Examples of the Standards for Students’ Writing 2015

English Language Arts Grade 9

- Functional Writing
Contacts

Provincial Assessment Sector Achievement Testing Branch

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

Email Addresses

<table>
<thead>
<tr>
<th>Acting Director</th>
<th>Robyn Pederson</th>
<th><a href="mailto:Robyn.Pederson@gov.ab.ca">Robyn.Pederson@gov.ab.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Testing Branch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9 Humanities</td>
<td>Harvey Stables</td>
<td><a href="mailto:Harvey.Stables@gov.ab.ca">Harvey.Stables@gov.ab.ca</a></td>
</tr>
<tr>
<td>Assessment Standards Team Leader</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Information

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

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

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

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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 Alberta Education both to continue defining the standards of writing performance expected in connection with achievement tests and to continue demonstrating approaches taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following teachers who served as members of the respective working groups: **Exemplar Selection**—Nzingha Austin, Lena Corrigan, Jaylene Lyons, Donna Macbeth, Ted McClare, Laura Pallister, Gary Perfect, and Luis Verma; **Exemplar Validation**—Tiffany Coles, Diana Gowans, Denis Harris, Chandra Hildebrand, Angie Hryhoryshyn-Snow, Donna Mattie, Nicole Orr, and Susan Woo; and **Standards Confirmation**—Shaunna Bradshaw, Jerry Buchko, Shawn Duncan, Sherry Lefebvre, Marion Lessard, Shauna Swerda, Kevin Stacey, and Alan Welde.

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

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

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

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

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

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

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

5. For further information regarding student performance on *Part A: Writing* of the Grade 9 English Language Arts Achievement Test, access the *Grade 9 English Language Arts 2015 Assessment Highlights* document that is posted on the Alberta Education website.

**Suggestions**

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

Markers are responsible for

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To determine a student’s mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, Poor = 1.
A total score for a student’s written response may be calculated by a teacher using the following procedure. For the **Narrative/Essay Writing Assignment**, assign a score of 1 to 5 for each of **Content, Organization, Sentence Structure, Vocabulary, and Conventions**. Then, multiply the scores for **Content** and **Organization** by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative/Essay Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of **Content** and **Content Management**. Then, multiply each score by 2. The maximum score possible for Functional Writing is 20.

To calculate the **Total Part A: Writing Score**, add the Narrative/Essay Writing and Functional Writing scores as follows: Narrative/Essay Writing /35 (63.6%) + Functional Writing /20 (36.4%) = Total Score /55 (100%). The mark for Part A: Writing is worth 50% of the total mark for the Grade 9 English Language Arts Achievement Test.

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


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


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

Content

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

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

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

| Excellent | E | • The ideas are perceptive, and development of the topic is clear and effective.  
|           |   | • Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.  
|           |   | • A tone appropriate for the addressee is skillfully maintained.  |
| Proficient | Pf | • The ideas are thoughtful, and development of the topic is generally effective.  
|           |   | • Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.  
|           |   | • A tone appropriate for the addressee is clearly maintained.  |
| Satisfactory | S | • The ideas are appropriate, and development of the topic is adequate.  
|           |   | • Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.  
|           |   | • A tone appropriate for the addressee is generally maintained.  |
| Limited | L | • The ideas are superficial and/or flawed, and development of the topic is inadequate.  
|           |   | • Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.  
|           |   | • A tone appropriate for the addressee is evident but not maintained.  |
| Poor | P | • The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.  
|           |   | • Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.  
|           |   | • Little awareness of a tone appropriate for the addressee is evident.  |
| Insufficient | INS | • The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.  |

Note: Content and Content Management are equally weighted.

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be awarded a score of Insufficient.
When marking Content Management appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

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

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

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

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

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

**1. Return Address**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Address Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>JEAN BROWN</td>
<td>PO BOX 8207</td>
</tr>
<tr>
<td></td>
<td>TORONTO ON L2R 3V6</td>
</tr>
<tr>
<td>JEAN BROWN</td>
<td>905-12963 61 ST</td>
</tr>
<tr>
<td></td>
<td>TORONTO ON L2R 3V6</td>
</tr>
</tbody>
</table>

**2. Mailing Address**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Address Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAM HUNT</td>
<td>DIRECTOR</td>
</tr>
<tr>
<td></td>
<td>THE KNITTING MILL</td>
</tr>
<tr>
<td></td>
<td>1409 3 AVE</td>
</tr>
<tr>
<td></td>
<td>TORONTO ON L3V 7O1</td>
</tr>
</tbody>
</table>

**Envelope Format**

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

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

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

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

1. Heading
   The heading consists of your address and the date.
   PO Box 8207
   Toronto ON  L2R 3V6
   May 11, 2015
   905-12963 61 St
   Toronto ON  L2R 3V6
   May 11, 2015

2. Inside Address
   The inside address consists of the name and address of the person to whom you are writing. It usually appears four lines below the heading if a word processor is used or one line below if it is handwritten.
   Sam Hunt, Director
   The Knitting Mill
   1409 3 Ave
   Toronto ON  L3V 7O1

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

4. Body
   The body is the main part of the letter in which you write what you have to say to the addressee. Skip one line after the salutation.
   • Be concise. Ensure that sufficient information is given so that your purpose is clearly understood and your request is well received.
   • Business letters are usually formal, so the language that you use should also be formal.

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

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

7. Your Name Printed

Commonly Used Abbreviations for Provinces and Territories

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

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

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

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

Grade 9 Achievement Test

English Language Arts

Part A: Writing

Description

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

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

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

Instructions

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

• Complete both assignments.

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

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

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

Additional Instructions for Students Using Word Processors

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

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

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

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

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

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

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

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

2015
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

You are Kelly Greer, a student at Tremont School. You and many other students believe that, in addition to the classes and extracurricular activities offered at your school, a work-experience program should be established.

A work-experience program could provide students with benefits that may include:
- part-time employment at local businesses
- work done after school and/or on weekends
- having first-hand experience in various occupations
- gaining expertise in areas of personal interest
- life skills

To explore the possibility of establishing a work-experience program at your school, you have decided to ask businesses in the city of Markland to participate in such a program. You have chosen to write a business letter to Ms. Jill Robertson, the chairperson of the Markland Chamber of Commerce, an organization made up of business owners who promote the economic interests of the city.

Students selected for the program would demonstrate enthusiasm, initiative, and a willingness to learn. These students would not need to be paid wages for their work. In your letter, you intend to convince Ms. Robertson and the other members of the Markland Chamber of Commerce of the benefits of participating in a work-experience program.

