This document was written primarily for:

<table>
<thead>
<tr>
<th>Role</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>✓</td>
</tr>
<tr>
<td>Teachers</td>
<td>✓</td>
</tr>
<tr>
<td>Administrators</td>
<td>✓</td>
</tr>
<tr>
<td>Parents</td>
<td>✓</td>
</tr>
<tr>
<td>General Public</td>
<td>✓</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
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</table>

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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 us to continue defining the standards of writing performance expected in connection with diploma examinations and 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 Standards Confirmers: Ryan Cancilla, Brian Cheney, Donna Chorney, Pat Galandie, Lynn Hemming, Leanne Jacobson, Margaret Lewis, Tamela Martin, Deirdre Murphy, and Kevin Schurack.

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You can reach us with your comments and questions by email at Philip.Taranger@gov.ab.ca, or Deanna.Shostak@gov.ab.ca

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44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

We would be pleased to hear from you.
Introduction

The written responses in this document are examples of English Language Arts 30–2 Diploma Examination writing that received scores of Satisfactory (S), Proficient (Pf), or Excellent (E). These sample responses are taken from the January 2015 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–2 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the January 2015 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2015. The sample papers and the commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student's work and the criteria.

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

Selection and Use of Sample Papers

The teachers on the Standards Confirmation Committee for the January 2015 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the January 2015 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the January 2015 English Language Arts 30–2 Diploma Examination.

Cautions

1. The commentaries are brief.

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

2. Neither the scoring guide nor the assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make.
The student writings in this document illustrate just a few of the many successful organizational and rhetorical strategies in January 2015.

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

We advise you not to draw any conclusions about common patterns of approach taken by students.

3. **The sample papers presented in this document must not be used as models for instructional purposes.**

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

The approaches taken by students at the standard of excellence, not their words or ideas, are what students should consider emulating. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure as ways of developing an individual voice and engaging the reader in ideas and forms that the student has considered.

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

Under examination conditions, students produce first-draft writing. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.
January 2015
English Language Arts 30–2
Part A: Written Response
Grade 12 Diploma Examination

Description

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

Plan your time carefully.

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

• Assignment I:
  Visual Reflection
  Value 10% of total examination mark

• Assignment II:
  Literary Exploration
  Value 25% of total examination mark

• Assignment III:
  Persuasive Writing in Context
  Value 15% of total examination mark

Instructions

• Complete all three assignments.
• You may use the following print references:
  – an English and/or bilingual dictionary
  – a thesaurus
  – an authorized writing handbook

Do not write your name anywhere in this booklet or on your response. Feel free to make handwritten revisions directly on your final response.

• Space is provided in this booklet for planning but not for final handwritten or word-processed work.

• It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in this booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.
• A final checklist is located on the inside back cover of the examination booklet.

Additional Instructions for Students Who Are Using a Word Processor

• Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

Additional Instructions for Students Who Are Handwriting

• Use the paper provided by your school for handwritten work. Note that there is no paper provided in this booklet for final written work.
• Use blue or black ink for handwritten work.
ASSIGNMENT I: VISUAL REFLECTION
Suggested time: 30 to 40 minutes

This photograph was taken in 1952 during the Korean War. The soldier is feeding an orphaned kitten.
ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 2. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

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

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

You must:

• Select a prose form that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader.

• Consider how you can create a strong unifying effect.

Initial Planning
ASSIGNMENT II: LITERARY EXPLORATION
Suggested time: 70 to 80 minutes

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

The narrator of this excerpt is American actor Rob Lowe. In this excerpt, he reflects on a trip he took to France to promote a film. During his time there, he visited a war memorial in Normandy.

from STORIES I ONLY TELL MY FRIENDS

The cliffs are widespread and brutally tall. The beach before them is so wide, it’s clear that there was nowhere to hide. The young men who were shot dead here would’ve been exactly my age, dying alone and unprotected, giving “the last full measure of devotion,” in the lonely, cold mist of an early June morning.

I am standing at the German gun emplacements of Pointe du Hoc, where so many fell. On my left there is the beautiful and appalling field of crosses and Stars of David for the heroes whom, until today, I had never seriously considered. Brokaw would eventually write his book and Spielberg would one day make his movie, but in the early fall of 1986, nothing has prepared me for the emotion of this great battlefield on France’s Normandy coast….

I’m twenty-two years old. I’ve never known for want. There’s always been food on the table and the sweet smell of possibility, of a horizon free of impediment. I had opportunity, worked hard, and made my dreams come true. Here’s a guy on a plaque, eighteen years old, from Iowa. Another is twenty-two and from a town in northern Michigan. A door lowered; they ran into raging fire; if they lived they tried to climb those terrible cliffs, hand over hand, wide open to the barrages from above. If they got there, some fought, some charged in the maw of the .50 cals, anything to silence the howling guns, to save their brothers and achieve the objective. To do the job. To save our country. All the training, all the planning, all the money, all the strategy, finally and simply came down to that. When the door was lowered, could the twenty-two-year-old from Michigan step out and face the job at hand?

A stiff wind is blowing off the English Channel it’s making my eyes water. Glenn stands back with the big, black Mercedes and the chauffeur. There’s another black-tie dinner and it’s a long drive back to the resort. I need to get going. People have paid money to see me, to meet me, and to congratulate me on the achievement of the film. I walk back to the car, past the graves and the flags, past the boys from the United States who never came home. I hop in the back, shut the door, and drive away.

The dinner is held in an ornate seventeenth-century ballroom. There are beautiful women. There’s lots of wine. But I’m quiet. Someone asks me if I have something on my mind. I say no, but I do. It’s a twenty-two-year-old marine from a town in northern Michigan.

Rob Lowe

The Assignment

In this excerpt, the narrator reflects on a time when he became aware of the contrast between his life and the lives of the young men who fought in World War II.

What is your opinion of the idea that there are moments in our lives that have lasting significance?

You must:

• Discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character.

• Ensure the details you select support your opinion of the idea that there are moments in our lives that have lasting significance.

• Present your ideas in prose.

You should:

• Reflect upon your own knowledge and/or experience and/or the reading selection provided.

• Use the Initial Planning section on page 9 to help you plan your response. Carefully consider your controlling idea or how you will create a strong unifying effect.

• Select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2.

• Organize your discussion so that your ideas are clearly and effectively presented.
Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 8 and write your controlling idea below.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen ____________________________________________________________

Literary Text(s) and Author(s) ________________________________________________

______________________________________________________________________________

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.
ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT
Suggested time: 40 to 50 minutes

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

The Situation

The Prosper School Council is considering a proposal to separate students in core courses by gender at the high school. This would mean males and females would take classes such as English, Social Studies, Mathematics, and Science separately. Option classes such as Physical Education, Drama, Choir, Art, and Woodworking would remain co-ed. Those in favour of separate-gender education argue that it aids student outcomes by raising test scores and graduation rates while also limiting behavioural issues. Those who oppose argue that segregation can lead to increased prejudice and hinder students from acquiring valuable social skills.

