Examples of the Standards for Students’ Writing 2009

English Language Arts Grade 9

• Functional Writing
Contacts

Learner Assessment Achievement Testing Unit

Phone 780-427-0010
OR toll-free 780-310-0000, 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 Unit
Director Ken Marcellus Ken.Marcellus@gov.ab.ca
Grade 9 Humanities Examination Manager Harvey Stables Harvey.Stables@gov.ab.ca
Grade 9 Humanities Examiner Maureen Milne Maureen.Milne@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 “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 2009 ...................................... 15
Student Exemplar – Satisfactory .................................................................................................... 19
Rationale for Student Exemplar – Satisfactory ............................................................................ 23
Student Exemplar – Proficient ....................................................................................................... 24
Rationale for Student Exemplar – Proficient ................................................................................ 28
Student Exemplar – Excellent ........................................................................................................ 29
Rationale for Student Exemplar – Excellent .................................................................................. 33
Appendix: Marker Training Papers ................................................................................................. 35
Marker Training Paper A ................................................................................................................. 36
Rationale for Marker Training Paper A ........................................................................................ 39
Marker Training Paper B ................................................................................................................. 41
Rationale for Marker Training Paper B .......................................................................................... 45
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, Jerry Buchko, Matthew Dixon, Pat Galandie, Ann Gibbs, Angie Hryhoryshyn, Marion Lessard, and Steve Parrish; Exemplar Validation—Freda Bastien, Amanda Closson, Sam Dumoulin, Beverley Giles, Joanne Kallal, Sheila Kuny, Gary Perfect, and Anna Wade; and Standards Confirmation—Ramona Bilsborrow, Gordon Fadum, Katheryn Goods, Linda Heisler-Chesnutt, Helen Mann, Terry Motley, Heather Scott, and Jacquelyn Veinot Ticheler.

We gratefully acknowledge the contributions made by members of the Achievement Testing Unit 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 2009 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 2009 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**.

---

6
### 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 | **E** | The ideas are perceptive, and development of the topic is clear and effective.  
|           |      | Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.  
|           |      | A tone appropriate for the addressee is skillfully maintained. |
| Proficient| **Pf** | The ideas are thoughtful, and development of the topic is generally effective.  
|           |      | Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.  
|           |      | A tone appropriate for the addressee is clearly maintained. |
| Satisfactory| **S** | The ideas are appropriate, and development of the topic is adequate.  
|           |      | Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.  
|           |      | A tone appropriate for the addressee is generally maintained. |
| Limited   | **L** | The ideas are superficial and/or flawed, and development of the topic is inadequate.  
|           |      | Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.  
|           |      | A tone appropriate for the addressee is evident but not maintained. |
| Poor      | **P** | The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.  
|           |      | Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.  
|           |      | Little awareness of a tone appropriate for the addressee is evident. |
| 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**.
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>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Insufficient</strong></td>
<td>The response has been awarded an INS for Content.</td>
</tr>
</tbody>
</table>

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 on the Canada Post website at 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 13, 2009

905-12963 61 St
Toronto ON  L2R 3V6
May 13, 2009

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

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.

2009

**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.
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

Your name is Kim Rogers. Your pet recently escaped from your home, and you discovered it being cared for at the local animal shelter. While reclaiming your pet, you learned about the services provided by the shelter and the need for public support of this non-profit organization.

The shelter provides services such as reuniting lost pets with their owners, animal rescue, emergency care, adoption, and spaying and neutering animals. Volunteers are always needed to provide foster homes, to contribute to the upkeep of the shelter, to educate the public, and to assist in caring for animals.

You have decided to write a business letter to Lesley Thompson, editor of the local newspaper, *The Wentworth News*, requesting that the newspaper publish an article about the shelter. The article should inform readers of the important work being done by the animal shelter, and of its ongoing need for volunteers and financial support.

Assignment

Write a business letter to persuade Lesley Thompson, editor of *The Wentworth News*, to publish an article that will inform the public about the work of the animal shelter. Provide enough information to convince Lesley Thompson of the importance of supporting the animal shelter so that it can continue its charitable work.

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 Kim Rogers—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.

Lesley Thompson
The editor of The Wentworth News is Lesley Thompson. The newspaper office is located at 8974 Elm Avenue in Larkville, Alberta. The postal code is T8M 2D2.

Kim Rogers
Kim Rogers lives in Mikmat, Alberta. The postal code is T7S 4D6. Kim’s post office box number is 701.