Assignment

Write a business letter to Ms. Jill Robertson, chairperson of the Markland Chamber of Commerce, to persuade her and the business owners who are members to participate in a work-experience program. Provide enough information to convince Ms. Robertson and her colleagues of the advantages of this program for both students and businesses.

When writing, be sure to

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

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

<table>
<thead>
<tr>
<th>Ms. Jill Robertson</th>
</tr>
</thead>
<tbody>
<tr>
<td>The office of the Markland Chamber of Commerce is located in the city of Markland, Alberta, at 621 Riverside Way. The postal code is T4C 3H0. The chairperson is Ms. Jill Robertson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kelly Greer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Greer lives in the town of Washburn, Alberta. Kelly’s post office box number is 8022. The postal code is T2M 9Z3.</td>
</tr>
</tbody>
</table>

Envelope
Observations from Standards Confirmation and Central Marking 2015: General Impressions

Throughout the 2015 marking session, every effort was made to reward student strengths where evident rather than to critique what was missing or speculate on what a student should have added or included. When marking student responses, markers were encouraged to conscientiously return to the “Focus” section of the scoring categories to consider the extent to which each student had demonstrated competence in the criteria listed. There are several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to review—at the start of each marking day—each assignment and the prompt materials provided in the test booklet with the expectation that many students’ ideas regarding the assignments were informed by details within the prompts. Occasionally, markers needed to re-read a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses were first drafts written under time constraints.

In the Functional Writing Assignment, most students were able to connect the context provided in the “Situation” to their own experiences. From the viewpoint of “Kelly Greer, a student at Tremont School,” students strove to “convince Ms. [Jill] Robertson and the other members of the Markland Chamber of Commerce of the benefits of participating in a work-experience program.” In most responses, students referenced or listed the suggested benefits for students (regarding “part-time employment at local businesses,” “work done after school and/or on weekends,” “having first-hand experience in various occupations,” “gaining expertise in areas of personal interest,” and “life skills”) and for businesses (regarding how “Students selected for the program would demonstrate enthusiasm, initiative, and a willingness to learn” and how “students would not need to be paid wages for their work”). However, the extent to which these guidelines were analyzed and particularized to achieve the student’s purpose in the “Assignment”—to “Write a business letter to Ms. Jill Robertson, chairperson of the Markland Chamber of Commerce,” to “persuade her and the business owners who are members to participate in a work-experience program” and to “Provide enough information to convince Ms. Robertson and her colleagues of the advantages of this program for both students and businesses”—was significant in determining the quality of student responses.

Most students understood their role in “asking businesses in the Markland Chamber of Commerce to volunteer to take part” in a work-experience program that could be “an amazing opportunity for the students that are interested” as well as being “good for business owners in our community.” Many students documented the benefits for students including “finding out first-hand more about professions in a chosen field they might one day pursue,” having “the chance to experience the pros and cons of a particular profession,” learning to “accept responsibility,” developing “confidence in their talents and abilities,” and gaining “insight into what is expected of a working citizen.” Other students argued that such a program could “keep teenagers who have too much free time from getting into trouble” and provide them with “life skills such as being independent, earning the trust of others, and being able to interact with others.”

The benefits to businesses that were acknowledged by many students included “wages being optional” as well as the program “having no cost for businesses” and potentially allowing for a “larger profit.” Some students contended that business owners could “teach students valuable life skills like first aid and workplace safety” and could “pass on wisdom to a younger generation.” Still other students asserted that student participants in the program could “bring youthful enthusiasm to the businesses in which they work” and possess “strong interpersonal skills that will
help them interact with clients and customers.” Other students contended that, in the absence of a work-experience program, “it will be harder for students to get a job” because “students will be in a lose lose situation because experience is needed to get a job but a job is needed in order to gain the experience required to get hired.” In many responses, students provided information regarding how the addressee could contact the sender should she wish to do so, but this was not a requirement of the assignment.

In some responses, students reiterated verbatim some of the suggested benefits of a work-experience program for students and businesses that were provided in the test booklet. When assessing student responses, markers were to recognize that the assignment is framed primarily within outcomes specified in General Outcome 3: Managing Ideas and Information, and were to assess the extent to which students were successful in incorporating elements of the information provided into their writing in order to achieve their purpose.

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

The Functional Writing Assignment provided students with myriad opportunities to successfully demonstrate their attainment of text creation outcomes in the Program of Studies. Most students succeeded in meeting the achievement standards expected of students in the Functional Writing Assignment on Part A: Writing of the 2015 Grade 9 English Language Arts Achievement Test.
Observations from Standards Confirmation and Central Marking 2015: Qualities of Student Writing that Did Not Meet the Acceptable Standard

Students whose responses demonstrated qualities characteristic of “Poor” or “Limited” scores in “Content” sometimes relied exclusively on verbatim reiteration of the information presented in the assignment with little of their own thinking or development. Other students demonstrated a flawed or misconstrued understanding of the purpose of the letter, evident in statements such as “we need a mechanics or multimedia program,” “I heard there was a work experience program at your school and I would like to go to school there,” and “I would like to apply to work in your company the Markland Chamber of Commerce because I want benefit from the money I make.” In some instances, students mistakenly argued or inappropriately contended that “Me and my classmate believe that there should be extracurricular activities but we need your permission to do so,” “we need to do some thing else than just sports,” “I don’t need any work experience because I don’t need any money right now,” or “I have no idea what to do when I finish school and I don’t think this will help me.” In other responses, students presented ambiguous assertions pertaining to how “Students might get over their bad judgment of businesses and change their mind about going to them,” how “if you do this there will be more money being made to pay taxes and it will create more work and their will be less people on the streets,” and how “A work experience program will keep students fit and healthy.”

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

• “I’m a student at Treemount school me and my class mates and school mates in general think there should be a new program for either extracurricular or normal classes and we believe that we can encourage students to teach them what it’s like to work and that’s why we are asking a work experience program should be created.”

• “As a student of tremont we are asking for you to give us a work experience program so we can have part experience in interesting stuff that we can use to get a job when were older so this is just something to think about. Whatever you wanna do is ok with me.”

• “Tremont school has asked your permission to participate in a learning experience for the students of Tremont school to: part-time employment at local businesses work done after school and/or on weekends having first-hand experience in various occupations gaining expertise in areas of personal interest life skills. […] Students selected for the program would demonstrate enthusiasm, initiative, and a willing to learn. Think it over thank you.”

