose to
Student Exemplar – Excellent

participate, it would also be accompanied by several tax breaks. With all of these factors, we feel that the Green School program is a very profitable way for the school to become more involved with the students and the community.

Once again, I believe that this is an important program for the school to be involved in and I would like to thank you for your consideration on this matter. I can be reached anytime at 123-456-7890 or you can email me at go_green@marmer.com. I look forward to hearing from you.

Sincerely,

Cory Lee

Cory Lee
**Rationale for Student Exemplar – Excellent**

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>E</td>
<td>The ideas regarding how “We feel that the world that we will live in will be affected by several problems that we are causing for ourselves. It is not an option to do nothing and hope that the earth is not affected” and how “This program will not only help the environment but it also helps the students to learn dedication, responsibility, and hard work. It will give the students the feeling of making a difference and the fulfillment of working towards the greater good” are <strong>perceptive</strong>, and <strong>development</strong> of the topic in the discussion of “the most important factors that our school could easily alter that would result in a very large impact” as well as provide “a very profitable way for the school to become more involved with the students and the community” is <strong>clear</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td>E</td>
<td><strong>Pertinent information</strong>—related to “the amount of wasteful behavior that has been taking place at our school,” “the necessary steps to establish the Green School program in our school,” and the “benefits to this program that would help our school to grow as well as protect the environment”—is presented, and this information is <strong>enhanced</strong> by <strong>precise details</strong> (such as in “The students are responsible for setting goals, organizing activities, monitoring progress and recognizing success” and “By installing bins for paper as well as cans and bottles we will cut down on the waste coming from our school by a substantial amount. Quizzes and assignments can printer double sided so that the amount of paper needed will be halved”) that <strong>effectively fulfill the purpose</strong> of the assignment in convincing the school principal to “stand up and fight for the kind of environment that we would like to live in.”</td>
</tr>
<tr>
<td>E</td>
<td>A <strong>tone appropriate</strong> for the addressee is <strong>skillfully maintained</strong> in the persuasiveness of statements such as “As part the student body of Marmer School, I can say that we are very concerned with the lack of action taken by the school to protect our environment” and “Once again, I believe that this is an important program for the school to be involved in and I would like to thank you for you consideration on this matter.”</td>
</tr>
</tbody>
</table>
## Rationale for Student Exemplar – Excellent

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• Words and expressions used such as “wasteful behavior,” “take the necessary steps,” “We believe there are several benefits,” “we are very concerned,” “We know that the consequences of our actions now will affect the earth later,” “strengthen community ties by involving local businesses and organizations,” “the greater good,” “factors that our school could easily alter,” and “cut down on the waste coming from our school by a substantial amount” are <strong>consistently accurate</strong> and <strong>effective</strong>.</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 “The Green School program is a student run program that will affect every one who attends and works within a school”), <strong>usage</strong> (such as in “We do understand that our ideas will cost some money to start and we are willing to hold fundraisers and events to absorb most of the cost”), and <strong>mechanics</strong> (such as in “I can be reached anytime at 123-456-7890 or you can email me at <a href="mailto:go_green@marmer.com">go_green@marmer.com</a>. I look forward to hearing from you”). <strong>Errors</strong> that are present such as in “As part the student body,” “can printer double sided,” and “thank you for you consideration on this matter” <strong>do not impede meaning</strong>.</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>, with the only exception being the word <strong>avenue</strong> (which should be abbreviated) in both the return address of the envelope and the heading of the letter. <strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>
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 between 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 the paper. 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 category; 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.

Ms. Jenny Fong

The mailing address for Marner School, which is located in the city of Bromist, Alberta, is P. O. Box 725, and the postal code is T3N 0B4. The principal of Marner School is Ms. Jenny Fong.

Cory Lee

Cory Lee’s home is in the community of Ardack, Alberta. The postal code is T2M 9Z3. Cory Lee lives in Suite 707 at 11520 44 Avenue.