Envelope
Observations from Standards Confirmation and Central Marking 2009

During the 2009 scoring session, 161 teachers from throughout the province scored 39,172 student test booklets. Teachers who marked the tests were generally pleased with the quality of most papers. Throughout the marking session, markers strove to reward student strengths where evident rather than to consider what was missing or what should have been added or included. When marking, markers conscientiously examined the “Focus” section of the scoring categories to orient themselves to distinctions within the scoring criteria as well as the various scoring descriptors in each scoring scale 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 provided with the expectation that many students’ ideas 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 are first drafts written under examination conditions.

Standards confirmation working-group members found that most students were able to identify with the situation of being appreciative of the work of an animal shelter in caring for lost or abandoned pets. While nearly all students referenced the “services” offered by the shelter, the role of volunteers, and how a newspaper article would inform a wide audience of the importance of donating time and money, the manner in which this information was elaborated upon and employed to achieve the student’s purpose—to persuade Lesley Thompson, editor of The Wentworth News, to publish an article that will inform the public about the work of the animal shelter—and to “Provide enough information to convince Lesley Thompson of the importance of supporting the animal shelter” so that it can continue its charitable work—was significant in distinguishing strong from weak responses.

Some students generically identified themselves as the owner of a “pet” while others referenced a dog, cat, bird, and other common household pet that was found at an “animal shelter;” still others precisely identified the unique character of their pet and/or the specific shelter at which it was found. Students at all levels of achievement relied heavily upon information provided in the assignment when describing the work of the shelter and, with varying degrees of success, integrated the information into their arguments in order to convince the recipient to act upon the request made. In most cases, students provided information regarding how the addressee could contact the sender (and in some responses the shelter itself) should he or she wish to do so, although this was not required in this situation.

As in other years, the recommended formats for the envelope and letter are provided in the guidelines of Canada Post. Markers were reminded, however, that other formats/styles were equally acceptable, given that the student was 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. Instead, markers were instructed 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 to be penalized in the assessment of Content Management. In addition, 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
Observations from Standards Confirmation and Central Marking 2009

upon the ideas and/or examples presented. Such brevity or embellishment were neither beneficial nor detrimental in and of themselves, and markers took into account the overall effectiveness of each response when assessing its quality.

Students whose responses received scores of “Satisfactory” contained ideas that appropriately and adequately supported arguments to persuade Lesley Thompson to publicize the work of the shelter in order to increase the support it receives. The majority of students cited the services provided by the shelter and suggested that more volunteers and financial support are needed to conduct the daily affairs of the shelter. Qualities of student writing that met the acceptable standard are evident in the following excerpts from student responses:

• “The shelter gives many services, one of those being, reuniting pets with their owners. They go and rescue animals, and give those animals emergency care. The volunteers are there helping the pets find a new home. They are there keeping the shelter fixed. They educate the public, for caring for the animals … This organization does such work for nothing and deserves as much help as it can get.”

• “All the workers there were excited about animals and were helpful in finding Fido. Without there kind love and care for animals my dog could have been gone forever.”

• “They need local support or they will have to close down. I lost my pet when it escaped from my home. Luckily for me we have volunteers that are willing to take care of pets.”

• “The shelter is a great organization that provides loving, tender care for sick, stray and runaway animals. I was wondering if you could put an article in the Wentworth News, stating the importance of the volunteers needed to keep the shelter going.”

• “Last week, my dog escaped from my house and was found by the animal shelter. I believe that the shelter is in need to be upgraded and more people are needed … The public needs to know about this place so more people can help the animal shelter and more people will volunteer and donate money.”

• “The shelter offers a wide variety of services, including adoption, emergency care, animal rescue, and spaying or neutering. They also reunite lost pets with their owners. Volunteers are needed to help keep the kennles clean, help the vets take care of the animals and educate the public about what the shelter does.”

These students presented relevant information that was supported by enough detail to fulfil the purpose of the assignment. A tone appropriate for the addressee was generally maintained, generally accurate and occasionally effective words and expressions were used, basic control of correct sentence construction, usage, and mechanics was evident, and the letter and envelope contained occasional format errors and/or omissions.

Strong responses to the topic which received scores of “Proficient” or “Excellent” included vivid contextualization regarding the circumstances under which the writer gained a first-hand appreciation for the animal shelter’s existence, the broader social implications of the services provided by the shelter, and the vital role of the newspaper in furthering the goal of increasing public support for the shelter. Ideas such as these are shown in the following excerpts:

• “Just one week ago, my dog, Miki, ran away from home. Despite my efforts to search for her, she was not found. But the very next day, I received a call from the local animal shelter saying they had found Miki and on her dog tag, my phone number! I rushed over to the shelter and found Miki there, well fed and groomed.”
In order for the shelter to continue providing these services, please inform the public about the
effort of these workers to provide for all sorts of animals and the desperate need for more
volunteers.”