• “Our school lacks allot and we are taught things that do not really benifit us for when we go out on our own. We need to learn what it is like to have a real reasonability. This program will help us to get what we need out of life. […] If our school donsent get this program I feel as if I will need to remove my self from the school and find one that will benifit my wantings.”

• “Regardless of your answer do what you want to do. Personally I dont think this is really any good I already have a job and I get paid 15 dollars a hour so why would I want to work for you for free. Other kids mite not have a job thogh so it mite be a good idea for them either way is fine for me.”

• “With the work experience program it teaches us that we have to work and still do our schooling and then your parents aren’t paying everything till you are done schooling because when you are done and you can’t get a job because you have had no experance you will have to rely on your parents for money you need for rent and food.”

• “It would great to take whatever time off school so you don’t have classes and you can go make some money. It could be a nice thing cause a lot of teen ages need jobs but cant get any cause they cant get time of school and donot want to give up there free time.”
• “As principle of the school Mrs. Robertson you have the right to decide the right thing to do. You can decide the students that participate in the program you can punish the ones that are bad. So that way it can make sure the program works.”

• “Hey my name is Kelly Greer at Tremont school. We love having the extracurricular activities. But we also want a work program at our school. The work could be done during school, free periods etc. […] It will also help those kids that want or don’t want to go to collage or university they will at least have experience at a job. They can help friends and family who are struggling to get a job.”

• “Even though we cook at school but it would be a life skills for us to know how it actually feels working at a restaurant. All the experiences of hard ship, tiring, happiness, and difficult we had could push us to a better understanding of the procedure you will have. So this program will benefit all of citizens interested in food studies.”

In student writing scored “Poor” or “Limited” in “Content,” as illustrated in these excerpts, ideas were superficial, flawed, overgeneralized, and/or misconstrued and development of the topic was inadequate or ineffective. Information presented was imprecise, undiscerning, irrelevant, and/or missing. Supporting details were insignificant, lacking, obscure, and/or absent, and the purpose of the assignment was only partially fulfilled or not fulfilled. A tone appropriate for the addressee was either evident but not maintained or little awareness of a tone appropriate for the addressee was evident. In responses scored “Poor” or “Limited” in “Content Management,” words and expressions used were frequently vague and/or inexact or inaccurate and/or misused. The writing demonstrated either faltering control or a lack of control of correct sentence structure, usage, and mechanics. Errors that were present frequently or severely impeded meaning. The envelope and letter contained frequent or numerous and glaring format errors and/or omissions.

As is often the case each year, the connection between the assignment and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a response sufficiently addressed the task presented in the assignment. Most often, there was evidence that the student had implicitly addressed the topic and/or prompts, and the response was assessed. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that the response was “Insufficient,” then the floor supervisors in consultation with the team leader made a final judgment.
Observations from Standards Confirmation and Central Marking 2015: Qualities of Student Writing that Met the Acceptable Standard

Students whose responses received a score of “Satisfactory” in “Content” typically recognized the merits of a work-experience program that could “give students a great first experience with working,” enable them to “discover what they are capable of doing,” and “help students find out what they want to do with the rest of their life.” As well, many students acknowledged that “by participating in the program students can change their minds and decide on a better career,” “they will gain life skills that can’t be taught in the classroom,” and “they will learn to rely on their own judgment.” Some of the advantages of a work-experience program that were identified by many students included arguments that “students would be excited to learn from experienced workers,” “work places get part time employees and students get valuable expertise,” “businesses will get extra employees making everyone’s workload less,” and “students can get into better colleges by showing that they have training and experience from having a job.” Some students exhorted that “The students of Tremont School have been itching for the opportunity to join the workforce and contribute to society” and that “businesses in the Markland Chamber of Commerce have an important role to play in giving students the expertise they need to be successful in their life.”

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

- “My name is Kelly Greer, I’m in grade nine and I attend Tremont School. […] Some kids and I are hoping to establish a work experience program and we’d love for you and other businesses to help out with the program. We think this is a great program for kids and it’s also great for you guys if you help out. […] Students will get a feeling of what working feels like and they’ll be ready for the work force later on in their life time. Businesses will receive dedicated workers that want to learn. My friends and I have been thinking about this program and it sounds great.”

- “I truly and strongly believe that there are really good benefits to the work-experience program. […] Students that participate will have a higher sense of what job to choose in the future. […] Businesses can get students that don’t get paid and show enthusiasm, initiative, and willingness to learn. […] It will be good for everyone that participates.”

- “A work experience program across Alberta would give students advantages because it would help them figure out what they want to do when they grow up. […] If a student didn’t like that job they can choose another job that they truly do love. […] If businesses are looking for jobs to be filled the students can fill them. If the students want a job in a specific business and they like the job they can fill the slot the business is looking for.”

- “If we get work experience at our school it would help a lot of kids including myself learn activities on a personal level and also get life skills. […] The students would not need to be paid wages for their work, thats why this program is for work experience. So the students of Tremont School can learn new things of what job they want to do when they graduate. […] Businesses would get lots of help and have young energetic kids to do some of the work.”

- “A work-experience program could help many of us students receive valuable knowledge about the specific jobs we want to pursue. […] We believe this will be a useful experience for us students, we would have a first hand experience in various occupations and gain expertise in areas of personal interest. It would help prepare students for their adult life. […] Businesses will receive enthusiastic workers for free. That’s another reason why we want to establish this program.”
• “This program will give us easier access to first hand experience. Also deploying us to different businesses would be beneficial for the business because there wouldn’t be a need to pay us as the work would be done as part of a school program. […] Its a low cost win situation for students and the business. I hope you are inclined towards the idea and I look forward to your reply.”

• “Most students I know want part time jobs but the system seems flawed. In order to get a job you must have experience but in order to get experience you need to have a job. We are stuck, so this program is the best way for students to get experience. […] Employers want someone that is a good student and only that kind of student are being recommended by the school for the program. […] Overall we think it is important to have a work experience program at our school to benefit us and the businesses that hire us now and in the future.”

• “We want to invite you and other businesses to take part in a work experience program so that students can learn and find out what they want to do when they grow up. Letting us use your facilities would be great for us and you will get students that will work for no money. […] Another advantage to this is that students will be able to be hands on in a job their interested in. For you, they will work on weekends and give you workers to get what you need done.”

• “A work experience program will select students who would demonstrate good attitude towards this program, enthusiasm, willingness to learn, and initiative. We believe that this program will not only help our students to experience the work occupation of their interests, but also will benefit you with more employes willing to do their very best.”

• “Supporting this proposal would benefit both the students and the companies sponsoring us as well. […] The companies will be helped as there will be more workers to help around the business. Knowing that the companies and the school system are linked will bring more customers and business opportunities. […] Students will benefit as it will better their work experience, which could help them find other options if necessary.”