In deciding whether to accept this proposal, the Prosper School Council has invited concerned individuals to make their views known. You are Terry Reid, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 14 and 15). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the School Council to either ACCEPT or REJECT the proposal to separate core courses by gender at the high school.

In preparing your persuasive speech or letter, BE SURE TO

• study the information on pages 14 and 15
• consider your purpose and audience
• present a clear argument that explains the reasons behind your decision
• use an appropriate tone

Remember that you must clearly and directly choose either to accept or to reject the proposal.
SCHOOL COUNCIL MEETING MINUTES
Prosper School Council  Proposition 1.4
RE: Proposal to separate core courses by gender at the high school.

Research has found that students achieve higher results when they are placed in classes separated by gender rather than in co-ed classes. Prosper High School hopes to support male and female students by providing classroom environments that cater to the acknowledged learning styles of each gender. Male and female students will still have the opportunity to interact in their option courses, as those classes will remain co-ed.

What is your opinion of the proposal to introduce separate core courses by gender at the high school?

Mona Robertson: I’ve previously taught in schools that have mixed classes but now I teach in an all-boys school and the difference is startling. Without girls around to impress, the boys act surprisingly immature. Being in classes with girls helps to encourage them to act maturely.

Simon Hamilton: If they separate us for classes we might learn better but may never be able to use those talents because of the awkwardness of being around the opposite gender.

Ranya Singh: Isn’t there always that small group of inappropriate boys in your class? Or a boy that just feels like messing with you ‘cause he thinks he can? And you’re stuck there thinking ‘why am I even in the same place as this jerk?’ Maybe we should have segregated gender classes.

Overall Academic Average

<table>
<thead>
<tr>
<th>School</th>
<th>Grade 12 Average</th>
<th>Average for Males</th>
<th>Average for Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur Andrew’s Boys Academy</td>
<td>82%</td>
<td>69%</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Kennedy High School</td>
<td>82%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>Mary Clements All-Girls School</td>
<td>84%</td>
<td>Not applicable</td>
<td>84%</td>
</tr>
</tbody>
</table>

FastPoll.com
Would you like to see separate core classes for boys and girls at Prosper High?

<table>
<thead>
<tr>
<th>Group</th>
<th>YES</th>
<th>NO</th>
<th>UNDECIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>64%</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>Boys</td>
<td>39%</td>
<td>60%</td>
<td>1%</td>
</tr>
<tr>
<td>Parents</td>
<td>72%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Teachers</td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Comments
User: devsharma22 (Dev Sharma)
As a parent I’m concerned that separating core courses by gender might do more harm than good. The school would just be reinforcing harmful stereotypes about boys and girls. What if my son doesn’t like the “traditional male” approach to his education?

User: zangli7788 (Zhang Li)
My cousin goes to an all-boys school and he’s doing really well. He says it is easier to concentrate on his studies when he’s not distracted by pretty girls.
**English Literature Proposed Reading List:**

**GIRLS Reading List:**
- Little Women by Louisa May Alcott
- Pride and Prejudice by Jane Austen
- Twilight by Stephenie Meyer
- Romeo and Juliet by William Shakespeare
- Mean Girls (Film Study)

**BOYS Reading List:**
- Lord of the Flies by William Golding
- Into Thin Air by Jon Krakauer
- Starship Troopers by Robert A. Heinlein
- Macbeth by William Shakespeare
- Pacific Rim (Film Study)

---

**Academic Journal**

**School bias often sets boys up for failure: study**

Academics from two major Canadian universities believe they can explain why girls earn higher grades on report cards than boys do, despite the fact that girls do not necessarily outperform boys on achievement tests.

In their study they show “gender disparities in teacher grades start early and uniformly favor girls.” Girls are said to outperform boys in “non-cognitive approaches to learning,” which would be defined as attentiveness, task persistence, eagerness to learn, learning independence, flexibility, and organization, which consistently lead to higher grades from teachers.

This undeniably puts boys at a disadvantage for future opportunities as poor grades affect their ability to access academic opportunities.

While the study does not call teachers sexist, it does point out the majority of elementary educators are female and suggests a gender gap may exist in terms of an educator’s perception of his or her students.

---

**Separate core courses not the way of the future**

*Education Research* magazine is publishing a report by eight social scientists who are founders of the nonprofit Canadian Council for Co-educational Schooling. The report will likely ignite a new round of debate regarding the effects of separate gender core courses. It asserts that “sex-segregated education is often supported by weak, selectively chosen, or misconstrued scientific claims rather than valid scientific evidence.” The strongest argument against separating students according to their gender is that it reduces boys’ and girls’ opportunities to work together and reinforces gender stereotypes. The authors of the report are psychologists and neuroscientists from several universities who have extensively researched and written on sex differences.
**Background**

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

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

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

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria, and the examples of students’ work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the *2014–2015 English Language Arts 30–2 Information Bulletin*. During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E) are posted in documents at the *Examples of the Standards for Students’ Writing* web page.

Members of the Standards Confirmation Committee

- confirm the appropriateness of the standards set by the examination in relation to students’ work
- select student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- write rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students’ work
Impressions of Standards Confirmers
January 2015

Assignment I: Visual Reflection

The photographs of the soldier feeding an orphaned kitten provided a point of entry into discussion for nearly all student writers. Many students developed ideas on the theme of compassion and that acts of kindness can keep individuals grounded in the most difficult of circumstances. Many students also drew a parallel between the soldier’s compassion for the kitten and his feelings toward his own family, and some identified the kitten as being a surrogate for the soldier’s family back home. Students also explored ideas related to hope, the nature of war, and on the importance of caring for others and for the natural world. Given the prominence of the human subject in this photograph, first-person narratives from the point of view of the soldier were common.