“The Wentworth News is one of the most read papers in the province and so, if you could
publish an article about the benevolent work of the Mrs. Purrfect’s Animal Shelter, the
prospects of eliciting support for the shelter are significant.”

“The public needs to be educated about all the shelter does for the community and its need for
volunteers and financial aid. Before I lost my pet I didn’t even know that our town had an
animal shelter. Informing members of the community will help to ensure that the shelter will
receive the support it needs to continue its charitable work.”

“Penny’s Pet Shelter is more than just a shelter for lost or unwanted pets. In addition to
reuniting lost pets with their owners, they also rescue animals and find them new, loving
homes. If that wasn’t enough, Penny’s is equipped with all the state-of-the-art emergency care
equipment, and they have an amazing staff of caring, capable people … I hope you consider
giving this well-loved shelter some much-needed publicity.”

“Without sufficient funds, the shelter may be forced to close down and many pet would lose a
chance at finding a new family or being reunited with their previous ones. Therefore, I hope
that you will carefully consider my proposal to publish an article about this charitable
organization and the work it does to provide a safe haven for pets of all sizes.”

These excerpts demonstrate that students whose work achieved the standard of excellence
presented thoughtful and/or perceptive ideas, effectively developed the topic, included significant
or pertinent information 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.

Scores of “Limited” and “Poor” characterized responses in which students confused Lesley
Thompson with being the owner of the animal shelter, made unproven assumptions about the
shelter such as how mismanagement has resulted in its current state of need, or recommended
that fundraising by means such as bake sales would remedy the shelter’s financial concerns.
Some students became preoccupied with telling a story about the loss of a pet at the expense of
satisfactorily fulfilling the task presented in the assignment whereas others questioned the value
of the work done by the shelter. The excerpts below are taken from student responses that were
unsuccessful in meeting the acceptable standard:

“I Kim Rogers thank you very much for everthing you guys have done for me. And I hope
people take the consideration to support you guys.”

“If we loose this organization there will be a lot of on happy people.”

“I’d like you do a school for the paper so I can spread the word. Animals will die they can’t get
there medcine or be adopted. I Subjest that we have fundraisers and donation’s so we can
rasle money to buy food water and medicene.”

“I thank you for your time Mr. Thomson. My Postal Code is T7S 4D6 and my office number is
701 again I thank you for your time I am Kim Roger’s and I hope I head from you.”
Observations from Standards Confirmation and Central Marking 2009

- “I am writing to you to ask if you would make an article in the paper to tell the local animal shelter how to run their business … The center will only keep their pets for so long before they are sent to a pet store that’s not fare.”
- “When I go to the shelter there were cracks in some of the walls and there was dog kennels that had big holes in the side of them. I just wanted to get my pet and get out of there.”

In student writing that did not meet the acceptable standard, as illustrated 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.

Overall, student responses to the Functional Writing Assignment in Part A: Writing of the 2009 Grade 9 English Language Arts Achievement Test were consistent with the quality of student work in previous years.
Student Exemplar – Satisfactory

Address Information

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

Lesley Thompson

The editor of *The Wentworth News* is Lesley Thompson. The newspaper office is located at 8974 Elm Avenue in Larkville, Alberta. The postal code is T8M 2D2.

Kim Rogers

Kim Rogers’ home is in Mikmat, Alberta. The postal code is T7S 4D6. Kim’s post office box number is 701.

Envelope

KIM ROGERS  
P.O. BOX 701  
MIKMAT, AB T7S 4D6

LESLEY THOMPSON  
EDITOR  
THE WENTWORTH NEWS  
8974 ELM AVENUE  
LARKVILLE, AB T8M 2D2
Student Exemplar – Satisfactory

Assignment II: Planning

Use this page to plan in whatever way you choose.
P.O. Box 701
Nikmat, AB T7J 4D6

Lesley Thompson, Editor
The Wentworth News
891/4 Elm Avenue
Larchville, AB T0M 2O2

Dear Ms. Thompson

My name is Kim Rogers and I am from Nikmat, Alberta. I am writing to you today in regards to thank the animal shelter and the person who saved my pet. Recently, my pet escaped from my house, and I went down to the animal shelter and thankfully she was there. I would like it if you would write a little article in your paper to thank these kind people for me. And also to get people to come and volunteer at the shelter.
Student Exemplar – Satisfactory

As you probably already know the animal shelter takes care of animals by making sure they stay healthy until someone comes to take them home. The shelter just does this out of charity and needs more volunteers. They have a few volunteers already and one of them being the person who found my pet and took her safely to the shelter, I really appreciated that. So I would really like if you would write an article. First of all thanking the shelter and person who rescued my pet, and then also encouraging people to send money or volunteer their time at the animal shelter.