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

Address Information

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

Ms. Jill Robertson

The office of the Markland Chamber of Commerce is located in the city of Markland, Alberta, at 621 Riverside Way. The postal code is T4C 3H0. The chairperson is Ms. Jill Robertson.

Kelly Greer

Kelly Greer lives in the town of Washburn, Alberta. Kelly’s post office box number is 8022. The postal code is T2M 9Z3.

Envelope
Assignment II: Planning

Use this page to plan in whatever way you choose.
May 11, 2015  
P.O. Box 8022  
Westham, Alberta  
T2M 9Z3

Ms. Jill Robertson  
G21 Riverwold Way  
Mackland, Alberta  
T4C 3H0

Dear Ms. Robertson,

Hello, my name is Kelly Green. I am a student at Fremont School. I am writing to you today in regards to setting up a work experience program at my school.

Many students at Fremont School, myself included, believe that a work experience program would be very beneficial. This program would allow students to work for a business that interests them. Not only will this give them work experience, but also an idea of what they want to pursue as a career.
Businesses who employ these students would also benefit because they do not need to provide pay, so they will be provided with dedicated and located new workers. These businesses will also get the satisfaction of knowing they are helping students shape their knowledge of working. Our principal at Stevenson School is comfortable with it seeking out businesses. We hope you will also see the benefits of having a work experience program.

Thank you very much for taking the time and effort to read and consider my letter. If you wish to contact me you can call my cell phone 403-687-6432. You may also email me at kelly.green@shaw.ca.

I hope to hear from you soon!

Sincerely,

Kelly Green

Kelly Green
## Rationale for Student Exemplar – Satisfactory

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>• The ideas (regarding “setting up a work experience program” and the ways in which it “would be very beneficial” for students) are <strong>appropriate</strong>, and development of the topic in the discussion of why “Businesses whom employ these students would also benefit” and the acknowledgement that “Our principal at Tremont school is comfortable with us seeking out businesses” is <strong>adequate</strong>.</td>
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<tr>
<td>S</td>
<td>• Relevant information is presented—pertaining to how “This program would allow students to work for a business that interests them” and provide them with “an idea of what the want to pursue as a career”—and this information is <strong>supported</strong> by <strong>enough detail</strong> (related to how businesses “do not need to provide pay,” “will be provided with dedicated and excited new workers,” and “will also get the satisfaction of knowing they are helping students shape their knowledge of working”) to <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>S</td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>generally maintained</strong>, as illustrated in “I am writing to you today,” “Many students at Tremont School, myself included, believe,” “We hope you will also see,” “Thank you very much,” “If you wish to contact me,” and “Hope to hear from you soon!”</td>
</tr>
<tr>
<td>S</td>
<td><strong>Content Management</strong></td>
</tr>
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<td></td>
<td>• <strong>Words</strong> and expressions used (such as “setting up a work experience program at my school,” “work for a business that interests them,” “Not only will this give them,” “to pursue as a career,” “they will be provided with dedicated and excited new workers,” “the satisfaction of knowing,” “comfortable with us seeking out,” and “the time and effort to read and consider my letter”) are <strong>generally accurate</strong> and <strong>occasionally effective</strong>.</td>
</tr>
<tr>
<td>S</td>
<td>• The writing demonstrates <strong>basic control</strong> of correct <strong>sentence structure</strong>—as in “I am a student at Tremont School,” <strong>usage</strong>—as in “We hope you will also see the benefits of having a work experience program,” and <strong>mechanics</strong>—as in “You may also email me at <a href="mailto:Kellygreer@shaw.ca">Kellygreer@shaw.ca</a>.” <strong>Errors</strong> such as in “Hello my name is Kelly Greer,” “in regards to,” “experiance,” “beleive,” “what the want,” “Business whom employ,” “knowledge,” and “Tremont school” may <strong>occasionally impede</strong> meaning.</td>
</tr>
<tr>
<td>S</td>
<td>• As seen in the incorrect presentation of <strong>post office box number 8022</strong> in both the return address and heading, the misplacement of the date in the heading, the omission of the addressee’s title and organization in both the mailing address and inside address, and the incorrect presentation of “Dear: Ms. Robertson” in the salutation, <strong>occasional format errors</strong> and <strong>omissions</strong> are contained in the <strong>envelope</strong> and <strong>letter</strong>.</td>
</tr>
</tbody>
</table>

**Proportion of error to length and complexity of response has been considered.**
Observations from Standards Confirmation and Central Marking 2015: Qualities of Student Writing that Met the Standard of Excellence

In responses awarded scores of “Proficient” or “Excellent” in “Content,” students often contended that “the students of Markland School” who participate in a work-experience program could “develop leadership skills,” “make productive use of out-of-school time,” “make an informed decision regarding the career they choose to pursue,” and “plan what classes to take now to ensure entry into the post-secondary school that offers the best training in their chosen occupation.” In many responses, students presented arguments related to how “Experience is key to success when applying for a job, so this opportunity would enhance students’ chances of finding work of their choosing,” “Students will experience the realities of the hard work required to achieve a level of competence in a chosen field,” and “Greater success can be achieved when compiling a resume and applying for a job.” Some students argued that “Students will try harder to get better grades in their classes so they can graduate high school and get into the colleges or universities that will make their dreams reality,” “Customers might be inclined to purchase goods and services at those businesses that hire students to reward them for their community-mindedness,” and “This program will benefit the community at large by establishing a relationship between the businesses of today and the adults of tomorrow.” In some responses, students adopted a tone of indignation with regard to the detriments of not having a work-experience program in attempting to convince Ms. Robertson of the need for its establishment. As well, a number of students recommended how members of the Markland Chamber of Commerce could “foster a work ethic among today’s youth,” “allow experts at their craft to mentor willing apprentices,” “give students hands on work and first hand experience which are the best teachers,” and “provide a safe, controlled environment to be in while learning the skills of a trade.”

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

• “The jobs that the students of Tremont School are interested in are countless. Doctor, engineer, mechanic, nurse, businessman and scientist are only a few. With a work-experience program, the students will obtain a stepping-stone toward their career and it will be an asset for them when they apply for a job. […] Businesses and industries will benefit from having workers on evenings and weekends, which is usually when they are busy with many customers. In the long term, these student employees will require less training than completely inexperienced workers.”

