Examples of the Standards for Students’ Writing

English Language Arts 30–2

From the January 2014 Diploma Examination

• Visual Reflection Assignment
• Literary Exploration Assignment
• Persuasive Writing in Context Assignment
This document was written primarily for:

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

Copyright 2015, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to Alberta educators only to reproduce, for educational purposes and on a non-profit basis, parts of this document that do not contain excerpted material.

Excerpted material in this document shall not be reproduced without the written permission of the original publisher (see credits, where applicable).
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>ii</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts 30–2 January 2014 Writing Assignments</td>
<td>3</td>
</tr>
<tr>
<td>Assignment I: Visual Reflection</td>
<td>4</td>
</tr>
<tr>
<td>Assignment II: Literary Exploration</td>
<td>6</td>
</tr>
<tr>
<td>Assignment III: Persuasive Writing in Context</td>
<td>9</td>
</tr>
<tr>
<td>English Language Arts 30–2 Part A: Written Response Standards Confirmation</td>
<td>12</td>
</tr>
<tr>
<td>Background</td>
<td>12</td>
</tr>
<tr>
<td>Impressions of Standards Confirmers January 2014</td>
<td>13</td>
</tr>
<tr>
<td>Examples of Students’ Writing with Teachers’ Commentaries</td>
<td>15</td>
</tr>
<tr>
<td>English Language Arts 30–2 Visual Reflection Assignment, January 2014</td>
<td>15</td>
</tr>
<tr>
<td>English Language Arts 30–2 Literary Exploration Assignment, January 2014</td>
<td>26</td>
</tr>
<tr>
<td>English Language Arts 30–2 Persuasive Writing in Context, January 2014</td>
<td>37</td>
</tr>
<tr>
<td>Scoring Categories and Criteria</td>
<td>46</td>
</tr>
</tbody>
</table>
Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed us to continue defining the standards of writing performance expected in connection with diploma examinations and demonstrating approaches taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Ryan Cancilla, Brian Cheney, Donna Chorney, Shantelle Gervais, Lynn Hemming, Leanne Jacobson, Margaret Lewis, Chris Llewellyn, Deirdre Murphy, Geoff Parker, Richard Wagner and Kjirsten Wilson.

We gratefully acknowledge the contributions made by members of the Humanities Unit and the Document Design and Desktop Publishing Unit of the Assessment Sector, Alberta Education.

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

or by regular mail at

Alberta Education
Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

We would be pleased to hear from you.
Introduction

The written responses in this document are examples of English Language Arts 30–2 Diploma Examination writing that received scores of Satisfactory (S), Proficient (Pf), or Excellent (E). These sample responses are taken from the January 2014 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–2 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the January 2014 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2014. The sample papers and the commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student’s work and the criteria.

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

Selection and Use of Sample Papers

The teachers on the Standards Confirmation Committee for the January 2014 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the January 2014 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the January 2014 English Language Arts 30–2 Diploma Examination.

Cautions

1. The commentaries are brief.

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

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

   Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make.
The student writings in this document illustrate *just a few of the many* successful organizational and rhetorical strategies in January 2014.

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

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

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

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

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

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

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.
Description

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

Plan your time carefully.

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

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

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

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

Instructions

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

Additional Instructions for Students Who are Using a Word Processor

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

Additional Instructions for Students Who are Handwriting

• Use the paper provided by your school for handwritten work. Note that there is no paper provided in this booklet for final written work.
• Use blue or black ink for handwritten work.

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

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

The Assignment

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

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

You must:

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

- Consider how you can create a strong unifying effect.

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

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

*The narrator of this excerpt is Andre Agassi, retired professional tennis player and former World No. 1. He is considered by critics and players to be one of the greatest tennis players of all time.*

from OPEN

This excerpt is unavailable for electronic posting.

The Assignment

This excerpt describes an encounter between a young tennis player and a thoughtful scout. Even though the player feels like giving up on the game, the scout encourages him to accept his emotions and work even harder in the future.

What is your opinion of the idea that perseverance is an essential human quality?

You must:

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

• Ensure the details you select support your opinion of the idea that perseverance is an essential human quality.

• Present your ideas in prose.

You should:

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

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

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

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

Initial Planning

Suggested Time: 10 minutes

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

__________________________________________________________________________
__________________________________________________________________________

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

Character(s) Chosen ___________________________________________________________________________

Literary Text(s) and Author(s) ___________________________________________________________________

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

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

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

The Situation

The Prosper Town Council is considering a complete ban on all-terrain vehicles (ATVs). Supporters of the ban cite environmental and safety concerns while those opposed to the ban are concerned about the loss of economic and recreational opportunities.