Thank you for taking the time to read and consider my letter. If you have any questions or would like to discuss this further, please feel free to contact me at #1-403-555-2222.

Yours truly:

Kim Rogers

Kim Rogers
# 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><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>• The <strong>ideas</strong> are appropriate (as in “The shelter just does this out of charity and need some more volunteers”), and <strong>development</strong> of the topic (as in “So I would really like if you would write an article. First of all thanking the shelter and the person who rescued my pet, and then also encouraging people to send money or volunteer their time at the animal shelter”) is <strong>adequate</strong>.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Relevant information</strong> is presented in “Recently my pet escaped from my house, and I went down to the animal shelter and thankfully she was there,” and this information is <strong>supported</strong> by <strong>enough detail</strong> in “the animal shelter takes care of animals by making sure they stay healthy until someone comes to take them home” and “They have a few volunteers already and one of them being the person who found my pet and took her safely to the shelter” to <strong>fulfill the purpose</strong> of the assignment—to have Lesley Thompson “write a little article in your paper to thank these kind people for me. And also to get people to come and volunteer at the shelter.”</td>
</tr>
<tr>
<td></td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>generally maintained</strong>, as is evident in “My name is Kim Rogers and I am from Mikmat Alberta,” “I really appretiated that,” and “Thank-you for taking the time to read and consider my letter.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>S</strong></th>
<th><strong>Content Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used in statements such as “If you have any questions or would like to discuss this further, please feel free to contact me at #1-403-555-2222” are <strong>generally accurate</strong> and <strong>occasionally effective</strong>.</td>
</tr>
<tr>
<td></td>
<td>• The writing demonstrates <strong>basic control</strong> of correct <strong>sentence structure</strong> (as seen in “As you probably already know the animal shelter takes care of animals by making sure they stay healthy until someone comes to take them home”), <strong>usage</strong> (as seen in “Recently my pet escaped from my house” and “The shelter just does this out of charity”), and <strong>mechanics</strong> (as seen in “I would like it if you would write a little article in your paper to thank these kind people for me”). <strong>Errors</strong> such as in “I am writting to you today in regards to thank the animal shelter and the person who saved my pet” <strong>occasionally impede</strong> meaning.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Occasional format errors</strong> and <strong>omissions</strong> are contained in the <strong>envelope</strong>—in the punctuation of “P.O. BOX 701 / MIKMAT, AB” in the return address and in the presentation of “8974 ELM AVENUE / LARKVILLE, AB” in the mailing address—and <strong>letter</strong>—in the heading in “Mikmat, AB,” in the omission of the date, in the inside address in “Larkville, AB,” in absence of a colon in the salutation, and in the inclusion of a colon in “Yours truly:” in the closing.</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.

Lesley Thompson

The editor of The Wentworth News is Lesley Thompson. The newspaper office is located at 8974 Elm Avenue in Larkville, Alberta. The postal code is T8M 2D2.

Kim Rogers

Kim Rogers’ home is in Mikmat, Alberta. The postal code is T7S 4D6. Kim’s post office box number is 701.

Envelope

KIM ROGERS
PO BOX 701
MIKMAT AB
T7S 4D6

LESLEY THOMPSON
THE WENTWORTH NEWS
8974 ELM AVE.
LARKVILLE AB
T8M 2D2
Student Exemplar – Proficient

Assignment II: Planning

Use this page to plan in whatever way you choose.

- convinces paper to write
- good things about the shelter

- saves animal lives
- protects
- feeds/water
- finds lost dogs
- gives people chance to find their animal
- allows adoption
- return animal to owners
- treat them well
Student Exemplar – Proficient

PO Box 701
Mikmat AB
T7S 4D6

May 4, 2009

Lesley Thompson
The Wentworth News
8974 Elm Avenue
Larkville AB
T8M 2O2

Dear Mr. Thompson:

Not too long ago, I lost my dog when it escaped my house. Luckily, a woman found my dog and brought her to the local animal shelter. I did get my precious dog back thanks to that woman and the animal shelter. I am very appreciative that the animal shelter saved my dog's life and I would like to encourage people to volunteer in this shelter or even donate money to them. In order to do so, The Wentworth News could write an article about the local animal shelter.