• “Students will learn skills to help them for the rest of their life and get them used to having some responsibility. Many students are interested in taking part in a work experience program because it will open doors to a variety of occupations and enable students to contribute to the workforce. […] Establishing this program would also benefit local businesses and promote the economy of Markland and it’s surrounding communities. Business owners would have extra help and be able to share their knowledge and expertise with the next generation.”

• “A work experience program could be run after school hours and on weekends. Students could choose one business to work at per semester, and work two days after school for two hours and four hours every Saturday. […] The time spent working will allow students to explore various trades and professions, ranging from job in the service industry such as retail clerk or restaurant server to being an administrative assistant in a law firm or business office.”

• “Since kindergarten we have been learning valuable skills in and outside of school and we are now ready to apply what we have learned to gain first-hand work experience. […] While we may have often wondered how some topics in our classes could be useful in the ‘real world’ a work experience program will enable us to find this out for ourselves.”
• “The services provided by students will be performed at no cost to businesses as wages need not be paid. Moreover students selected for the program will bring enthusiasm and a genuine desire to contribute to the success to the businesses where they are employed. […] A work experience program will have a lasting influence on the lives of the students and a positive impact on the businesses in our community.”

• “Many students aspire to attain a post-secondary education, and we strongly believe that this program will greatly aid them. Work experience, if paid, could provide funds that could be saved to pay for tuition, and would add to a person’s resume. […] This program would also be of great assistance to those wanting to enter the trades after high school, since they could acquire some experience working in an occupation that they may wish to pursue.”

• “Students who are undecided as to what occupation they wish to have after they finish high school would be able to find out what various jobs entail. A work experience program would help the students of Tremont School to more effectively reach their full potential. […] Businesses that hire these hardworking and enthusiastic students may choose whether or not to pay students a wage. Moreover, employing students who live in the area will enhance the growth of a closely-knit community where people have civic pride.”

• “A work experience program could entail a semester-long term of employment for students at local businesses that are involved in the program in which they gain expertise on the job from coworkers and supervisors. They could grow confident in what they are doing, and possibly consider it as a career path. […] In this school-run activity students will work without being paid after school hours and possibly on weekends. Only the most motivated and reliable students will be selected for the program and they will be responsible for their own transportation to and from work.”

• “Those students that participate in a work experience program would develop valuable character traits, such as punctuality and dependability. Working along side others would build team work skills and add to a student’s feeling of self-worth. […] I would be grateful if you would discuss this proposal with other members of the Chamber of Commerce, and consider the valuable role local businesses could play in having a positive impact on the lives of the citizens of tomorrow.”

• “The establishment of a work experience program would be mutually beneficial for students and businesses. Students would get the chance to prove to themselves and others that they are mature enough to assume a responsible role as a contributing member of the community. […] In return, businesses will have the opportunity to provide existing staff with support from student workers and possibly more time off, especially on week-ends, which could build workplace morale.”

Student writing scored “Proficient” or “Excellent” in “Content,” as illustrated in these excerpts, was characterized by ideas that were thoughtful or perceptive, and development of the topic was generally effective or clear and effective. Significant or pertinent information was presented, and this information was substantiated or enhanced by specific or precise details that fulfilled the purpose of the assignment. A tone appropriate for the addressee was clearly or skillfully maintained. In responses scored “Proficient” or “Excellent” in “Content Management,” words and expressions used were usually or consistently accurate and effective. The writing demonstrated either competent and generally consistent control or confident and consistent control of correct sentence structure, usage, and mechanics. Any errors present rarely impeded or did not impede meaning. The envelope and letter contained few, if any, format errors and/or omissions.
Student Exemplar – Proficient

Address Information

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

Ms. Jill Robertson

The office of the Markland Chamber of Commerce is located in the city of Markland, Alberta, at 621 Riverside Way. The postal code is T4C 3H0. The chairperson is Ms. Jill Robertson.

Kelly Greer

Kelly Greer lives in the town of Washburn, Alberta. Kelly’s post office box number is 8022. The postal code is T2M 9Z3.

Envelope

KELLY GREER
PO 8022
WASHBURN AB T2M 9Z3

MS JILL ROBERTSON
CHAIRPERSON
MARKLAND CHAMBER OF COMMERCE
621 RIVERSIDE WAY
MARKLAND AB T4C 3H0
Assignment II: Planning

Use this page to plan in whatever way you choose.
PO 8022,
Washburn, AB T2M 9Z3

May 11th, 2015

Ms. Jill Robertson
Chairperson
Markland Chamber of Commerce
621 Riverside Way,
Markland, AB T4C 3H0

Dear Ms. Robertson:

I am writing to you in regards to a new program that our school would like to create. The program would be a work-experience program, and would benefit both local businesses and students. It would administer students with valuable skills and knowledge on various occupations, while providing businesses with enthusiastic employees. I am asking for the support of the Chamber in the creation of the new program.
Students that were interested in part-time work now could have the chance to seek employment through their school. The program would give valuable work experience to teenagers. This experience could also help them in future employment. The program will also keep students out of trouble, stopping crime. Youth will also build confidence from working in a trade or apprenticeship, thus assisting students on their career choices. There are only positive outcomes, and students will largely benefit from the program.

Local businesses in the community would also be very interested in the work-experience program. Many businesses are dealing with underemployment, and it affects the quality of services and products. But with the work-experience program, it would fill positions with motivated employees. We are also not requiring companies to pay students wages, thus saving companies money. People in the program will be willing to learn valuable skills, filling the workforce with skilled workers. The program will fill positions and save money. Businesses will support and benefit from the program.

There are many advantages to a work-experience
program, benefiting both students and businesses. I hope that the Chamber will support our need to seek local businesses to participate. I hope that you consider my request.