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

The Assignment

Write a speech or letter that will persuade the Town of Prosper either to ACCEPT or to REJECT a ban on all-terrain vehicles (ATVs).

In preparing your persuasive speech or letter, BE SURE TO

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

Remember that you must clearly and directly choose either to accept or to reject the proposal.
COUNCIL MEETING MINUTES

Prosper Town Council Item 3.6
DATE: January 2, 2014 SUBJECT: Proposed ATV Ban

- The proposed ban would apply to all public areas and town land, including Centennial Park and the trails along the Bison River, all right-of-ways and ditches alongside county roads, and all municipal campsites.
- ATV use would be permitted only on private property.
- The proposed fine for violating the ban would be $150 for the first offence.
- Signage will be posted throughout the town and county in order to educate residents and visitors.

CITIZEN LINK

What is your opinion of the proposed ATV ban?

Linda Wong: How is it that it is illegal for children to drive automobiles until they are 16 years of age, pass a driver's test, and obtain a valid driver's license, yet we permit even younger children to ride ATVs without helmets, safety gear, formal training, parental supervision or licenses?

Jane Murray: I’m happy about the ban. Those machines make so much noise they drive me crazy!

Chris Lee: I use my ATV to help my dad on the farm all the time. Our fields are 2 kilometres apart and I need to use the ditches along the county roads to get around. I hope they think twice about this issue.

Academic Journal

3 YEAR ACADEMIC STUDY
News

Behavioural scientists have completed a five year study on activities commonly considered to be “high risk.” These pursuits include popular recreational activities and extreme sports. The conclusions indicate there is little correlation between the activity itself and the risk to the individual. Rather, the decisive factor appears to be the maturity and decision-making ability of the individual involved.
A major study out of the University of Calgary outlines the number of injuries and deaths related to all-terrain vehicles. So far this ATV season, eight people have been killed in Alberta and dozens more injured. The study analyzed 10 years’ worth of data from hospitals across the province:

<table>
<thead>
<tr>
<th>Year</th>
<th>Serious Trauma Cases</th>
<th>Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002–2012</td>
<td>459</td>
<td>79*</td>
</tr>
<tr>
<td></td>
<td>*23 of these were children</td>
<td></td>
</tr>
</tbody>
</table>

It is estimated that the cost to the healthcare system was $6.5 million. Along with this data the study found the majority of those injured were males between the ages of 18 and 20 years old. Most were not wearing helmets and nearly half had been drinking.

**Passionate safety advocate talks to local teens**

During “Safety Week” at Prosper High School, the keynote speaker this year was a current student himself, Ron Smith. He spoke recently to his classmates and shared the details of his experience when he flipped his ATV and was trapped underneath it. “The machine landed on top of me pinning me in a water filled ditch. I panicked when I couldn’t lift it off of me.” The teen was rescued by friends and has vowed to never ride again.

**Grandma gives off-roading a thumbs up**

Sheila Lehmann, a recently retired office worker, is looking forward to a retirement filled with riding. “I’ve driven my husband’s Yamaha Grizzly but it’s too much machine for me. So as a retirement present, he got me my own ATV.” Lehmann says the active sport keeps her young.

**Prosper Community News**

Local Club Raises $5 000 for Environmental Improvement in Area

Yesterday saw the Prosper Hiking Club hold their first annual “Hike for Nature.” This group of enthusiastic hikers began their trek from Centennial Park, along the natural path of the Bison River, after the president of the club cut the celebratory ribbon at the start of the newly restored trail. Last year the club found their trail to be in a state of ruin due to ATV users who created dangerous ruts in the natural paths. Pat Davis, president of the club, proudly announced “We have fundraised all year so that this trail could be restored to its natural beauty.” Davis went on to explain that signs would be posted at the trail entrance, warning ATV riders that they are not permitted on the trail. Davis vows that the trail’s upkeep will be paramount for their club.
Background

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

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

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

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria and the examples of students’ work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the *2013–2014 English Language Arts 30–2 Information Bulletin*. During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E) are posted on the Alberta Education website at education.alberta.ca in the documents entitled *Examples of the Standards for Students’ Writing*.