The animal shelter provides a variety of animal needs. In my recent case, they reunited my animal with the owner; they have an animal rescue crew and an emergency care for the animals. The adoption program is a great success, because of the high toll of the abandoned animals on the street. For your animals needs, they can spay or even neuter your animals. It is wonderful to see an animal shelter do such things for our town.
Student Exemplar – Proficient

For the people who find dogs and take them to the animal shelter, I am extremely greatful you do so. Those points are a wide range of reasons why we should support the animal shelter by volunteering in this determined place and/or donating money to make it an even better shelter. It will also publicize the shelter so that if by any chance someone else loses their favorite animal they could be brought back to their rightful owner. I ask you to write this article because of those reasons.

Thank you for taking the time to read my letter and I hope you will consider writing an article about the animal shelter. You may contact me at 555-9999 or email me at krugers@nikmat.com if you have any questions.

Yours Truly,

Kim Rogers

Kim Rogers
## 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 ideas are <strong>thoughtful</strong> (as demonstrated in “I am very appreciative that the animal shelter saved my dogs life and I would like to encourage people to volunteer in this shelter or even donate money to them”), and <strong>development</strong> of the topic in the subsequent request “In order to do so, The Wentworth News could write an article about the local animal shelter” is <strong>generally effective</strong>.</td>
</tr>
<tr>
<td>Pf</td>
<td>• <strong>Significant information</strong>—pertaining to how the “animal shelter provides a variety of animal needs” with “an animal rescue crew,” “emergency care,” and an “adoption program”—is presented, and this information is <strong>substantiated</strong> by <strong>specific details</strong> (such as in “they can spay or even neuter your animals” and “It will also publicize the shelter so that if by any chance someone else loses their favorite animal they could be brought back to their rightful owner”) that <strong>fulfill the purpose</strong> (to provide “reasons why we should support the animal shelter by volunteering in this determined place and/or donating money to make it an even better shelter”) of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>clearly maintained</strong> throughout the response in statements such as “I did get my precious dog back thanks to that woman and the animal shelter,” “It is wonderful to see an animal shelter do such things for our town,” and “Thank you for taking the time to read my letter and I hope you will consider writing an article about the animal shelter.”</td>
</tr>
<tr>
<td>Pf</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used are <strong>usually accurate</strong> and <strong>effective</strong>, as demonstrated in “Not to long ago, I lost my dog when it escaped my house,” “In my recent case, they reunited my animal with the owner,” and “I ask you to write this article because of those reasons.”</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 “Luckily, a woman found my dog and brought her to the local animal shelter;” <strong>usage</strong>—as seen in “I would like to encourage people to volunteer in this shelter or even donate money to them;” and <strong>mechanics</strong>—as seen in “You may contact me at 555-9999 or email me at <a href="mailto:krogers@mikmat.com">krogers@mikmat.com</a> if you have any questions.” <strong>Errors</strong> that are present such as in “my dogs life;” “an emergency care,” and “For all your animals needs” <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> other than the placement of the postal codes on a separate line in all of the addresses, the omission of the recipient’s title (“editor”), the incorrect postal code in “T8M 2O2,” and the capitalization in the closing “Yours Truly.” <strong>Proportion of error to length and complexity of response</strong> has been considered.</td>
</tr>
</tbody>
</table>
Student Exemplar – Excellent

Address Information

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

Lesley Thompson

The editor of The Wentworth News is Lesley Thompson. The newspaper office is located at 8974 Elm Avenue in Larkville, Alberta. The postal code is T8M 2D2.

Kim Rogers

Kim Rogers’ home is in Mikmat, Alberta. The postal code is T7S 4D6. Kim’s post office box number is 701.

Envelope

Kim Rogers
Box 701
Mikmat AB T7S 4D6

Lesley Thompson
Editor
The Wentworth News
8974 Elm Ave
Larkville AB T8M 2D2
Assignment II: Planning

Use this page to plan in whatever way you choose.