Assignment II: Literary Exploration

Both the reading selection from Stories I Only Tell My Friends and the topic question on the idea that there are moments in our lives that have lasting significance proved to be very accessible to student writers. Most students were able to discuss situations from literature and from personal experience in which a moment or moments shaped or influenced a character’s subsequent actions. Many students defined the nature of the moment and proceeded to explore and explain the type of effect that resulted. Some students also developed ideas in which the nature of the moment or memory was more specifically defined, and explored “lasting significance” in a variety of ways. Students discussed their ideas about the topic in relation to literature and film studied in ELA 30–2 and to personal observations and experiences. Unifying effects varied among students. Some chose to focus primarily on literature, while others developed responses that emphasized significant moments they have experienced in their own lives. Some students also chose to compare the experiences of the character in their literary selection to their own personal experiences. Students also occasionally chose to discuss more than one piece of literature. Markers are reminded that the focus of this assignment is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. Thus, while the literary example is essential, it is but one component of the response as a whole. Because literary examples are sometimes brief and tightly focused on a particular situation or character, markers are reminded to read the information provided by students in both the Initial Planning section on page 9 and on the back of the examination booklet to ensure that they are familiar with the literature chosen. Popular literary selections included Night, Tuesdays with Morrie, One Flew Over the Cuckoo’s Nest, Into the Wild, A Streetcar Named Desire, “On the Rainy River,” “The Scarlet Ibis” and King Rat. Students also used films such as The Shawshank Redemption, Twelve Years a Slave, Schindler’s List, and Gran Torino.
Assignment III: Persuasive Writing in Context

The proposal of whether or not to separate core courses by gender at Prosper High School was particularly engaging to students. Students who supported the proposal generally cited the academic advantages of separate courses for male and female students, as well as the reduction in the number of distractions that exist in co-ed classes. Those opposed to the ban focused on the importance of male/female social interaction and on learning to effectively interact with the opposite sex, that co-ed environments are the norm elsewhere in society and that a segregated system would therefore be artificial, and on the idea that education is about more than just academics. Students drew key details from the source material and often supplemented their arguments with references to their own personal observations, experiences, and knowledge. Many students also chose to acknowledge and refute positions from the opposing side. Markers are reminded that students will use the source material in a variety of ways. Some will choose one or two details from the source material as the basis of their support, while others will grapple with several sources. As always, markers are reminded to evaluate the choices that students have made in terms of their service to the student's argument, not in terms of the “accuracy” or “correctness” of their interpretation of sources. Most students were well aware of their purpose in persuading the Prosper School Council and maintained an appropriate tone.
Examples of Students’ Writing with Teachers’ Commentaries

English Language Arts 30–2
Visual Reflection Assignment, January 2015
Example Scored Satisfactory (S)

During a time of war and caos, people can still love and take care of each other or other things. A soldier is taking care of a kitten after it had lost its mother.

This soldier has probably seen a lot of disturbing things over there and has found a orphan kitten. The soldier is probably feeding this kitten in hopes it will help him get his mind off of all the other things happening over there. Surrounding him is death and pain and yet he can still love and take care.
The soldier himself looks like he is in a trench fight near. There is sand bags and lots of dirt. The weather looks a bit warm judging the soldier cool what he is wearing. The picture also clearly points out that there is no battle taking place during the time this picture was taken.

It really is interesting how that soldier is out there to fight, and even kill, enemy soldiers yet he has decided to give this kitten a chance to live by feeding it and...
taking care of it. How someone could

love something during the time of war is

amazing. I guess you can say love it stronger

than hate.
## EXAMPLE PAPER—Satisfactory (S)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Impressions (S)</td>
<td>The student’s perception that “During a time of war and caos, people can still love and take care of each other or other things” is appropriate and generalized. Support is adequate and generally connected to the student’s ideas and impressions. The response is generally clearly developed.</td>
<td>S</td>
</tr>
<tr>
<td>Presentation (S)</td>
<td>The student’s voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective.</td>
<td>S</td>
</tr>
</tbody>
</table>

The student’s voice is **matter-of-fact** (“The picture also clearly points out that there is no battle taking place during the time this picture was taken”) and the **tone** is **appropriate** (“The Soldier is probably feeding this kitten in hopes it will help him get his mind off of all the other things happening over there”).

Stylistic choices are **adequate** (“The soldier himself looks like he is in a trench right now”) and **occasionally effective** (“It really is interesting how that soldier is out there to fight, and even kill, enemy soldiers yet he has decided to give this kitten a chance to live by feeding it and taking care of it”).
How often can you honestly say you've gone out of your way to help others? Looking at this photograph proves the fact that anyone can stop and help those in need. This man is all geared up ready to fight in war and he stops to help this kitten survive. Helping those in need doesn't always require a tremendous amount of effort. Small gestures can go a long way. We should never underestimate the effect kind acts can have on others.

This soldier is in the middle of the Korean War and there he is hiding away in order to help this orphaned kitten. The amount of focus and determination on his face is unbelievable, considering the circumstance. He's already saving and protecting thousands of lives and still goes out of his way to help save one more. It's heartwarming seeing this man concerned about the survival of more than his kind. The fact he can ignore what he is going through and help out even more than he should shows that anybody can make the effort to do
the same. Being selfless and considerate of others can go a long way.

It’s understandable that everybody has their own lives to live and we may get caught up with our problems, but it’s important to consider those around you. Helping those in need gives you a feeling no other act could give you. Look at this man. He’s going dealing with a lot on his shoulders and there he is, helping that kitten. So, have you taken the time to consider those around you?
### Example Paper—Proficient (Pf)