Members of the Standards Confirmation Committee

- confirm the appropriateness of the standards set by the examination in relation to students’ work
- select student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- write rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students’ work
Impressions of Standards Confirmers  
January 2014

Assignment I: Visual Reflection

The photograph of children playing in a street juxtaposed with a man standing guard with a gun provided a point of entry into discussion for nearly all student writers. Many students developed ideas on the themes of youthful resilience in difficult circumstances and on the contrast between life in stable countries with life in chaotic and dangerous environments. Reflections frequently focused on the loss of childhood innocence, the exploration of the gunman as a protector or threat, the contrast between the lives of the wealthy and the lives of the impoverished, and the nature of societal resilience. As is common with visual prompts that feature a human subject or subjects, there were many creative responses. Creative narrative responses often assumed the role of either the child playing soccer or the man holding the firearm and were developed with varying degrees of effectiveness. As always, students’ understanding of the location of the photograph will vary, and students may make statements that are oversimplified or incorrect. Such assumptions and statements do not necessarily affect the quality of the responses.

Assignment II: Literary Exploration

Both the reading selection from Open and the topic question on the idea that perseverance is an essential human quality proved to be accessible to student writers. Most students were able to discuss situations from literature and from personal experience where a character demonstrated the ability to persevere in difficult circumstances. Many students defined the nature of a character’s situation and proceeded to explore and explain the type of change that resulted from his or her perseverance. Some students also developed ideas in which the nature of a character’s perseverance was more specifically defined and explored. Students discussed their ideas about the topic in relation to literature and film studied in ELA 30–2, and to personal observations and experiences. Unifying effects varied among students. Some chose to focus primarily on literature, while others developed responses that emphasized difficult experiences they have faced in their own lives. Some students also chose to compare the experiences of the character in their literary selection to their own personal experiences. Students also occasionally chose to discuss more than one piece of literature. Markers are reminded that the focus of this assignment is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. Thus, while the literary example is essential, it is but one component of the response as a whole. Because literary examples are sometimes brief and tightly focused on a particular situation or character, markers are reminded to read the information provided by students in both the Initial Planning section on page 9 and on the back of the examination booklet to ensure that they are familiar with the literature chosen. Popular literary selections included Night, Tuesdays with Morrie, The Cellist of Sarajevo, Fallen Angels, The Art of Racing in the Rain, King Rat, and Into the Wild. Students also used films such as The Shawshank Redemption, Shackleton, Finding Forrester, Spider Man, Million Dollar Baby, and Gran Torino.
Assignment III: Persuasive Writing in Context

The proposal of whether or not to introduce a ban on all-terrain vehicles in the town and county of Prosper produced effective responses from student writers. Students who supported the ban cited the issue of safety and environmental and noise concerns. Those opposed to the ban focused on the practical utility of such vehicles in the lives of many people, the recreational opportunities such vehicles afford, and the danger of exaggerating safety concerns to responsible riders. Students drew key details from the source material and often supplemented their arguments with references to their own personal observations, experiences, and knowledge. Many students also chose to acknowledge and refute positions from the opposing side. Given the nature of this proposal, students often rejected a total ban, but suggested adopting more stringent rules and guidelines for ATV use. These often included a minimum operating age and/or some form of licensing. Markers are reminded that students will use the source material in a variety of ways. Some will choose one or two details from the source material as the basis of their support, while others will grapple with several sources. Markers should also note that some of the source material has the potential to serve either side of the argument, and that responses are to be evaluated in terms of their overall persuasiveness. Markers are to evaluate the choices that students have made in terms of their service to the student’s argument, not in terms of the “accuracy” or “correctness” of their interpretation of sources. Most students were well aware of their purpose in persuading the Prosper Town Council and maintained an appropriate tone.
Dirty Rich #1

In this photograph there are two young children playing soccer on a dirty cement road, the one boy is chasing after the ball which is heading toward a man that is holding a machine gun aimed to the ground. The man holding the gun has a watch on his wrist, black dress shoes on his feet clean clothes with a belt. The child playing soccer does not have shoes on. This image shows that some countries are less fortunate than others. Children in this place are being exposed to violence right at their homes.

The gun the man is holding is showing how the government and the rich are in power over the citizens in these countries. Violence is a common thing in poor countries around the world. Gun shots being fired daily through the city, citizens being killed. Young children are often exposed at a very young age to violence. The poor in these countries are going through rough times and cant get out of poverty. Their children have to see people being killed everyday and that is not healthy at such a young age. Violence is a way of life for some countries and citizens there have to watch it happen. The rich people in this country are in power over the poor.

