<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ORGANIZATION</th>
<th>SENTENCE STRUCTURE</th>
<th>VOCABULARY</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>When marking CONTENT appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer...</td>
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</tr>
<tr>
<td>• establishes a context</td>
<td>• introduces the response</td>
<td>• writer’s control of sentence structure</td>
<td>• words and expressions accurately</td>
<td>• mechanics (spelling, punctuation, capitalization, abbreviation for new speakers, etc.) and usage (subject-verb agreement, pronoun-antecedent agreement, etc.)</td>
</tr>
<tr>
<td>• introduces ideas and events that are appropriate for the context established</td>
<td>• follows a coherent order</td>
<td>• effectiveness and variety of sentence type and sentence length</td>
<td>• words and expressions effectively</td>
<td>• clarity and flow of the communication</td>
</tr>
<tr>
<td>• uses specific details (of characters, setting, actions, events, etc.)</td>
<td>• establishes connections and/or relationships among events, actions, details, and/or characters</td>
<td>• variety of sentence beginnings</td>
<td>• words and expressions to enhance the student’s voice</td>
<td></td>
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<tr>
<td>• demonstrates an awareness of audience</td>
<td>• brings closures to the writing</td>
<td>Length and complexity of response must be considered.</td>
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<td>Proportion of error to length and complexity of response must be considered.</td>
</tr>
</tbody>
</table>

**Focus:**

- **Excellent (E):**
  - The context is clearly established and consistent.
  - The ideas and/or events are creative and deliberately chosen for the context established.
  - Supporting details are precise and consistently effective.
  - The writing is confident and creative and holds the reader’s interest.

- **Proficient (Pf):**
  - The context is clearly established and appropriate.
  - The ideas and/or events are intentionally chosen for the context established.
  - Supporting details are specific and generally effective.
  - The writing is purposeful and draws the reader’s interest.

- **Satisfactory (S):**
  - The context is established and generally appropriate.
  - The ideas and/or events are adequate for the context established.
  - Supporting details are general and may be predictable.
  - The writing is straightforward and generally holds the reader’s interest.

- **Limited (L):**
  - The context may be vaguely established and/or may not be appropriate.
  - The ideas and/or events are vague given the context established.
  - Supporting details are few and/or may be repetitive.
  - The writing is superficial and does not hold the reader’s interest.

- **Poor (P):**
  - The context may be unclear and/or inappropriate.
  - The ideas and/or events are undeveloped and/or unrelated to any context established.
  - Supporting details are scant.
  - The writing is confusing and frustrating for the reader.

- **Insufficient (INS):**
  - The marker is uncertain as to whether the student has attempted to fulfill the assignment, or the student has written so little that it is not possible to assess Content.

**Note:** Content and Organization are weighted to be worth twice as much as each of the other categories.

19-Dec-08