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Rationale</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Ideas and Impressions (Pf)</td>
<td>The student’s perceptions that “Helping those in need doesn’t always require a tremendous amount of effort” and that “anyone can stop and help those in need” are thoughtful and considered.</td>
<td>Pf</td>
</tr>
<tr>
<td>• The student’s perceptions are thoughtful and considered.</td>
<td>Support is relevant (“He’s already saving and protecting thousands of lives and still goes out of his way to help save one more” and “The fact he can ignore what he is going through and help out even more than he should shows that anybody can make the effort to do the same”), detailed (“This soldier is in the middle of the Korean War and there he is hiding away in order to help this orphaned kitten” and “This man is all geared up ready to fight in war and he stops to help this kitten survive”), and clearly connected to the student’s ideas and impressions that “It’s understandable that everybody has their own life’s to live and we may get caught up with our problems, but it’s important to consider those around you.”</td>
<td></td>
</tr>
<tr>
<td>• Support is relevant, detailed, and clearly connected to the student’s ideas and impressions.</td>
<td>The response is coherently developed from the student’s question “How often can you honestly say you’ve gone out of your way to help others?” to the assertion that “Small gestures can go a long way,” through to the concluding question “So, have you taken the time to consider those around you?”</td>
<td></td>
</tr>
<tr>
<td>• The response is coherently developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
<td>SCORE</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Presentation (Pf)</td>
<td>• The student’s voice is distinct and the tone is well considered.</td>
<td></td>
</tr>
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<td></td>
<td>• Stylistic choices are specific and frequently effective.</td>
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<td></td>
<td>The student’s <strong>voice</strong> is distinct and the <strong>tone</strong> is well considered, as in “The amount of focus and determination on his face is unbelievable considering the circumstance” and “It’s heartwarming seeing this man concerned about the survival of more than his kind.”</td>
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<td></td>
<td><strong>Stylistic choices</strong> are specific and frequently effective: “Look at this man. He’s dealing with a lot on his shoulders and there he is, helping that kitten. So, have you taken the time to consider those around you?”</td>
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</table>
The following photograph touches the heart of every being that views it. The shocking and somewhat ironic photo of a soldier from 1952 feeding an orphaned kitten. The photo gives the idea that even in the darkest of times during war where death is the only friend to all, love always finds a way to be seen and heard. The strong, brave soldier fighting and killing for his country has the time and heart to stop and rescue an orphaned kitten and feed it. These are the moment captured that display why the human race is still alive. The love and passion that we show even in the darkest times is what has kept us alive as a species. The photo very clearly demonstrates to the world that even when we as a species are carless and cause what only god should take, for some reason our loving nature can take over and remind those who have forgotten about love. When viewing this photo I am quickly struck with the idea of hope. That this solider does not want to be in the war fighting, watching his brothers die. So to cope with this horror he finds a way to love and show that we are still human inside. The orphaned kitten has lost loved ones and so has he, together they bind and create a force that only those there could see, the passion of love and hope. That small civilized act that they are creating together, reminding themselves of life when it didn’t involve death and violence is one of the strongest acts of hope. There will be more wars in the near future, but if every man and women can take the time to remind themselves what love and hope is, the blood of innocence will not be spilt.
### EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
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<tbody>
<tr>
<td>Ideas and Impressions (E)</td>
<td>The student’s perception that “There will be more wars in the near future, but if every man and women can take the time to remind themselves what love and hope is, the blood of innocence will not be spilt” is insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. The response is skillfully developed from the assertion that “love always finds a way to be seen and heard” to the observation that “When viewing this photo I am quickly struck with the idea of hope,” through to the conclusion that “if every man and women can take the time to remind themselves what love and hope is, the blood of innocence will not be spilt.”</td>
<td>E</td>
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<td>SCORING CRITERIA</td>
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<tr>
<td>Presentation (E)</td>
<td>The student’s voice is engaging and the tone is confident.</td>
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<td></td>
<td>Stylistic choices are precise and effective.</td>
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<td>The student’s voice is <strong>engaging</strong> and the tone is <strong>confident</strong>, as in “The following photograph touches the heart of every being that views it” and “together they bind and create a force that only those there could see, the passion of love and hope.”</td>
<td>E</td>
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<tr>
<td></td>
<td><strong>Stylistic choices</strong>—“These are the moment captured that display why the human race is still alive” and “The love and passion that we show even in the darkest times is what has kept us alive as a species”—are <strong>precise</strong> and <strong>effective</strong>.</td>
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</table>
Lasting Moments

Have you ever had something happen to you that stayed with you with meaning? There are moments in our lives that are great and some that are terrible but there is always some that have lasting meaning to us. In the book "Night" by Elie Wiesel, Elie shows that there are moments in his life that have lasting meaning. I think that we all have moments in our lives that have lasting significance.

In the book "Night" Elie is sent to a concentration camp with his family. As soon as they got off the train Elie is separated from his mom and his sister. I think that this is a bad moment in Elie's life that he will remember for the rest of his life. Elie and his father carry on in very harsh living environment at the camps. At the end of the book Elie is finally freed from the camp. I am sure that Elie will remember that moment with lasting significance and will never forget a single detail about it.

There have been lots of moments in our lives that will have a lasting Significance, Such as the twin towers. None of us could have predicted that it was going to happen but one day it did. You never know when a moment in your life will have lasting meaning to you. Even if the moments are good or bad some moment will always having lasting meaning to an individual. I have had some great moments with my basketball team. we have the most strong hearted guys on our team and we always have a great time on the court. These moments will last a lifetime with true meaning to me.

These moments that have lasting significance are very good to have. They are good to have because if you ever feel down you can think back to that one time you did
something truly amazing and I guarantee it will put a smile on your face. They make for a more interesting story’s to share with the world. They can also help you guide your life in the right direction if you have a moment in your life where you can see that you are going down the wrong path.

I hope you can see that no matter how boring your life will be there are always moments in it that can have a lasting significance. No matter how big or how small we all have some. That is why I think that I think that moments in our life can have a lasting significance.
### Example Paper—Satisfactory (S)

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<th>SCORING CRITERIA</th>
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<tbody>
<tr>
<td><strong>Thought and Support (S)</strong></td>
<td>A <strong>defensible understanding</strong> of the topic is demonstrated: “There are moments in our lives that are great and some that are terrible but there is always some that have lasting meaning to us.”</td>
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<tr>
<td>• A defensible understanding of the topic is demonstrated.</td>
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<tr>
<td>• The student’s ideas are appropriately and straightforwardly explored.</td>
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<tr>
<td>• The literary example is related adequately to the student’s ideas.</td>
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<tr>
<td>• Support is relevant but tends to be general.</td>
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<tr>
<td><strong>Form and Structure (S)</strong></td>
<td>A <strong>controlling idea</strong> is <strong>evident</strong> in the student’s discussion of how the concentration camp created “a bad moment in Elie’s life that he will remember for the rest of his life” and how the student’s experience of “the twin towers” and “my basketball team” led to the conclusion that “no matter how boring your life will be there are always moments in it that can have a lasting significance. No matter how big or small we all have some.”</td>
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<tr>
<td>• A controlling idea or unifying effect is evident, but unity may falter on occasion.</td>
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<tr>
<td>• Development of ideas and explanations is generally clear and coherent.</td>
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Support is relevant but tends to be general, as in “Elie and his father carry on in very harsh living environment at the camps. At the end of the book Elie is finally freed from the camp” and “I have had some great moments with my basketball team. we have the most strong hearted guys on our team and we always have a great time on the court.”
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<tr>
<td><strong>Matters of Choice (S)</strong></td>
<td><strong>Diction</strong> is appropriate but <strong>general</strong>, as in “moments in our lives that are great and some that are terrible,” “if you ever feel down,” and “No matter how big or how small we all have some.”</td>
<td>S</td>
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<tr>
<td></td>
<td><strong>Sentence structures</strong> are generally straightforward and clear.</td>
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<td></td>
<td><strong>Stylistic choices</strong> contribute to the creation of a clear voice.</td>
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<tr>
<td><strong>Matters of Correctness (S)</strong></td>
<td>This writing demonstrates <strong>control</strong> of the basics of correct sentence construction, usage, grammar, and mechanics: “As soon as they got off the train Elie is separated from his mom and his sister.”</td>
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<td></td>
<td>There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics.</td>
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<td>The communication, however, is clear.</td>
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</table>
At some point in our lives we will have moments that will have lasting significance by changing our viewpoints on what is actually important to focus on. In the excerpt from “Stories I Only Tell My Friends” by Rob Lowe the protagonist becomes aware of how different his life is in comparison to others. In the memoir “Tuesdays with Morrie” the protagonist Mitch changes his view of the importance of certain things after learning that someone he knows has been diagnosed with a serious disease.