The impression I get from this photograph is that this country is less fortunate than other countries in the world that aren’t going through violence like this, but there are still differences between the rich and the poor. They are
divided and that doesn’t change. Some countries are more fortunate than the one in this photograph, and do not see killing on the street everyday and having men walk around with machine guns.
## EXAMPLE PAPER—Satisfactory (S)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas and Impressions (S)</strong></td>
<td><strong>The student’s perceptions</strong> that “This image shows that some countries are less fortunate than others,” and that “Children in this place are being exposed to violence right at their homes,” are <strong>appropriate</strong>. <strong>Support is adequate and generally connected</strong> to the student’s ideas and impressions, as in “The child playing soccer does not have shoes on,” “The poor in these countries are going through rough times and can’t get out of poverty,” Gunshots being fired daily through the city, citizens being killed,” and “Violence is a way of life for some countries and citizen’s there have to watch it happen.”</td>
<td>S</td>
</tr>
<tr>
<td>• The student’s perceptions are appropriate but may be generalized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Support is adequate and generally connected to the student’s ideas and impressions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The response is generally clearly developed.</td>
<td>The <strong>response is generally clearly developed</strong> through the student’s discussion of how “the government and the rich are in power over the citizens in these countries,” to “this country is less fortunate than Other countries in the world that aren’t going through violence like this,” through to “Some countries are more fortunate than the one in this photograph, and do not see killing on the street everyday and having men walk around with machine guns.”</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation (S)</strong></td>
<td><strong>The student’s voice is matter-of-fact</strong> (“The man holding the gun has a watch on his wrist, black dress shoes on his feet clean clothes with a belt”) and the <strong>tone is appropriate</strong> (“Their children have to see people being killed everyday and that is not healthy at such a young age”). <strong>Stylistic choices are adequate</strong> (“The gun the man is holding is showing how the government and the rich are in power over the citizens in these countries”) and <strong>occasionally effective</strong> (“The rich people in this country are in power over the poor”).</td>
<td>S</td>
</tr>
<tr>
<td>• The student’s voice is matter-of-fact and the tone is appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stylistic choices are adequate and occasionally effective.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are wars and conflicts going on in the world in our everyday lives that we do not know about. In this photo, readers are presented with what looks like a small town, there are two little boys playing soccer in front of one of the dilapidated buildings, one of the boys is chasing after the soccer ball while the other boy is guarding the net. There's also a man standing there with a gun in his hand, there must be some violence taking place, for a man to have a gun around little kids.

This scene looks like one of devastation and violence, it looks to be like there was a war which is over and left all the buildings decayed. The little boy is chasing after the ball and he looks very happy, to even have a ball to play with after after the catastrophe which has befallen his townspeople. This picture gives the impression of a gloomy town. The author is trying to communicate that no matter how bad our lives are, we still have roofs over our heads and peace, whereas other people have to live their everyday lives in violence and conflicts. In Canada for example there are no wars or violence taking place, but places like Afghanistan, the Middle East, Africa and some parts of Asia there are wars and violence occurring everyday. We are always so absorbed by the luxurious things in our lives that we take some things for granted, like peace and freedom. Canada is safe enough that men do not have to carry guns in order to be able to defend us when something goes wrong. Growing up in such a place can affect a kid's childhood and take away the innocence of growing up and enjoying childhood. These kids may not have any peace whatsoever and at a young age they have to learn how to defend themselves just in case there is an act of violence or a war which requires them to know the skills of surviving in a war or living without parents.
We should learn to appreciate the little things in our countries like peace, whereas it may not seem as much, these kids would love to spend a day where they would be allowed to be kids and enjoy the innocence of childhood, instead of having to worry about their safety or being unintended victims of nearby shootings.
SCORING CRITERIA | RATIONALE | SCORE
--- | --- | ---
Ideas and Impressions (Pf) | The student’s perception that “The author is trying to communicate that no matter how bad our lives are, we still have roofs over our heads and peace, whereas other people have to live their everyday lives in violence and conflicts” is thoughtful and considered. | Pf
| Support is relevant, detailed, and clearly connected to the student’s ideas and impressions. | Support is relevant (“The little boy is chasing after the ball and he looks very happy, to even have a ball to play with” and “We are so absorbed by the luxurious things in our lives that we take some things for granted, like peace and freedom”), detailed (“In Canada for example there are no wars or violence taking place, but places like Afghanistan, the Middle East, Africa and some parts of Asia there are wars and violence occurring everyday”), and clearly connected (These kids may not have any peace whatsoever and at a young age they have to learn how to defend themselves just in case there is an act of violence or a war which requires them to know the skills of surviving in a war or living without parents”) to the student’s ideas and impressions. | Pf
| The response is coherently developed. | The response is coherently developed from the student’s opening statement that “There are wars and conflicts going on in the world in our everyday lives that we do not know about,” to the discussion of how “no matter how bad our lives are, we still have roofs over our heads and peace,” through to the conclusion that “We should learn to appreciate the little things in our country like peace, whiles it may not seems as much, these kids would love to spend a day where they would be allowed to be kids and enjoy the innocence of childhood, instead of having to worry about their safety.” | Pf
<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation (Pf)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The student’s voice is distinct and the tone is well considered.</td>
<td>The student’s <strong>voice</strong> is <strong>distinct</strong> and the <strong>tone</strong> is <strong>well considered</strong>, as in “This scene looks like one of devastation and violence” and “This picture gives the impression of a gloomy town.”</td>
<td><strong>Pf</strong></td>
</tr>
<tr>
<td>• Stylistic choices are specific and frequently effective.</td>
<td>Stylistic choices are <strong>specific</strong> and <strong>frequently effective</strong>: “Canada is safe enough that men do not have to carry guns in order to be able to defend us when something goes wrong.”</td>
<td></td>
</tr>
</tbody>
</table>
After examining the given image, I have come to the conclusion that children being raised in war-torn countries will grow up fighting against the same people as their older generations do. This is not their fault; they are being developed in an environment full of gunshots, explosions and constant death. Can you imagine going to bed every night having to worry about if your house may have a bomb dropped on it or not? What if in the same night you heard a gunshot down your street? It would be the talk of the town, but in a country such as Syria they wouldn’t even bat an eye.