Animal shelter
- state positive opinions
Student Exemplar – Excellent

Kim Rogers
Box 701
Mikmat AB T7S 4D6
May 1, 2009

Lesley Thompson
Editor, The Wentworth News
8974 Elm Avenue
Larkville AB T8M 2D2

Dear Mr. Thompson:

My name is Kim Rogers. I am a citizen of Mikmat, Alberta. I am writing to you because I would like you to write an article in The Wentworth News about the great work done by the local animal shelter. I recently became aware of the shelter’s services after they reunited me with my lost pet. I would like you to share my experience with you readers in order to show the importance of the animal shelter to our community and help it to continue to provide their non-profit services.

Last Tuesday, my pet dog escaped from my house and into the streets of the local neighborhood. I immediately went to the local animal shelter where I was astonished to find that my pet had been found by a man named Ed. Ed found Max wandering past his home late Tuesday night. The shelter had cared for Max until I could come by and retrieved him. I am very grateful to both Ed and the shelter for helping to reunite me with my pet.
Student Exemplar – Excellent

When I was at the shelter, I became aware of how the animal shelter benefits the local community. In addition to reuniting lost pets with their owner, the shelter rescues animals in need, helps families adopt pets with no owners, has twenty-four hour emergency care, and is able to spay or neuter animals to prevent unwanted pets.

All of the services provided by the shelter are non-profit; therefore, volunteers are constantly needed in order to maintain them. Some of the jobs available for volunteers are caring for the animals by walking and grooming dogs and providing foster homes for animals in need. Financial assistance is also needed to maintain the shelter and this can be increased by raising public awareness. The shelter is very important to the community; therefore, I would like to encourage you to publish an article to support the shelter and the services it provides.

Thank you for taking the time to examine this request. If you have any questions, please feel free to email me at Krogers@hotmail.com or call 123-4567. I look forward to hearing from you or your associates in the future.

Sincerely,

Kim Rogers
## 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—that “I recently became aware of the shelter’s services after they reunited me with my lost pet. I would like you to share my experience with you readers in order to show the importance of the animal shelter to our community and help it to continue to provide their non-profit services”—are perceptive, and development of the topic in the presentation of “how the animal shelter benefits the local community” and the arguments in support of the need to “support the shelter and the services it provides” is clear and effective.</td>
</tr>
<tr>
<td>E</td>
<td>Pertinent information is presented (as seen in “Last Tuesday, my pet dog escaped from my house and into the streets of the local neighborhood. I immediately went to the local animal shelter where I was astonished to find that my pet had been found by a man named Ed”), and this information is enhanced by precise details (such as in “All of the services provided by the shelter are non-profit; therefore, volunteers are constantly needed in order to maintain them. Some of the jobs available for volunteers are caring for the animals by walking and grooming dogs and providing foster homes for animals in need”) that effectively fulfill the purpose of the assignment in persuading Lesley Thompson that “The shelter is very important to the community” and that, in addition to volunteers, “Financial assistance is also needed to maintain the shelter and this can be increased by raising public awareness.”</td>
</tr>
<tr>
<td>E</td>
<td>A tone appropriate for the addressee is skillfully maintained from the opening statements “My name is Kim Rogers. I am a citizen of Mikmat, Alberta. I am writing to you because I would like you to write an article in The Wentworth News about the great work done by the local animal shelter” through to the concluding statement “I look forward to hearing from you or your associates in the future.”</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>E</td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used are <strong>consistently accurate</strong> (as illustrated in “Ed found Max wandering past his home late Tuesday night. The shelter had cared for Max until I could come by and retrieved him” and “The shelter is very important to the community; therefore, I would like to encourage you to publish an article to support the shelter and the services it provides”) and <strong>effective</strong> (as is evident in “In addition to reuniting lost pets with their owner, the shelter rescues animals in need, helps families adopt pets with no owners, has twenty-four hour emergency care, and is able to spay or neuter animals to prevent unwanted pets” and “When I was at the shelter, I became aware of how the animal shelter benefits the local community”).</td>
</tr>
<tr>
<td>E</td>
<td>• The writing demonstrates <strong>confident and consistent control</strong> of correct <strong>sentence structure</strong>—as seen in “I am very grateful to both Ed and the shelter for helping to reunite me with my pet;” <strong>usage</strong>—as seen in “Thank you for taking the time to examine this request;” and <strong>mechanics</strong>—as seen in “If you have any questions, please feel free to email me at <a href="mailto:Krogers@hotmail.com">Krogers@hotmail.com</a> or call 123-4567.” <strong>Errors</strong> such as in “share my experience with you readers,” “until I could come by and retrieved him,” and “reuniting lost pets with their owner” <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>, with the only exception being the inclusion of “Kim Rogers” in the heading of the letter.</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 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.