In the excerpt from “Stories I Only Tell My Friends” by Rob Lowe the protagonist becomes aware of how different his life is in comparison to others. One day Rob Lowe is walking through an old battle field memorial and it gets him thinking about the significance of those who had passed on those grounds. He reads the plaques and sees that many of the men fallen were around his age, seeing this he begins to realize the difference between the lives of people. Rob is privileged and can look forward to the whole life he has set along for him but seeing this he has become aware of what the soldiers risked their lives for and the opportunity’s they will never have

In the memoir “Tuesdays with Morrie” the protagonist Mitch changes his view of the importance of certain things after learning that someone he knows has been diagnosed with a serious disease. Mitch begins in the story as a man who has given up his dreams of becoming a pianist to become a writer due to lack of money, his main focuses in life are himself and his career but one night while watching television he comes across a show with one of this old college professors explaining that he has been diagnosed with a serious disease that will eventually become fatal. Seeing this he decides to go pay a visit after the many years that he has
not seen him. When he and Morrie finally see each other again the bond they had many years ago reconnects and they decide to have weekly sessions together to have Morrie teach Mitch the meaning and importance of life. Over the span of these classes Mitch becomes less selfish and starts to realize how much we should value life because at any moment it could change and it or the things we love could be torn away.

In both the two pieces of literature the main character happens to stumble across something that changes their meaning of what is important in life. Both characters do not realize until after this moment that the sometimes the things others have done for us is more than we can do for ourselves by changing our focus from careers and money to the importance of the time we have left. Eventually a person’s life will be changed by and event that will shift their focus of what is important for them to obtain in their life.
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<th>SCORING CRITERIA</th>
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<tbody>
<tr>
<td>Thought and Support (Pf)</td>
<td>• A well-considered understanding of the topic is demonstrated.</td>
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<tr>
<td></td>
<td>• The student’s ideas are thoughtfully explored.</td>
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<td></td>
<td>• The literary example is related competently to the student’s ideas.</td>
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<td></td>
<td>• Support is specific and relevant.</td>
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<td></td>
<td>A well-considered understanding of the topic is demonstrated in the student’s discussion of the idea that “At some point in our lives we will have moments that will have lasting significance by changing our viewpoints on what is actually important to focus on.”</td>
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<td></td>
<td>The student’s ideas are thoughtfully explored through the discussion of how Rob Lowe “has become aware of what the soldiers risked their lives for and the opportunity’s they will never have” and how “Mitch becomes less selfish and starts to realize how much we should value life because at any moment it could change and it or the things we love could be torn away.”</td>
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<td></td>
<td>The literary example from Tuesdays with Morrie is related competently to the student’s idea that “Mitch changes his view of the importance of certain things after learning that someone he knows has been diagnosed with a serious disease.”</td>
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<td>Support is specific and relevant in the discussion of the excerpt (“One day Rob Lowe is walking through an old battle field memorial and it gets him thinking about the significance of those who had passed on those grounds” and “He reads the plaques and sees that many of the men fallen were around his age, seeing this he begins to realize the difference between the lives of people”) and in Tuesdays with Morrie (“his main focuses in life are himself and his career” and “When he and Morrie finally see each other again the bond they had many years ago reconnects and they decide to have weekly sessions together to have Morrie teach Mitch the meaning and importance of life”).</td>
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Pf
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<tr>
<td><strong>Form and Structure (Pf)</strong></td>
<td>A controlling idea is sustained throughout the response from the discussion of how “Rob Lowe the protagonist becomes aware of how different his life is in comparison to others” and how “Mitch changes his view of the importance of certain things,” through to the idea that “In both the two pieces of literature the main character happens to stumble across something that changes their meaning of what is important in life.”</td>
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<td></td>
<td>Development of ideas and explanations is coherent.</td>
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<tr>
<td><strong>Matters of Choice (Pf)</strong></td>
<td>Diction is specific and generally effective, as in “diagnosed,” “privileged,” “reconnects,” and “stumble.”</td>
<td>Pf</td>
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<td></td>
<td>Many sentences appear to have been purposefully structured for effect, as in “In the excerpt from ‘Stories I Only Tell My Friends’ by Rob Lowe the protagonist becomes aware of how different his life is in comparison to others.”</td>
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<td></td>
<td>Stylistic choices contribute to the creation of a competent voice, as in “he has been diagnosed with a serious disease that will eventually become fatal.”</td>
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<tr>
<td>Matters of Correctness (Pf)</td>
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<td>Pf</td>
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<tr>
<td>• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
<td>The writing demonstrates <strong>competent control</strong> of correct sentence construction, usage, grammar, and mechanics: “In the memoir ‘Tuesdays with Morrie’ the protagonist Mitch changes his view of the importance of certain things after learning that someone he knows has been diagnosed with a serious disease.”</td>
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<tr>
<td>• Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</td>
<td><strong>Minor errors</strong> in mechanics, grammar, and complex language structures are understandable considering the circumstances. The proportion of error in terms of the complexity and length of the response has been considered.</td>
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One Book Can Change a Life

In life we experience significant moments that leave us questioning our own beliefs, and values as a person. Guy Montag is a character in the novel "Fahrenheit 451" by Ray Bradbury. Guy goes through moments where he thinks about what he believes to be right, and the difference between societies beliefs and his own.

In the novel, Guy Montag transforms from a law abiding firefighter, to a man in want of knowledge and justice. He goes through a series of events, or moments, that re-shape the way he looks at society and their rules. Guy begins his transformation by seeing in the eyes of another, little details point out to him how ridiculous and unstable people have become. His wife for example seems to only want to live within a world filled with scripted “realities” and to live as
a stereotypical house wife. Once he realizes this, he tries to remember the last time he truly felt happy. This leaves a lasting significance on how Guy Montag will experience the moment when his life will change forever.

Before Guy could see the imperfections of society, his role was to take action to law breakers concealing books within their homes. But what he didn’t know then was that books can benefit people with the power of knowledge and inspiration. By continuing his job, he knew he wasn’t supporting the greater good of society, but depriving people of famous literature. The first moment that changed everything was one night. A lady was found with hundreds of books, and when the fire department showed up, the lady was still in the house demanding to be burned with the books. Unable to persuade her to evacuate, they burned her and the books. That night Guy Montag broke the law by taking a book from the
lady’s house. This one moment, significantly changed everything Guy Montag had ever lived for.