You can see in the picture how badly damaged some of the buildings are. Some of these kids more than likely could have bullet holes in their wall, or a crater in their backyard. Picture yourself in the children’s shoes. In the blink of an eye your family or loved ones could be killed because of a fight over territory, religion or power. All of which you do not care about. You just wish you could leave, but you can’t because the enemy soldiers guarding the border won’t give you permission to exit the country. All you can do is pray that your family stays safe and hope that your country will someday be free of war. These kids were born into the fighting and all they have ever known about the free world is that it is only willing to “help” their country if they have a source of oil. When is the time we finally relate ourselves to the poor families over in Syria? Furthermore, there are some fourteen year old boys that are taught how to shoot a gun so they can defend their town from the foes they wish they won’t ever have to encounter. What if your son or daughter was forced into a firefight?

These poor kids have had their childhood robbed of them. There is nothing to change that now. They must endure the wars until they grow old enough to die, or until their home is struck.
with a bombshell. This is the sad truth about a child stuck in a battle. They can do absolutely nothing to change it. They are literally living in hell.
EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas and Impressions (E)</strong></td>
<td>The student’s <strong>perception</strong> that “children being raised in war-torn countries” have been “robbed” of their childhood and “can do absolutely nothing to change it” is <strong>insightful</strong> and <strong>carefully considered</strong>.</td>
<td></td>
</tr>
<tr>
<td>• The student’s perceptions are insightful and carefully considered.</td>
<td>Support is <strong>precise</strong>, <strong>purposefully chosen</strong>, and <strong>strongly connected</strong> to the student’s ideas and impressions, as in “This is not their fault; they are being developed in an environment full of gunshots, explosions and constant death,” “In the blink of an eye your family or loved ones could be killed because of a fight over territory, religion or power,” and “there are some fourteen year old boys that are taught how to shoot a gun so they can defend their town from the foes they wish they won’t ever have to encounter.”</td>
<td>E</td>
</tr>
<tr>
<td>• Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The response is skillfully developed.</td>
<td>The response is <strong>skillfully developed</strong> from the student’s opening statement that “This is not their fault,” to the discussion of how “They must endure the wars until they grow old enough to die,” through to the conclusion that “They are literally living in hell.”</td>
<td></td>
</tr>
<tr>
<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
<td>SCORE</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Presentation (E)</td>
<td>• The student’s voice is engaging and the tone is confident.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stylistic choices are precise and effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s <strong>voice</strong> is <strong>engaging</strong> and the <strong>tone</strong> is <strong>confident</strong>, as in “These kids were born into the fighting and all they have ever known about the free world is that it is only willing to ‘help’ their country if they have a source of oil” and “What if your son or daughter was forced into a firefight?”</td>
<td><strong>E</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Stylistic choices</strong>—“Can you imagine going to bed every night having to worry about if your house may have a bomb dropped on it or not?” and “This is the sad truth about a child stuck in a battle”—are <strong>precise</strong> and <strong>effective</strong>.</td>
<td></td>
</tr>
</tbody>
</table>
Every person has the ability to persevere when life or situations get tough. Perseverance is an essential quality because it helps get through the tough situations in our everyday lives. I am using my own personal experience, the reading by Andre Agassi, and the novel “Cellist of Sarajevo”

