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

When marking CONTENT MANAGEMENT appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which:

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

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

Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts

2.1  2.2  2.4  3.1

Excellent

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 skilfully maintained.

The response must be considered...

Proficient

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.

The response is essentially a...

Satisfactory

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.

The response is...

Limited

The ideas are superficial, flawed, and/or merely a repetition of the situation presented, and development of the topic is inadequate.
- Information presented is imprecise, undiscerning, and/or simply a restatement of the prompt provided. Supporting details are insignificant and/or lacking.
- The purpose of the assignment is only partially fulfilled.
- Some awareness of a tone appropriate for the addressee is evident but may be inconsistently maintained.

The response is...

Poor

The ideas are overgeneralized, misconstrued, and/or essentially a verbatim reiteration of the situation presented, and development of the topic is ineffective.
- Information is irrelevant, missing, and/or essentially copied from the prompt provided. 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.

The response is considered...

Insufficient

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

The response has been deemed Insufficient in Content.

Note: Content and Content Management are equally weighted.
**Grade 9 English Language Arts – Narrative / Essay Writing Assignment 2018–2019 Scoring Guide**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ORGANIZATION</th>
<th>SENTENCE STRUCTURE</th>
<th>VOCABULARY</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS</strong></td>
<td>When marking CONTENT appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the student explores the topic, establish the purpose, presents ideas, supports the response, and considers the reader.</td>
<td>When marking ORGANIZATION appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the writing demonstrates focus, content development, connections between events and/or details, and closure.</td>
<td>When marking SENTENCE STRUCTURE appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which sentence structure is controlled, sentence type and sentence length are effective and varied, and sentence beginnings are varied.</td>
<td>When marking VOCABULARY appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the accuracy of the words and expressions, effectiveness of the words and expressions, and appropriateness and effectiveness of the voice/tone created by the student.</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts</th>
<th>2.1</th>
<th>2.2</th>
<th>2.4</th>
<th>3.1</th>
<th>3.3</th>
<th>4.1</th>
<th>4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent (E)</strong></td>
<td>The student's exploration of the topic is insightful and/or imaginative.</td>
<td>The student's purpose, whether stated or implied, is deliberate.</td>
<td>The ideas presented by the student are perceptive and/or carefully chosen.</td>
<td>Supporting details are precise and/or original.</td>
<td>The writing is confident and/or creative and holds the reader's interest.</td>
<td>The introduction is engaging and skillfully establishes a focus that is consistently sustained.</td>
<td>Events and details are developed in a judicious order, and coherence is maintained.</td>
</tr>
<tr>
<td><strong>Proficient (Pf)</strong></td>
<td>The student's exploration of the topic is adept and/or plausible.</td>
<td>The student's purpose, whether stated or implied, is intentional.</td>
<td>The ideas presented by the student are thoughtful and/or sound.</td>
<td>Supporting details are specific and/or apt.</td>
<td>The writing is considered and/or elaborated and draws the reader's interest.</td>
<td>The introduction is purposeful and clearly establishes a focus that is capably sustained.</td>
<td>Events and/or details are developed in a sensible order, and coherence is generally maintained.</td>
</tr>
<tr>
<td><strong>Satisfactory (S)</strong></td>
<td>The student's exploration of the topic is clear and/or logical.</td>
<td>The student's purpose, whether stated or implied, is evident.</td>
<td>The ideas presented by the student are appropriate and/or predictable.</td>
<td>Supporting details are relevant and/or generic.</td>
<td>The writing is straightforward and/or generalized and occasionally appeals to the reader's interest.</td>
<td>The introduction is functional and establishes a focus that is generally sustained.</td>
<td>Events and/or details are developed in a discernible order, although coherence may falter occasionally.</td>
</tr>
<tr>
<td><strong>Limited (L)</strong></td>
<td>The student's exploration of the topic is tenuous and/or simplistic.</td>
<td>The student's purpose, whether stated or implied, is vague.</td>
<td>The ideas presented by the student are superficial and/or ambiguous.</td>
<td>Supporting details are imprecise and/or abbreviated.</td>
<td>The writing is unsubstantiated and/or incomplete and does not appeal to the reader's interest.</td>
<td>The introduction lacks purpose and/or is not functional.</td>
<td>Any focus established provides little direction and/or is not sustained.</td>
</tr>
<tr>
<td><strong>Poor (P)</strong></td>
<td>The student's exploration of the topic is minimal and/or tangential.</td>
<td>The student's purpose, whether stated or implied, is illogical.</td>
<td>The ideas presented by the student are overgeneralized and/or undeveloped.</td>
<td>Supporting details are irrelevant and/or scintillating.</td>
<td>The writing is confusing and/or lacks validity and does not interest the reader.</td>
<td>The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped.</td>
<td>The development of events and/or details is haphazard and/or incoherent.</td>
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<tr>
<td><strong>Insufficient (INS)</strong></td>
<td>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.</td>
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Note: Content and Organization are weighted to be worth twice as much as the other scoring categories. September 3, 2018.

Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be deemed insufficient in Content.