Now, as a law breaking firefighter, Guy continues to take books and decides to inform himself with the literature. By doing this, he drastically changes everything he ever believed in; he meets others that share his values now and they team up to change society. But society has the power of conformity which casts Guy and his new allies as enemies that needed to be extinguished. There is one thing that Guy and his crew have over society, the knowledge and inspiration of books. With this they change the course of action and decide to use a plan of extermination, since society won’t conform to literature. The resolution to a story that formed based on one moment between a firefighter, and a book.

The moments that occurred in
Guy Montag's life changed everything so drastically, that I do believe that moments in our lives have a lasting significance. Also, the way that the moment will change part of you is greatly significant as everyone grows from experience.
### SCORING CRITERIA

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<thead>
<tr>
<th>Thought and Support (E)</th>
<th>RATIONALE</th>
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<tbody>
<tr>
<td>A well-considered understanding of the topic is demonstrated.</td>
<td>An <strong>insightful understanding</strong> of the topic is demonstrated through the student’s exploration of the ideas that “we experience significant moments that leave us questioning our own beliefs, and values as a person,” “the moment will change part of you,” and “everyone grows from experience.”</td>
<td>E</td>
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<tr>
<td>The student’s ideas are thoughtfully explored.</td>
<td>The student’s <strong>ideas</strong> are <strong>perceptively explored</strong> throughout the discussion of Montag’s transformation “from a law abiding firefighter, to a man in want of knowledge and justice.”</td>
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<td>The literary example is related competently to the student’s ideas.</td>
<td>The <strong>literary example</strong> is <strong>related effectively</strong> in the student’s examination of how Guy Montag goes through “a series of events, or moments, that re-shape the way he looks at society and their rules.”</td>
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<tr>
<td>Support is specific and relevant.</td>
<td>Support is <strong>precise</strong> and <strong>effective</strong>: “Guy begins his transformation by seeing in the eyes of another, little details point out to him how ridiculous and unstable people have become,” “what he didn’t know then was that, books can benefit people with the power of knowledge and inspiration,” and “he meets others that share his values now and they team up to change society.”</td>
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<tr>
<td>Form and Structure (E)</td>
<td>A focused controlling idea is skillfully sustained in the discussion of how “a series of events, or moments” reshape the way Montag “looks at society and their rules.” He cannot recall “the last time he truly felt happy,” and then encounters the woman who “demanded to be burned with her books. After taking and reading a book from her house, “he drastically changes everything he ever believed in” and “meets others who share his values.” Despite becoming “enemies that needed to be extinguished,” the power “Guy and his new allies” have is “the knowledge and inspiration of books.”</td>
<td>E</td>
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<td>Development of ideas and explanations is coherent.</td>
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<tr>
<td>Matters of Choice (E)</td>
<td><strong>Diction</strong>, such as “conformity,” “imperfections,” “extinguished,” and “extermination,” is <strong>precise and effective</strong>.</td>
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<td></td>
<td>Many <strong>sentences</strong> have been <strong>successfully structured</strong> for effect: he “transforms from a law abiding firefighter, to a man of want of knowledge and justice,” “His wife for example seems to only want to live within a world filled with scripted ‘realities’ and to live as a stereotypical housewife,” and “By continuing his job he knew he wasn’t supporting the greater good of society, but depriving people of famous literature.”</td>
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<td></td>
<td><strong>Stylistic choices</strong> contribute to the creation of a <strong>convincing voice</strong>.</td>
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<tr>
<td>Matters of Correctness (E)</td>
<td>This writing demonstrates <strong>confident control</strong> of correct sentence construction, usage, grammar, and mechanics: “But what he didn’t know then was that, books can benefit people with the power of knowledge and inspiration,” “By continuing his job he knew he wasn’t supporting the greater good of society, but depriving people of famous literature,” and “Unable to persuade her to evacuate, they burned her and the books.”</td>
<td>E</td>
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<tr>
<td></td>
<td>The <strong>relative insignificance</strong> of errors present is impressive considering the <strong>complexity</strong> of the response and the circumstances.</td>
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Dear Prosper School Council:

I am Terry Reid a recent graduate from Prosper High School. My Little sister, Lisa Reid informed me about the proposal to separate students by gender in core subjects. I would just like to inform you that I accept this proposal.

My reasoning is here: I’ve seen the study on how much mark of the grade average difference is between the three schools. Which is just remarkable. The girls would be able to study things they enjoy and same with the boys. Also there would be no distractions in of the classes which would give them time to learn. When I was in high school I would always get distracted by girls who flirted with me or wore revealing clothing. With separated classes you wouldn’t have this problem. Also if I was with all my guy friends I would just feel more comfortable to be myself. I believe there is no reason you should not be considering this because it would help your grade average go up. Even help the kids learn more, I think it’s a win-win for everyone.

I wish this was an option when I was around. I would just like to thank you for my time and hope you consider what I have to say. For any further questions contact me at 780-234-7878

Kind regards,

Terry Reid
## EXAMPLE PAPER—Satisfactory (S)

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<th>SCORING CRITERIA</th>
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<tr>
<td><strong>Thought and Support (S)</strong></td>
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<tr>
<td>• A thoughtful and competent understanding of the issue is demonstrated.</td>
<td>A <strong>sufficient</strong> but <strong>generalized understanding</strong> of the issue is demonstrated in the discussion of the idea that “I would just like to inform you that I accept this proposal.”</td>
<td><strong>S</strong></td>
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<tr>
<td>• The student’s arguments are well considered and sound.</td>
<td>The student’s <strong>arguments</strong> regarding the “remarkable” difference in grade averages, the lack of “distractions,” and the increase in student comfort levels are <strong>appropriate</strong> and <strong>straightforward</strong>.</td>
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<td>• Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way.</td>
<td><strong>Support</strong> is <strong>relevant</strong> and <strong>general</strong>: “there is no reason you should not be considering this because it would help your grade average go up,” “When I was in high school I would always get distracted by girls who flirted with me or wore revealing clothing,” and “If I was with all my guy friends I would just feel more comfortable.”</td>
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<tr>
<td>• The voice is competent.</td>
<td>The <strong>voice</strong> is <strong>clear</strong>: “I think it’s a win-win for everyone” and “I wish this was an option when I was around.”</td>
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<td><strong>Writing Skills (S)</strong></td>
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<td>• The selection and use of words and structures are frequently effective.</td>
<td>The selection and use of <strong>words</strong> and <strong>structures</strong> are <strong>occasionally effective</strong>: “My Little sister, Lisa Reid informed me about the proposal to separate students by gender in core subjects” and “With separated classes you wouldn’t have this problem.”</td>
<td>S</td>
</tr>
<tr>
<td>• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
<td>This writing demonstrates <strong>basic control</strong> of correct sentence construction, usage, grammar, and mechanics, as in “When I was in high school I would always get distracted by girls who flirted with me or wore revealing clothing” and “I believe there is no reason you should not be considering this because it would help your grade average go up.”</td>
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English Language Arts 30–2
Persuasive Writing in Context Assignment, January 2015
Example Scored Proficient (Pf)

Good afternoon, my name is Terry Reid and I am a former graduate of Prosper High School. I have recently been informed that there is talk of changing all classes based on gender, females and males separated into two different classroom environments. As a girl, after carefully looking into the pros and cons of this, I believe that separating the genders will do more harm than good. Valuable social skills will be lost. Couples in relationships or girl/boy best friends will only see each other one block a day, if that. Not all girls learn the typical girl way and not all boys learn the typical boy way.