In my own life, I have had to persevere a few times when things went tough or didn’t go the way I wanted them to. One time was when my horse passed away and I thought I would never get another horse like him but now I have two and they are as kind and as gentle as he was. I am thankful for that. Another time in my life where I have had to persevere was when my grandmother passed away. It was very sad but with the help of my family and own inner strength I have been able to cope.

In the reading called Open by Andre Agassi it is about when he was young and he was playing tennis and he lost to a kid that was two years older than him. He said he never wanted to play tennis every again but then he meets a man named Rudy who scouts for a tennis player named Pancho Segura and says that at the moment he never wants to play tennis but if he works hard and uses that loss as motivation he will be an even better tennis player.

In the novel “Cellist of Sarajevo” one of the main characters named Kennan has to get water for his family and it is all the way across the city and there is a war going on all around the city and he has to look out for enemy snipers while crossing the street. He has to preserve that the war will be over soon so he can look out for his family. It is very important that people persevere in times of war.
Thank you for reading my essay. Perseverance is a very important quality in humans. I used my own personal experience, the reading by Andre Agassi, and the novel "Celloist of Sarajevo"
English Language Arts 30–2 January 2014
Assignment II: Literary Exploration

EXAMPLE PAPER—Satisfactory (S)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought and Support (S)</td>
<td>A defensible understanding of the topic is demonstrated: “Perseverance is a very important quality in humans.” The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A defensible understanding of the topic is demonstrated: “Perseverance is a very important quality in humans.” The student’s ideas are appropriately and straightforwardly explored in the discussion of the student’s personal experience (“I have had to preserver a few times”) and in the discussion of The Cellist of Sarajevo (“It is very important that people preserver in times of war”). The literary example is related adequately to the student’s ideas, as in “He has to preserver that the war will be over soon so he can look out for his family.” Support is relevant but tends to be general: “Another time in my life where I have had to preserver was when my grandmother passed away. It was very sad but with the help of my family and my own inner strength I have been able to cope” and “Kennan has to get water for his family and it is all the way across the city and there is a war going on all around the city.”</td>
<td></td>
</tr>
<tr>
<td>Form and Structure (S)</td>
<td>A controlling idea is evident in the discussions about the student’s personal experiences with loss and Kennan’s experiences with war, but unity falters in the discussion of the excerpt (“if he works hard and uses that loss as motivation he will be am even better tennis player”). Development of ideas and explanations is generally clear and coherent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A controlling idea is evident in the discussions about the student’s personal experiences with loss and Kennan’s experiences with war, but unity falters in the discussion of the excerpt (“if he works hard and uses that loss as motivation he will be am even better tennis player”). Development of ideas and explanations is generally clear and coherent in the use of the “personal experience, the reading by Andre Agassi, and the novel ‘Cellist of Sarajevo’.”</td>
<td></td>
</tr>
<tr>
<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
<td>SCORE</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Matters of Choice (S)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diction is appropriate but may be general rather than specific.</td>
<td>Diction is appropriate but is general rather than specific – “things got tough,” “It was very sad,” and “so he can look out for his family.”</td>
<td>S</td>
</tr>
<tr>
<td>• Sentence structures are generally straightforward and clear.</td>
<td>Sentence structures are generally straightforward and clear, as in “Every person has the ability to persevere when life or situations get tough,” “I am thankful for that,” and “Thank you for reading my essay.”</td>
<td></td>
</tr>
<tr>
<td>• Stylistic choices contribute to the creation of a clear voice.</td>
<td>Stylistic choices contribute to the creation of a clear voice in sentences such as “One time was when my horse passed away and I thought I would never get another horse like him but now I have two and they are as kind and as gentle as he was.”</td>
<td></td>
</tr>
<tr>
<td><strong>Matters of Correctness (S)</strong></td>
<td>This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.</td>
<td>S</td>
</tr>
<tr>
<td>• This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.</td>
<td>This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics: “Every person has the ability to persevere when life or situations get tough” and “Perseverance is a very important quality in humans.”</td>
<td></td>
</tr>
<tr>
<td>• There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics.</td>
<td>There are occasional lapses in control of usage (“situations in our everyday lives” and “he never wanted to play tennis every again”) and minor errors in mechanics (“I used my own personal experience, the reading by Andre Agassi, and the novel ‘Cellist of Sarajevo’”).</td>
<td></td>
</tr>
<tr>
<td>• The communication, however, is clear.</td>
<td>The communication, however, is clear.</td>
<td></td>
</tr>
</tbody>
</table>
Is perseverance an essential human quality? Chris McCandless persevered to get to Alaska, he would have never made it otherwise. Andy渤forsen would have been wrongfully imprisoned for life had he not been determined to escape. Without perseverance an individual cannot achieve his or her goals.