Lesley Thompson

The editor of *The Wentworth News* is Lesley Thompson. The newspaper office is located at 8974 Elm Avenue in Larkville, Alberta. The postal code is T8M 2D2.

Kim Rogers

Kim Rogers' home is in Mikmat, Alberta. The postal code is T7S 4D6. Kim's post office box number is 701.

Envelope

Ms Kim Rogers  
PO Box 701  
Mikmat AB  
T7S 4D6

Ms Lesley Thompson  
Editor of The Wentworth News  
8974 Elm Ave  
Larkville AB  
T8M 2D2
Assignment II: Planning

Use this page to plan in whatever way you choose.

- Discuss your dog
- Thank the person and shelter
- Try to encourage your community to help the shelter.
- CAPITALIZE ON LETTER!
- Date
- How the shelter makes a difference
- Not-profit organizations need money
- Fundraisers.
Marker Training Paper A

Kim Rogers  
PO Box 701  
Mikmat AB  T7S 4D6  

May 7, 2009

Ms. Lesley Thompson  
Editor  
The Wentworth News  
8974 Elm Avenue  
Larkville AB  T8M 2D2  

Dear Mr. Thompson:

My name is Kim Rogers. I am writing to you regarding a topic that I would like to share publicly in The Wentworth News.

Recently my dog, Harvey, went missing. I had come home from school to find the yard gate open. I looked for Harvey all over the city and had no luck. A week went by and I had almost given up in finding him when I got a phone call from the Volunteer Pet Shelter. They told me that they had seen the “Lost Dog” signs that I had posted and thought that they might have the dog I was looking for. I had a sudden spark of hope and made my way down to the shelter. Once there I saw two volunteer helpers waiting for me with Harvey. He ran to greet me with a loud bark. I was so happy. I later found that Harvey had been running around a playground and a young girl and her family had found him and looked after him in their own home until they called the shelter. I have not yet thanked the family for their generosity and would like to do so publicly.

Also, I wanted to mention that the shelter that saved Harvey is a non-profit organization and is run by kind volunteers who give away their own time to reunite lost pets and their owners, animal rescue, emergency care, adoption, and spaying and neutering animals. They could really use some extra money to be able to keep their program running for years to come. People in the community can volunteer or contribute to the shelter and I would like you to let everyone know through your newspaper.

To contact me please call my home phone at 123-4567 or my cell phone at 987-6543. Thank you so much for your time. I know that you are a very busy person and greatly appreciate it. I would love the opportunity to share my experience in order to support the shelter and give hope to others to find their lost pet the same way that I did. Thanks again.

Yours sincerely,

Kim Rogers
# 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>S</td>
<td>Relevant information is presented in the recounting of the discovery that “Harvey had been running around a playground and a young girl and her family had found him and looked after him in their own home until they called the shelter,” and this information is supported by enough detail regarding why the shelter “could really use some extra money to be able to keep their program running for years to come” to fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>A tone appropriate for the addressee is clearly maintained through statements such as “My name is Kim Rogers. I am writing to you regarding a topic that I would like to share publicly in The Wentworth News” and “Thank you so much for your time. I know that you are a very busy person and greatly appreciate it.”</td>
</tr>
</tbody>
</table>

- The ideas are **thoughtful** (as demonstrated in “I have not yet thanked the family for their generosity and would like to do so publicly” and “the shelter that saved Harvey is a non-profit organization and is run by kind volunteers who give away their own time”), and **development** of the topic by chronicling the events that ensued when “Harvey, went missing” and by offering “to share my experience in order to support the shelter and give hope to others to find their lost pet” is **generally effective**.


**Rationale for Marker Training Paper A**

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Content Management</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used are <strong>consistently accurate</strong> (such as in “They told me that they had seen the ‘Lost Dog’ signs that I had posted and thought that they might have the dog I was looking for” and “I would love the opportunity to share my experience in order to support the shelter and give hope to others to find their lost pet the same way that I did. Thanks again”) and <strong>effective</strong> (such as in “I had a sudden spark of hope and made my way down to the shelter. Once there I saw two volunteer helpers waiting for me with Harvey. He ran to greet me with a loud bark. I was so happy”).</td>
</tr>
<tr>
<td>E</td>
<td>• The writing demonstrates <strong>confident</strong> and <strong>consistent control</strong> of correct <strong>sentence structure, usage, and mechanics</strong> in statements such as “I had come home from school to find the yard gate open. I looked for Harvey all over the city and had no luck” and “To contact me please call my home phone at 123-4567 or my cell phone at 987-6543.” <strong>Errors</strong> that are present—as in “I had almost given up in finding him” and “kind volunteers who give away their own time to reunite lost pets and their owners, animal rescue, emergency care, adoption, and spaying and neutering animals”—<strong>do not impede</strong> meaning.</td>
</tr>
<tr>
<td>E</td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> contain <strong>few format errors</strong>, such as the placement of each postal code on a separate line and the presentation of “EDITOR OF THE WENTWORTH NEWS” on the envelope and the inclusion of “Kim Rogers” in the heading of the letter.</td>
</tr>
<tr>
<td>Pf</td>
<td><strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>