Sincerely,

Kelly Greer

Kelly Greer
### Rationale for Student Exemplar – Proficient

<table>
<thead>
<tr>
<th>Score</th>
<th>Reporting Category</th>
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</thead>
<tbody>
<tr>
<td>Pf</td>
<td>Content</td>
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<tr>
<td></td>
<td>• The <strong>ideas</strong> related to “a work-experience program” that “would benefit both local businesses and students” by providing “students with valuable skills and knowledge on various occupations” and “businesses with enthusiastic employees” and the ability to “fill positions with motivated employees” are <strong>thoughtful</strong>, and <strong>development</strong> of the topic—such as in the arguments that “The program will also keep students out of trouble, stopping crime,” “People in the program will be willing to learn valuable skills, filling the workforce with skilled workers,” and “The program will fill positions and save money”—is <strong>generally effective</strong>.</td>
</tr>
<tr>
<td>Pf</td>
<td>• As demonstrated in the examination of how “Students that were interested in part-time work now could have the chance to seek employment through their school” in order to gain “valuable work experience” for “future employment” and the discussion of how “Many businesses are dealing with underemployment, and it affects the quality of services and products” and consequently they “will support and benefit from the program,” <strong>significant information</strong> is presented, and this information is <strong>substantiated</strong> by <strong>specific details</strong> documenting that “Youth will also build confidence from working in a trade or apprenticeship” and that “We are also not requiring companies to pay students wages, thus saving companies money” that <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>• A <strong>tone appropriate</strong> for the addressee (evident in expressions such as “I am writing to you in regards to a new program that our school would like to create,” “I am asking for the support of the Chamber in the creation of the new program,” “There are only positive outcomes, and students will largely benefit from the program,” “Local businesses in the community would also be very interested in the work-experience program,” and “I hope that the Chamber will support our need to seek local businesses to participate”’) is <strong>clearly maintained</strong>.</td>
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<tr>
<td>Pf</td>
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<td>• As shown in “valuable skills and knowledge,” “enthusiastic employees,” “interested in part-time work,” “the chance to seek employment,” “build confidence from working in a trade,” “it affects the quality of services and products,” “fill positions with motivated employees,” “not requiring companies to pay,” and “thus saving companies money,” words and expressions used are usually accurate and effective.</td>
</tr>
<tr>
<td>Pf</td>
<td>• The writing demonstrates competent and generally consistent control of correct sentence structure (such as in “The program would give valuable work experience to teenagers”), usage (such as in “There are many advantages to a work-experience program, benefiting both students and businesses”), and mechanics (such as in “I hope that you consider my request”). Errors that are present—including “in regards to,” “It would administer students,” “help them for future employment,” “apprenticeship,” and “underemployment”—rarely impede meaning.</td>
</tr>
<tr>
<td>Pf</td>
<td>• The envelope and letter contain few format errors and omissions, including the presentation of “PO 8022” in both the return address and heading, the inclusion of commas in both the heading and inside address, and the incorrect placement and presentation of “May 11th, 2015” in the heading.</td>
</tr>
<tr>
<td></td>
<td>Proportion of error to length and complexity of response has been considered.</td>
</tr>
</tbody>
</table>
Student Exemplar – Excellent

Address Information

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

Ms. Jill Robertson

The office of the Markland Chamber of Commerce is located in the city of Markland, Alberta, at 621 Riverside Way. The postal code is T4C 3H0. The chairperson is Ms. Jill Robertson.

Kelly Greer

Kelly Greer lives in the town of Washburn, Alberta. Kelly’s post office box number is 8022. The postal code is T2M 9Z3.

Envelope

KELLY GREER
PO BOX 8022
WASHBURN AB  T2M 9Z3

MS JILL ROBERTSON, CHAIRPERSON
MARKLAND CHAMBER OF COMMERCE
621 RIVERSIDE WAY
MARKLAND AB  T4C 3H0
Assignment II: Planning

Use this page to plan in whatever way you choose.
PO Box 8022  
Washburn, AB T2M 9Z3  
May 11, 2015

Jill Robertson, Chairperson  
Markland Chamber of Commerce  
621 Riverside Way  
Markland, AB T4C 3H0

Dear Ms. Robertson:

I am a grade 12 student at Tremont School in Washburn, Alberta, writing to you to request that the Markland Chamber of Commerce participate in a work experience program that would benefit many students in our community in a vast number of ways. This program has been proven highly successful in the past and I can assure you it will be once more.

A work experience would provide students with an opportunity to try out different careers available in their community and be extremely beneficial in several ways. First of all, this program would give students an interactive learning experience to get a taste of different careers. There are many grade 12 students, such as myself, who are just about to complete high school and are unsure of what career path they would like to take. An experience such as this would assist students in making sure they enter a career choice they are satisfied with instead of undergoing years of long, hard training simply to find out they are unhappy with their choice of career. Another benefit of this program would be that it would help to increase maturity levels of students as well as help to prepare them for the real world. Students who participate in this program will also gain independence, self confidence and will be more likely to have a better future.

Any businesses that choose to participate in this program will benefit greatly. Businesses may hire work experience students to work part time at a maximum of 16-20 hours per week, depending on the occupation and other extra curricular activities students may already partake in. Businesses who become involved are given the choice, but are by no means required to pay students a wage. I can assure you that any students chosen for the work experience program will be motivated and enthusiastic individuals who will be extremely beneficial to your business.
Work experience is a program that has been tried hundreds of times and has been proven extremely successful for students as they learn responsibility, gain maturity and work towards a better future. I sincerely hope you take the time to consider my proposal and remain open minded to the benefits that not only students, but you and your business will receive as well. Thank you very much for taking the time to read my letter.

Sincerely,

[Signature]