Chris McCandless’s life goal was to make it to Alaska. To get there he had to give up most if not all of his possessions, family, and friends he made along the way. Even when facing major setbacks such as almost being arrested for sneaking across the Mexico—United States border, he was always determined to get to Alaska and live off of the land. Chris persevered through all of the hardships that came his way and made it to Alaska, achieving his goal.
Andy Dufresne was wrongfully imprisoned for the murder of his wife and her lover. He was sent to Shawshank Prison to serve two life sentences. The entire time Andy was in that prison he was trying to escape. The way he escaped was with a rock hammer he got from a smuggler and friend inside the prison. Andy used the rock hammer to tunnel through the walls. It took him twenty years to escape, and in those twenty years he was raped, beaten, and put into solitary confinement for months on end. Yet he never gave up, and in the end he escaped from Shawshank Prison, completing his goal.

My personal goal is to become a video game producer and designer. I have gotten a job to save up money for post-secondary education in that field, and I have looked into many schools to go to for further...
education in computer science. I have also been trying to improve my marks to meet their standards, and if I have to I will upgrade some of my courses. I will never lose faith in myself no matter how hard things get. I will do anything to achieve my goal.

Without perseverance one cannot never achieve their goals. Just like Chris McDouless, Andy Dunmore, and myself. You have to be determined and willing to do anything to achieve your goals.
EXAMPLE PAPER—Proficient (Pf)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought and Support (Pf)</td>
<td>A well-considered understanding of the topic is demonstrated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s ideas are thoughtfully explored.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The literary example is related competently to the student’s ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support is specific and relevant.</td>
<td>Pf</td>
</tr>
</tbody>
</table>

A well-considered understanding of the topic is demonstrated through the student’s discussion that “Without perseverance an individual cannot achieve his or her goals.”

The student’s ideas are thoughtfully explored, as in “Chris McCandless’ life goal was to make it to Alaska,” “The entire time Andy was in that prison he was trying to escape,” and “My personal goal is to become a video game producer and designer.”

The literary examples from Into the Wild and The Shawshank Redemption are related competently to the student’s ideas in the explanations of how “Chris persevered through all of the hardships that came his way and made it to Alaska, achieving his goal” and how Andy “never gave up, and in the end he escaped from Shawshank Prison, completing his goal.”