Marker Training Paper B

Address Information

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

Lesley Thompson

The editor of *The Wentworth News* is Lesley Thompson. The newspaper office is located at 8974 Elm Avenue in Larkville, Alberta. The postal code is T8M 2D2.

Kim Rogers

Kim Rogers’ home is in Mikmat, Alberta. The postal code is T7S 4D6. Kim’s post office box number is 701.

Envelope

KIM ROGERS
P.O. BOX 701
MIKMAT MB T7S 4D6

LESLEY THOMPSON
EDITOR
8974 ELM AVENUE
LARKVILLE MB T8M 2D2
Marker Training Paper B

Assignment II: Planning

Use this page to plan in whatever way you choose.

Write a thank you letter for finding my missing dog, Dingo.
Marker Training Paper B

P.O. Box 701
Mikmat AB T1S 4W6
May 2, 2009

Lesley Thompson, Editor
8974 Elm Avenue
Larkville, PA 762

Dear Mrs. Thompson:

I am Kim Rogers, and I am thankful that you picked up my pet dog. I love him a lot, and it broke my heart when he was missing.

Your animal shelter is amazing. I know my pet dog Ding'o was in good hands there. Even if there are other animals there I know you treat everyone as if it was your own. I am for sure look up to everyone who works there and admire their kind hearts.
If you would like to contact me, you can email me at Kim.Rogers@telus.net or call me at 870-5963. I appreciate what you're doing for the community.

Sincerely,

Kim Rogers

Kim Rogers
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>P</td>
<td>• The ideas are <strong>misconstrued</strong>, as is evident in the opening assertions—“I am thankful that you picked up my pet dog” and “Your animal shelter is amazing”—and <strong>development</strong> of the topic in statements such as “Even if there's other animals there I know you treat everyone as if it was your own” and “I appreciate what your doing for the community” is <strong>ineffective</strong>.</td>
</tr>
<tr>
<td>L</td>
<td>• <strong>Information</strong> presented in statements such as “I know my pet dog Dingo was in good hands there” is <strong>imprecise</strong> and <strong>undiscerning</strong>. <strong>Supporting details</strong> such as “I love him alot, and it broke my heart when he was missing” are <strong>insignificant</strong>. The <strong>purpose</strong> of the assignment—to inform Lesley Thompson of “the important work being done by the shelter, and of its ongoing need for volunteers and financial support” as stipulated in the task—is only <strong>partially fulfilled</strong>.</td>
</tr>
<tr>
<td>L</td>
<td>• A <strong>tone appropriate</strong> for the addressee is evident in statements such as “I for sure look up to everyone who works there, and admire their kind hearts” but is <strong>not maintained</strong> due to the misconception that Lesley Thompson is the operator of the animal shelter.</td>
</tr>
<tr>
<td></td>
<td>Content Management</td>
</tr>
<tr>
<td>S</td>
<td>• As demonstrated in “I am Kim Rogers, and I am thankful that you picked up my pet dog” and “I appreciate what your doing for the community,” <strong>words</strong> and <strong>expressions</strong> used 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 illustrated in “Your animal shelter is amazing. I know my pet dog Dingo was in good hands there”), <strong>usage</strong> (as illustrated in “it broke my heart when he was missing” and “admire their kind hearts”), and <strong>mechanics</strong> (as illustrated in “If you would like to contact me, you can email me at <a href="mailto:KimRogers@telus.net">KimRogers@telus.net</a>”).</td>
</tr>
<tr>
<td>Pf</td>
<td>• The punctuation of “P.O. BOX 701” in the return address and the presentation of “8974 ELM AVENUE” in the mailing address in the <strong>envelope</strong> are among the <strong>few format errors</strong> contained in the <strong>envelope</strong> and <strong>letter</strong>.</td>
</tr>
</tbody>
</table>

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