Kelly Greer
### Rationale for Student Exemplar – Excellent

<table>
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<tr>
<th>Score</th>
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<td>E</td>
<td>Content</td>
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<td></td>
<td>• The ideas—such as in the contentions regarding how a work experience program “would give students an interactive learning experience to get a taste of different careers” and “assist students in making sure they enter a career choice they are satisfied with instead of undergoing years of long, hard training simply to find out they are unhappy with their choice of career” as well as provide “benefits that not only students, but you and your business will receive as well”—are perceptive, and development of the topic (in the arguments that “Students who participate in this program will also gain independence, self confidence and will be more likely to have a better future,” that “Any businesses that choose to participate in this program will benefit greatly,” and that “Work experience is a program that has been tried hundreds of times and has been proven extremely successful for students as they learn responsibility, gain maturity and work towards a better future”) is clear and effective.</td>
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<tr>
<td>E</td>
<td>Pertinent information is presented (pertaining to “A work experience [that] would provide students with an opportunity to try out different careers available in their community and be extremely beneficial in several ways,” “help to increase maturity levels of students as well as help to prepare them for the real world,” and ensure that “any students chosen for the work experience program will be motivated and enthusiastic individuals who will be extremely beneficial to your business”), and this information is enhanced by precise details—such as those illustrating that “There are many grade 12 students, such as myself, who are just about to complete high school and are unsure of what career path they would like to take,” that “Business may hire work experience students to work part time at a maximum of 16-20 hours per week, depending on the occupation and other extra curricular activities students may already partake in,” and that “Businesses who become involved are given the choice, but are by no means required to pay students a wage”—that effectively fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td>E</td>
<td>• As can be seen in statements such as “I am a grade 12 student at Tremont School in Washburn, Alberta, writing to you to request that the Markland Chamber of Commerce participate in a work experience program that would benefit many students in our community in a vast number of ways,” “This program has been proven highly successful in the past and I can assure you it will be once more,” “I sincerely hope you take the time to consider my proposal,” and “Thank you very much for taking the time to read my letter,” a tone appropriate for the addressee is skillfully maintained.</td>
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<td>E</td>
<td><strong>Content Management</strong></td>
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<tr>
<td></td>
<td>• <strong>Words and expressions</strong> used (such as in “to request that the Markland Chamber of Commerce participate in,” “benefit many students in our community in a vast number of ways,” “proven highly successful in the past,” “an opportunity to try out different careers available in their community,” “unsure of what career path they would like to take,” “gain independence,” “depending on the occupation and other extra curricular activities students may already partake in,” “are by no means required,” “I can assure you that,” “motivated and enthusiastic individuals,” “has been proven extremely successful,” “learn responsibility, gain maturity and work towards a better future,” and “benefits that not only students, but you and your business will receive as well”) are <strong>consistently accurate and effective</strong>.</td>
</tr>
<tr>
<td>E</td>
<td>• The writing demonstrates <strong>confident and consistent control</strong> of correct <strong>sentence structure</strong>—in “First of all, this program would give students an interactive learning experience to get a taste of different careers,” <strong>usage</strong>—in “An experience such as this would assist students in making sure they enter a career choice they are satisfied with instead of undergoing years of long, hard training simply to find out they are unhappy with their choice of career,” and <strong>mechanics</strong>—in “Another benefit of this program would be that it would help to increase maturity levels of students as well as help to prepare them for the real world.” <strong>Errors</strong> such as “self confidence,” “part time,” “extra curricular,” and “open minded” <strong>do not impede</strong> meaning.</td>
</tr>
<tr>
<td>E</td>
<td>• With the only exception being the inclusion of a comma between the town or city and province in both the heading and inside address, the <strong>envelope and letter</strong> are <strong>essentially free</strong> from <strong>format errors and omissions</strong>.</td>
</tr>
</tbody>
</table>

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

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

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

Reminders for marking:

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

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

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

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

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

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

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

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

Address Information

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

Ms. Jill Robertson
The office of the Markland Chamber of Commerce is located in the city of Markland, Alberta, at 621 Riverside Way. The postal code is T4C 3H0. The chairperson is Ms. Jill Robertson.

Kelly Greer
Kelly Greer lives in the town of Washburn, Alberta. Kelly’s post office box number is 8022. The postal code is T2M 9Z3.

Envelope

box 8022
Washbrun, AB
T2m 933

Jill Robertson
621 River Way
Markland, AB
T4c 3h0
Assignment II: Planning

Use this page to plan in whatever way you choose.
box 8022
Washbrun, AB, T2m 933

Ms. Jill Robertson
621 River Way
Markland, AB
At the Markland Chambre of commerce
T4c 3h0

May 11/15

Dear Jill Robertson,

Hi my name is Kelly Green, I go to Treemount school. Me and many other student from are school belive that, in additional to the curricular activites a work experance program should be added. The are many advantagees of this program.

Students will have a work experence, which will make them confedent and will let them learn what they want to do in there future. They can work part time after school and saturday’s and sunday’s on there own time. The jobs they do will give them experence at different occupations and they can learn about things they are intrested in. This will help them in there real lifes.

Buisnesses like your’s will get student’s enthusiasm and they are not paid for there work so its a win win for everone. The students could be future workers at jobs they learn about and like. They can get the training they need to become experts at there job, these workers will benfit the city economicly.

So I would like to thank you to take into considerate participate in this program since it has many advantagees for everone. Thank you so much for your time, also you can contact me any time at 780-999-1000 or you can email me at kellygreen@yahoo.com.

Sincerely,

Kelly Green
### Rationale for Marker Training Paper A

<table>
<thead>
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<th>Score</th>
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<tbody>
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<td>S</td>
<td><strong>Content</strong></td>
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<tr>
<td></td>
<td>• The <strong>ideas</strong> (pertaining to the contention that “in additional to the curricular activites a work experance program should be added” because “it has many advantages for everone”) are <strong>appropriate</strong>, and <strong>development</strong> of the topic—through arguments related to how students will become “confedent” and “learn what they want to do in there future” which “will help them in there real lifes” and how businesses that employ “students [who] could be future workers at jobs they learn about and like” will provide “the training they need to become experts at there job” which “will benfit the city economicly”—is <strong>adequate</strong>.</td>
</tr>
<tr>
<td>S</td>
<td><strong>Relevant information</strong> regarding the “many advantages of this program” for “Students” and “Buisnesses” is presented, and this information is <strong>supported</strong> by <strong>enough detail</strong> (pertaining to the prospect of students working “part time after school and saturday’s and sunday’s,” gaining “experence at different occupations,” and learning “about things they are intrested in” as well as the prospect of businesses getting “student’s enthusiasm” and having employees who “are not paid for there work”) to <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>S</td>
<td><strong>A tone appropriate</strong> for the addressee is <strong>generally maintained</strong> through expressions such as “Me and many other student from are school belive that,” “its a win win for everone,” “So I would like to thank you to take into considerate participate in this program,” “Thank you so much for your time,” and “you can contact me any time at 780-999-1000 or you can email me at <a href="mailto:kellygreen@yahoo.com">kellygreen@yahoo.com</a>.”</td>
</tr>
<tr>
<td>Score</td>
<td>Reporting Category</td>
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</tr>
<tr>
<td>S</td>
<td>Content Management</td>
</tr>
<tr>
<td>L</td>
<td>• Words and expressions used—such as “which will make them confident and will let them learn what they want to do,” “they can learn about things they are interested in,” “Businesses like yours will get,” “students could be future workers at jobs they learn about and like,” and “They can get the training they need to become experts”—are generally accurate and occasionally effective.</td>
</tr>
<tr>
<td>L</td>
<td>• The writing demonstrates faltering control of correct sentence structure (as in “Hi my name is Kelly Green, I go to Treemount school”), usage (as in “The are many advantages of this program”), and mechanics (as in “They can work part time after school and Saturday’s and Sunday’s on their own time”). Errors—such as in “student from are school believe that, in additional to the curricular activities,” “experance,” “experience,” “their future,” “their real lifes,” “student’s enthusiasm,” “their work,” “it’s a win win for everyone,” “their job,” “benefit the city economically,” “take into considerate participate,” “advantages for everyone,” and “<a href="mailto:kellygreen@yahoo.com">kellygreen@yahoo.com</a>”—frequently impede meaning.</td>
</tr>
<tr>
<td>L</td>
<td>• The envelope and letter contain frequent format errors and omissions—in the return address (in the omission of the sender’s name and the incorrect presentation of “box 8022 / Washbrun, AB / T2m 933”), the mailing address (in the omission of the recipient’s title and organization and the incorrect presentation of “621 River Way / Markland, AB / T4c 3h0”), the heading (in incorrect presentation of “box 8022 / Washbrun, AB, T2m 933” as well as the incorrect placement and presentation of “May 11/15”), the inside address (in the omission of the recipient’s title and organization as well as the incorrect presentation of “621 River Way / Markland, AB / At the Markland Chambre of commerce / T4c 3h0”), the salutation (in “Dear Jill Robertson,”), the body (in the inconsistent use of either block or semi-block format), the closing (in “Sincerely”), and the printed name (in “Kelly Green”).</td>
</tr>
</tbody>
</table>