Social skills are crucial in today’s society. In high school we are preparing for the real world, where we go out, get jobs and deal with the opposite sex every day. Do you think they separate genders at the work place? How will girls learn to interact with guys if you start separating them? How will guys know what is ok to do with their buddies and what is ok to do with girls and what the difference is? They need to learn how to interact with one another.

Dating is a big thing in high school. If genders are separated, how will couples see each other aside from lunch and possibly woodshop if they are both interested in it? Not all girls get along with each other and not all guys get along with each other. As a girl who hangs out with all the guys, I could not imagine being in class without my best friends.
The English Literature proposed reading list is separated into boys and girls. Not all girls want the ‘Mean Girls’ film study and to read ‘Twilight’ and not all guys want to watch ‘Pacific Rim’ and read ‘Starship Troopers’. Personally, I find that very prejudiced. I know guys who like ‘Mean Girls’ and girls who like ‘Starship Troopers’.

Separating genders will cause great difficulty all around. I thank you for taking the time to listen to what I have to say and I trust that you will make the right decision.
<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thought and Support (Pf)</strong></td>
<td></td>
<td>pf</td>
</tr>
<tr>
<td>• A thoughtful and competent understanding of the issue is demonstrated.</td>
<td>A thoughtful and <strong>competent understanding</strong> of the issue is demonstrated through the student’s discussion of the idea that “I believe that separating the genders will do more harm than good.”</td>
<td>pf</td>
</tr>
<tr>
<td>• The student’s arguments are well considered and sound.</td>
<td>The student’s <strong>arguments</strong>—“Valuable social skills will be lost. Couples in relationships or girl/boy best friends will only see each other one block a day, if that. Not all girls learn the typical girl way and not all boys learn the typical boy way”—are <strong>well considered</strong> and <strong>sound</strong>.</td>
<td>pf</td>
</tr>
<tr>
<td>• Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way.</td>
<td><strong>Support</strong> is <strong>accurate</strong> (“In high school we are preparing for the real world, where we go out, get jobs and deal with the opposite sex every day,” “As a girl who hangs out with all the guys, I could not imagine being in class without my best friends,” and “I know guys who like ‘Mean Girls’ and girls who like ‘Starship Troopers’”) and <strong>occasionally purposefully chosen</strong> (“Not all girls want the ‘Mean Girls’ film study and to read ‘Twilight’ and not all guys want to watch ‘Pacific Rim’ and read ‘Starship Troopers’”) to reinforce the student’s ideas in a <strong>logical</strong> and <strong>clear</strong> way.</td>
<td>pf</td>
</tr>
<tr>
<td>• The voice is competent.</td>
<td>The <strong>voice</strong> is <strong>competent</strong>, as in “Social skills are crucial in today’s society” and “Personally, I find that very prejudiced.”</td>
<td>pf</td>
</tr>
<tr>
<td><strong>Writing Skills (Pf)</strong></td>
<td></td>
<td>pf</td>
</tr>
<tr>
<td>• The selection and use of words and structures are frequently effective.</td>
<td>The selection and use of <strong>words</strong> and <strong>structures</strong> are <strong>frequently effective</strong>, as in “How will girls learn to interact with guys if you start separating them?” and “Separating genders will cause great difficulty all around.”</td>
<td>pf</td>
</tr>
<tr>
<td>• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
<td>This writing demonstrates <strong>competent control</strong> of correct sentence construction, usage, grammar and mechanics: “As a girl, after carefully looking into the pros and cons of this, I believe that separating the genders will do more harm than good.”</td>
<td>pf</td>
</tr>
</tbody>
</table>
Dear Prosper School Council, my name is Terry Reid. I am a recent graduate of Prosper High School. It has come to my attention that there is a proposal to separate core classes by gender and I would like to state that I agree to go through with this proposal. For more than one reason I believe that splitting the classes between male and female would greatly improve learning for each gender, as well as their test scores.

When I was in High School I felt as if the girls in my class were a distraction. Not being a loud or obnoxious guy or anything even when I focused on my studies I found it difficult to not get distracted. I think it would benefit both males and females to be in separate core classes so neither gender gets distracted and so everyone can be treated as equals. Now some people may argue that without sharing classes with the opposite gender that some of us may face the challenge of being “socially awkward” or “not know how to act around the opposite gender” but as I continued reading more about the proposal it mentioned that option classes would stay as co-ed. This means that we will still have the time to associate and learn to be around people of the opposite gender.

Another perk of this proposal is that classes can be altered to feature material that is more appealing to each gender. I find it easier to learn about something when it is relatable to me and when I can enjoy learning about it. This new proposal gives the teachers and students more leeway and options when it comes to each individuals learning style. Classes can be more specific to each genders learning style and I believe this will affect their marks within their core classes. There is actually proof from other schools that the academic average in same gender schools is over 10% higher than in co-ed schools.
With the perks of more specific learning material, less distraction and proof that marks will improve, I believe it is in Prosper School Council's best interest to continue going through with this proposal. When it comes down to it, school shouldn't be so focused on their social life and being in classes with all their friends. It should be about being in these classes to learn and achieve knowledge for their success and life after High School.