Envelope

CORY LEE
T2M 9Z3
SUITE 707 11520-44 AVENUE
ARDACK, ALBERTA

MARNER SCHOOL MS. JENNY FONG
BROMIST, ALBERTA P.O. BOX 725
T3N 0B4
Marker Training Paper A

Assignment II: Planning

Use this page to plan in whatever way you choose.
Dear Principal Fong,
My name is Cory lee and I am in attending your school. It has come to my attention that our school doesn’t do anything to save the environment so I am writing to ask your support in following the Green School program it would require effort and time but I am willing to sacrifice that to help make our school more environmentally friendly. The program can to reduce waste, save energy and conserve resources in your school. We could help make a new fun ways to recycle run by students themselves and there are many other activates I have in mind all I need is your support and consent. Their are many different advantages to following this program but the best include saving the environment, collecting money for our school and teaching kids that will help them in their lives and the money we collect from recycling cans and bottles could go towards new books or new gym equipment, saving the environment is a must and schools are for teaching so why not teach kids how to recycle. The children could take the ideas and possible use them in their home lives. I do hope you consider my idea’s.
Sincerely,
Cory lee
### Rationale for Marker Training Paper A

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>• The ideas (that “it would require effort and time but I am willing to sacrifice that to help make our school more environmentally friendly” and “We could help make a new fun ways to recycle run by students themselves”) are <strong>appropriate</strong>, and <strong>development</strong> of the topic in the analysis of the “many different advantages to following this program” is <strong>adequate</strong>.</td>
</tr>
<tr>
<td>S</td>
<td><strong>Relevant information</strong> pertaining to how “The program can to reduce waste, save energy and conserve resources in your school” and how the benefits could include “saving the environment, collecting money for our school and teaching kids that will help them in their lives” is presented, and this information is <strong>supported</strong> by <strong>enough detail</strong>—such as in the example regarding how “the money we collect from recycling cans and bottles could go towards new books or new gym equipment”—to fulfill the <strong>purpose</strong> of the assignment in requesting the principal’s “support in following the Green School program.”</td>
</tr>
<tr>
<td>S</td>
<td><strong>A tone appropriate</strong> for the addressee is <strong>generally maintained</strong>, as demonstrated in statements such as “My name is Cory Lee and I am in attending your school,” “there are many other activities I have in mind all I need is your support and consent,” and “I do hope you consider my idea’s.”</td>
</tr>
</tbody>
</table>
Rationale for Marker Training Paper A

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• Words and expressions used are generally accurate and occasionally effective, as illustrated in “all I need is your support and consent,” “the best include,” “saving the enviroment is a must,” and “schools are for teaching so why not teach kids how to recycle.”</td>
</tr>
<tr>
<td>L</td>
<td>The writing demonstrates faltering control of correct sentence structure (as in “It has come to my attension that our school does’nt do any thing to save the enviroment so I am writing to ask your support in fallowing the Green School program it would require effort and time but I am willing to sacrifice that to help make our school more enviromently friendly”), usage (as in “I am in attending,” “The program can to reduce,” “a new fun ways,” “activates,” “Their are,” and “possible use them”), and mechanics (as in “Cory lee,” “sacrifice,” “advantiges,” “fallowing,” “enviroment,” “recycleing,” and “my idea’s”). Errors frequently impede meaning.</td>
</tr>
<tr>
<td>L</td>
<td>• Frequent format errors and omissions are contained in the envelope—in the return address in the inclusion of the words “SUITE” (which should be omitted) and “AVENUE” (which should be abbreviated), in the format of “ARDACK, ALBERTA” (which should be “ARDACK AB”), in both the return address and mailing address in the incorrect placement of the postal code, and in the mailing address in the punctuation and placement of “MS. JENNY FONG” and “P.O. BOX 725,” the omission of “PRINCIPAL,” and the format of “BROMIST, ALBERTA” (which should be “BROMIST AB”)—and letter—in the inclusion of the word “Suite” and the omission of the postal code and date in the heading, the inversion of each of “Ms. Jenny Fong” and “Marmer School” and each of “Bromist, Alberta” (which should be abbreviated “AB”) and “P.O. Box 725” as well as the omission of the recipient’s title and the format and placement of the postal code “T3n 0B4” in the inside address, the format of the salutation (“Dear Principal Fong”), the absence of spacing between the salutation, body of the letter, closing, and the sender’s name printed (incorrectly presented as “Cory lee”), and the omission of a signature.</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.