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

Address Information

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

Ms. Jill Robertson
The office of the Markland Chamber of Commerce is located in the city of Markland, Alberta, at 621 Riverside Way. The postal code is T4C 3H0. The chairperson is Ms. Jill Robertson.

Kelly Greer
Kelly Greer lives in the town of Washburn, Alberta. Kelly’s post office box number is 8022. The postal code is T2M 9Z3.

Envelope

Ms. Jill Robertson
Chairperson of the Markland Chamber
621 Riverside Way
Markland, AB T4C 3H0

Kelly Greer
P.O. Box 8022
Washburn, AB T2M 9Z3
Assignment II: Planning

Use this page to plan in whatever way you choose.

On behalf of all the students and the Principal of
This will really affect us in a positive
way, because it will prepare us for
the future.

Sincerely

Heading
Inside address
Salutation
Body
Closing

Working with computers.
Many skill students.
P.O. Box 8022
Washburn, AB T2M 9C3
May 11, 2015
Ms. Jill Robertson
CHAIRPERSON OF THE MARKLAND CHAMBER
621 Riverside Way
Markland, AB T4C 3H0

Dear Ms. Robertson,

I'm a grade nine student at Tremont School, and my name is Kelly Gee. The purpose of my letter is to ask you on behalf of all of the students and the principal of the school to support the creation of a work experience program.

Me, and most of the students at the school, recently have decided to create this social programs in addition to the curricular and extracurricular activities already offered at our school. This will be a great and interesting opportunity to those student that in the future and experience
and after High School would like to work and participate in local business. This would prepare them for the future, so they can improve their skills and have also a little bit of experience on this kind of work. A work experience program will help the student to gain valuable expertise in areas of interest. The student will learn essential skills, so they will feel more confident about the work and about themselves. It will not require to pay a wage, it will be all volunteer. We also have some students at our school that are very skill with the computers and they would like to have the opportunity of learning more things about them. Our central purpose is to make the students feel enthusiastic, motivated, and willing to learn from prospective employers. Students are also willing to work on weekends.

Your support will make a BIG difference. This program will really affect us in a positive way, because it will prepare and give us self-confi-
I will appreciate if you contact me at the school or at my email address kgreer@gmail.com to know your opinion and if you can support us as soon as possible.

Sincerely,

Kelly Greer
Rationale for Marker Training Paper B

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<th>Score</th>
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<tbody>
<tr>
<td><strong>Pf</strong></td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>• The ideas that address the request for “support [for] the creation of a work experience program [...] in addition to the curricular and extracurricular activities already offered” which “will be a great and interesting opportunity and experience to those student that in the future and after High School would like to work and participate in local business” because “it will prepare and give us self-confidence for the future” are thoughtful, and development of the topic (in the arguments that “The student will learn essential skills, so they will fell more confident about the work and about themselves,” that “students [will] feel enthusiastic, motivated and willing to learn from prospective employers,” that businesses need not “pay a wage” because “it will be all volunteer,” and that businesses could employ students “that are very skill with the computers”) is generally effective.</td>
<td></td>
</tr>
<tr>
<td>• Relevant information that identifies how a work-experience program “would prepared them for the future, so they can improve their skills and have also a little bit of experience on this kind of work” is presented, and this information is supported by enough detail—in references to how the program “will help the student to gain valuable expertise in areas of their interest” and will provide businesses with “Students [who] are also willing to work on weekends”—to fulfill the purpose of the assignment.</td>
<td></td>
</tr>
<tr>
<td>• As is evident in “The purpose of my letter is to ask you on behalf of all of the students and the principal of the school,” “Me, and most of the students at the school,” “Our central purpose is to,” “Your support will make a BIG difference,” “This program will really affect us in a positive way,” and “I will appreciate if you contact me,” a tone appropriate for the addressee is clearly maintained.</td>
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<td>Score</td>
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</tr>
<tr>
<td>Pf</td>
<td>Content Management</td>
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<td></td>
<td>• As illustrated in “to ask you on behalf of all of the students and the principal of the school to support,” “a great and interesting opportunity and experience,” “gain valuable expertise in areas of their interest,” “more confident about the work and about themselves,” “We also have some students at our school,” “would like to have the opportunity.” “make the students feel enthusiastic, motivated and willing to learn from prospective employers,” and “affect us in a positive way, because it will prepare and give us self-confidence for the future,” words and expressions used are usually accurate and effective.</td>
</tr>
<tr>
<td>S</td>
<td>• The writing demonstrates basic control of correct sentence structure (as seen in “I’m a grade nine student at Tremont school, and my name is Kelly Greer”), usage (as seen in “This would prepared them for the future, so they can improve their skills and have also a little bit of experience on this kind of work”), and mechanics (as seen in “Students are also willing to work on weekends”). Errors such as in “recently have decided to create this social programs,” “those student,” “The student will learn esential skills, so they will fell,” “It will not require to pay a wage,” “very skill with the computers,” and “I will apreciate if you contact me […] to know your opinion and if you can support us as soon as posible” may occasionally impede meaning.</td>
</tr>
<tr>
<td>S</td>
<td>• The envelope and letter contain occasional format errors that include the inclusion of punctuation in P.O. Box 8022 and Washburn, AB in both the return address and heading, the misalignment of the mailing address and the inclusion of punctuation in “MS. JILL ROBERTSON,” the incorrect presentation of “CHAIRPERSON OF THE MARKLAND CHAMBER” and inclusion of a comma in Markland, AB in both the mailing address and inside address, the lack of space between the heading and inside address, the use of a comma in the salutation, and the indentation of the closing, signature, and printed name. Proportion of error to length and complexity of response has been considered.</td>
</tr>
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