Thank you for your time,

Terry Reid.
English Language Arts 30–2 January 2015  
Assignment III: Persuasive Writing in Context

EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| Thought and Support (E)    | A **perceptive** and **thorough understanding** of the issue is demonstrated in the development of the idea that “For more than one reason I believe that splitting the classes between male and female would greatly improve learning for each gender, as well as their test scores.”  
The student’s **arguments**—“I think it would benefit both males and females to be in separate core classes so neither gender gets distracted” and “Another perk of the proposal is that classes can be altered to feature material that is appealing to each gender” which would “affect their marks within their core classes”—are **adept** and **convincing**.  
**Support** is **well defined** and **purposefully chosen** to reinforce the student’s ideas in a deliberate and **judicious** way: “Not being a loud or obnoxious guy or anything even when I focused on my studies I found it difficult to not get distracted,” “This new proposal gives the teachers and students more leeway and options when it comes to each individual’s learning style,” and “proof from other schools that the academic average in same gender schools is over 10% higher than in co-ed schools.”  
The **voice** is **confident**, as in “I find it easier to learn about something when it is relatable to me and when I can enjoy learning about it.” | E     |
| Writing Skills (E)         | The selection and use of **words** and **structures** are **effective**:  
“With the perks of more specific learning material, less distraction and proof that marks will improve, I believe it is in Prosper School Councils best interest to continue going through with this proposal.”  
The writing demonstrates **confident control** of correct sentence construction, usage, and grammar: “Now some people may argue that without sharing classes with the opposite gender that some of us may face the challenge of being ‘socially awkward’ or ‘not know how to act around the opposite gender’ but as I continued reading more about the proposal it mentioned that option classes would stay as co-ed.” | E     |
Scoring Categories and Criteria for 2014–2015
Assignment 1: Visual Reflection

Ideas and Impressions (5% of total examination mark)
Cross-reference to the Program of Studies for Senior High School English Language Arts 30–2 2.1, 2.2, 2.3, 4.1

When marking Ideas and Impressions, the marker should consider
• the quality of the ideas generated by the student to explore the visual text(s) and the impressions that the student has formed to reflect upon the visual text(s)
• the effectiveness and consistency of the support provided
• the appropriateness of development and unifying effect to prose form

Excellent
E
The student’s perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. The response is skillfully developed.

Proficient
PF
The student’s perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student’s ideas and impressions. The response is coherently developed.

Satisfactory
S
The student’s perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student’s ideas and impressions. The response is generally clearly developed.

Limited
L
The student’s perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student’s ideas and impressions.

Poor
P
The student’s perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student’s ideas and impressions. The response is underdeveloped and/or incoherent.

Insufficient
INS
Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
• the marker can discern no evidence of an attempt to address the topic OR
• the writing is so deficient in length that it is not possible to assess Ideas and Impressions

50
Presentation (5% of total examination mark)

Cross-reference to the Program of Studies for Senior High School English Language Arts 30–2 3.1, 3.2, 4.1, 4.2

When marking Presentation, the marker should consider
- the effectiveness of voice and its appropriateness to the intended audience of the prose form that the student has chosen
- the quality of language and expression

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

Excellent

E

The student’s voice is engaging and the tone is confident. Stylistic choices are precise and effective.

Proficient

PF

The student’s voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective.

Satisfactory

S

The student’s voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective.

Limited

L

The student’s voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective.

Poor

P

The student’s voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication.
Scoring Categories and Scoring Criteria for 2014–2015 Assignment II: Literary Exploration

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

. . . the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s “correct” answer.


**Thought and Support** (10% of total examination mark)
Cross-reference to the Program of Studies for Senior High School English Language Arts 30–2 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider how effectively
- the student’s ideas reflect an understanding of the topic
- the literary example relates to the student’s ideas
- the support explains and/or clarifies the response

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

| **Excellent** E | An insightful understanding of the topic is demonstrated. The student’s ideas are perceptively explored. The literary example is related effectively to the student’s ideas. Support is precise and effective. |
| **Proficient** PF | A well-considered understanding of the topic is demonstrated. The student’s ideas are thoughtfully explored. The literary example is related competently to the student’s ideas. Support is specific and relevant. |
| **Satisfactory** S | A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general. |
| **Limited** L | An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student’s ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student’s ideas. Support is overgeneralized, inconsistent, and/or marginally relevant. |
| **Poor** P | A minimal understanding of the topic is demonstrated. The student’s ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student’s ideas and/or to the topic. Support is deficient and/or irrelevant. |

**Insufficient** INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
- the marker can discern no evidence of an attempt to address the topic OR
- the writing is so deficient in length that it is not possible to assess Thought and Support
Scoring Categories and Scoring Criteria for 2014–2015 Assignment II: Literary Exploration

**Form and Structure** (5% of total examination mark)

Cross-reference to the *Program of Studies for Senior High School English Language Arts 30–2 2.2, 3.1, 4.1, 4.2*

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

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

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>Excellent</td>
<td><strong>E</strong></td>
</tr>
<tr>
<td>Proficient</td>
<td><strong>PF</strong></td>
</tr>
<tr>
<td>Satisfactory</td>
<td><strong>S</strong></td>
</tr>
<tr>
<td>Limited</td>
<td><strong>L</strong></td>
</tr>
<tr>
<td>Poor</td>
<td><strong>P</strong></td>
</tr>
</tbody>
</table>
Scoring Categories and Scoring Criteria for 2014–2015 Assignment II: Literary Exploration

Matters of Choice (5% of total examination mark)

Cross-reference to the Program of Studies for Senior High School English Language Arts 30–2 4.2

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

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

**Excellent (E)**
Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.

**Proficient (PF)**
Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.

**Satisfactory (S)**
Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.

**Limited (L)**
Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.

**Poor (P)**
Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.
Scoring Categories and Scoring Criteria for 2014–2015 Assignment II: Literary Exploration

Matters of Correctness (5% of total examination mark)

Cross-reference to the Program of Studies for Senior High School English Language Arts 30–2 4.2

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

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

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

Excellent

This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.

Proficient

This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.

Satisfactory

This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.

Limited

This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.

Poor

This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

**Thought and Support** (10% of total examination mark)

Cross-reference to the *Program of Studies for Senior High School English Language Arts 30–2* 2.1, 2.2, 2.3, 4.1, 4.2

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

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

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>E</td>
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<td>S</td>
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<tr>
<td><strong>Limited</strong></td>
<td>L</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>P</td>
</tr>
</tbody>
</table>
| **Insufficient** | INS | **Insufficient is a special category. It is not an indicator of quality.** Assign insufficient when  
- the marker can discern no evidence of an attempt to fulfill the assignment OR  
- the writing is so deficient in length that it is not possible to assess Thought and Support |
Writing Skills (5% of total examination mark)

Cross-reference to the Program of Studies for Senior High School English Language Arts 30–2 4.2

When marking Writing Skills, the marker should consider the extent to which the writing demonstrates control of
• syntax
• diction
• grammar
• mechanics

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

<table>
<thead>
<tr>
<th>Grading Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent E</td>
<td>The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Proficient Pf</td>
<td>The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Satisfactory S</td>
<td>The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Limited L</td>
<td>The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Poor P</td>
<td>The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
</tbody>
</table>