Ms. Jenny Fong

The mailing address for Marmer School, which is located in the city of Bromist, Alberta, is P. O. Box 725, and the postal code is T3N 0B4. The principal of Marmer School is Ms. Jenny Fong.

Cory Lee

Cory Lee’s home is in the community of Ardack, Alberta. The postal code is T2M 9Z3. Cory Lee lives in Suite 707 at 11520 44 Avenue.

Envelope

CORY LEE
707-11520 44 AVE
ARDACK AB T2M 9Z3

MS JENNY FONG
PRINCIPAL
MARMER SCHOOL

P O BOX 725
BROMIST AB
T3N 0B4
Marker Training Paper B

Assignment II: Planning

Use this page to plan in whatever way you choose.

Paragraph 1 - Who are you?
   Why are you writing?
   How long have you been in the green program?

Paragraph 2 - Why would this be good?
   Expensive or not?
   - universities might like people who participated in green programs.

Paragraph 3 - Thank you.
   Contact @
Marker Training Paper B

707-1150 44 Ave
Ardock AB T2M 9Z3
May 12, 2010

Ms. Jenny Fong
Principal
Warrer School
P.O. Box 725
Bromist AB T3N 0B4

Dear Ms. Fong:

My name is Cory Lee. I am writing to you regarding the establishment of the Green School program at Warrer School. This program has been successfully established in many other local schools. The Green School program has been going
on for over a year. Many of the kids and I attending Mariner School believe that our school and people attending the school will benefit in many ways. The program is run by students who will set the goals and coordinate activities.

This new program will reduce waste, save energy, and conserve resources in the daily maintenance of our school. Running this program will not be expensive at all, in fact you will be saving money by saving energy. Students who will be attending and organizing the program may have a better chance of getting into better universities by joining this program and learning more about saving the environment. There are many students eager to join this new program. All of the students are willing to spend time after school to plan for the program and fundraise if extra money is needed.

Thank you for taking the time to read this
and I hope you consider establishing the Green School program. If you have any questions regarding the program email me at corylee93@hotmail.com.

Sincerely,

Cory Lee

Cory Lee
Rationale for Marker Training Paper B

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pf</strong></td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td>• The ideas—that a Green School program “has been successfully established in many other local schools … for over a year,” that student participants “may have a better chance of getting into better universities by joining this program and learning more about saving the environment,” and that “many students eager to join this new program … are willing to spend time after school to plan for the program and fundraise if extra money is needed”—are thoughtful, and development of the topic in the discussion of the merits of implementing a Green School program is generally effective.</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td>Relevant information</td>
</tr>
<tr>
<td></td>
<td>• pertaining to how the “school and people attending the school will benefit in many ways” is presented, and this information is supported by enough detail in references to how a Green School program is “run by students who will set the goals and coordinate activities” and will “reduse waste, save energy and conserve resources in the daily maintenance of our school” to fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td>A tone appropriate</td>
</tr>
<tr>
<td></td>
<td>• for the addressee is clearly maintained, as seen in statements such as “I am writing to you regarding the establishment of the Green School program at Marmer School” and “Thank you for taking the time to read this and I hope you consider establishing the Green School program. If you have any questions regarding the program email me at <a href="mailto:corylee93@hotmail.com">corylee93@hotmail.com</a>.”</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• Words and expressions used are usually accurate and effective, as illustrated in “successfully established in many other local schools,” “the school will benefit in many ways,” “joining this program and learning more about saving the environment,” “eager to join,” and “fundraise if extra money is needed.”</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>• The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics in that the response is essentially free of errors other than the misspelling of “reduse” and the comma fault in “Running this program will not be expensive at all, in fact you will be saving money by saving energy” which do not impede meaning.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>• The envelope and letter are essentially free from format errors and omissions, with the only exception being the placement of the postal code on a separate line in the mailing address of the envelope.</td>
</tr>
</tbody>
</table>

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