Support is specific and relevant, as in “Even when facing major setbacks, such as almost being arrested for sneaking across the Mexico-United States border, he was always determined to get to Alaska and live off of the land,” “Andy used the rock hammer to tunnel through the walls, it took him twenty years to escape, and in those twenty years he was raped, beaten, and put into solitary confinement for months on end,” and “I have gotten a job to save up money for post-secondary education in that field, and I have looked into many schools to go to for further education in computer science. I have also been trying to improve my marks to meet their standards.”
<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form and Structure (Pf)</strong></td>
<td>A controlling idea is <strong>sustained</strong> throughout the response from the discussion of how Chris “was always determined to get to Alaska and live off of the land,” to how “Andy used the rock hammer to tunnel through the walls,” through to the student’s assertion that “I will never lose faith in myself no matter how hard things get.”</td>
<td>Pf</td>
</tr>
<tr>
<td>• A controlling idea or unifying effect is sustained throughout the response.</td>
<td>Development of ideas and explanations is coherent through the discussion of how “You have to be determined and willing to do anything to achieve your goals.”</td>
<td></td>
</tr>
<tr>
<td>• Development of ideas and explanations is coherent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Matters of Choice (Pf)</strong></td>
<td><strong>Diction</strong> is specific and generally effective: “wrongfully imprisoned,” “smuggler and friend,” and “lose faith in myself.”</td>
<td>Pf</td>
</tr>
<tr>
<td>• Diction is specific and generally effective.</td>
<td>Many sentences appear to have been <strong>purposefully structured</strong> for effect, as in “Andy Durfranse would have been wrongfully imprisoned for life had he not been determined to escape” and “Even when facing major set backs, such as almost being arrested for sneaking across the Mexico-United States border, he was always determined to get to Alaska and live off of the land.”</td>
<td></td>
</tr>
<tr>
<td>• Many sentences appear to have been purposefully structured for effect.</td>
<td><strong>Stylistic choices</strong> contribute to the creation of a <strong>competent voice</strong>, as in “Is perseverance an essential human quality? Chris McCandless persevered to get to Alaska, he would have never made it otherwise” and “To get there he had to give up most if not all of his possessions, family, and friends he made along the way.”</td>
<td></td>
</tr>
<tr>
<td>• Stylistic choices contribute to the creation of a competent voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matters of Correctness (Pf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pf</th>
</tr>
</thead>
<tbody>
<tr>
<td>This writing demonstrates <strong>competent control</strong> of correct sentence construction, usage, grammar, and mechanics: “Chris persevered through all of the hardships that came his way and made it to Alaska, achieving his goal” and “The way he escaped was with a rock hammer he got from a smuggler and friend inside the prison.”</td>
</tr>
</tbody>
</table>

| • Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. |

| Minor errors | in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. |
This example is unavailable for posting.
This example is unavailable for posting.
My name is Taylor Martin and I am a recent graduate of Prosper High School. In my lifetime of living in Prosper I have noticed the amount of ATV users go up, as well as the amount of injuries caused by them. I am strongly for the decision to completely ban these all-terrain vehicles in and around our town. They have been a safety hazard for years and the number of accidents and deaths will just continue to rise with the amount of usage.

I feel like it is a very unsafe recreational activity that not only concerns people directly but also our environment suffers. The trails these ATV users use are also public walkways or roads, destroying our nature and beauty of this town. My other concern is the safety of these people riding around on them. Without proper protection and safety precautions you can be seriously hurt or killed on one of these things. I have heard countless stories about people having accidents on them all the time, yet nothing has been done to prevent such things. There is no license or training required to ride one of these things, leaving it up to anyone to try them and possibly injure themselves. Even small children are able to use these machines, even when it is two to three times bigger then the child itself. Some might say that these machines are safe and are of great use to a lot of people, but that does not mean they are one hundred percent safe. If someone were to have the right training, safety equipment, and a special license to drive one then they would be much better off, but without these things we can not guarantee that no accidents would come from this.
These machines are extremely heavy duty and should only be driven by professionals or someone that has the training and maturity to use them. Far too many times we have seen somebody un-qualified driving an ATV and being in an accident that could have been preventable. The loss the town would suffer with this ban is far less then the one the town would suffer if a serious accident leading to death were to occur. I think that the safest option is to accept this ban and look at it as protecting the town from greater tragedy. Having the ban enforced now would save us from having to deal with it in the future if something serious were to happen.

Thank you for your time and consideration,

Taylor Martin
### EXAMPLE PAPER—Proficient (Pf)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thought and Support (Pf)</strong></td>
<td>A thoughtful and competent understanding of the issue is demonstrated.</td>
<td></td>
</tr>
<tr>
<td>• A thoughtful and competent understanding of the issue is demonstrated.</td>
<td>The student’s arguments—“I feel like it is a very unsafe recreational activity that not only concerns people directly but also our environment suffers,” “Without proper protection and safety precautions you can be seriously hurt or killed on one of these things,” and “These machines are extremely heavy duty and should only be driven by professionals or someone that has the training and maturity to use them”—are well considered and sound.</td>
<td></td>
</tr>
<tr>
<td>• The student’s arguments are well considered and sound.</td>
<td>Support is accurate (“The trails these ATV users use are also public walkways or roads, destroying our nature and beauty of this town” and “If someone were to have the right training, safety equipment, and a special license to drive one then they would be much better off, but without these things we can not guarantee that no accidents would come from this”) and occasionally purposefully chosen (“Even small children are able to use these machines, even when it is two to three times bigger then the child itself” and “The loss the town would suffer with this ban is far less then the one the town would suffer if a serious accident leading to death were to occur”) to reinforce the student’s ideas in a logical and clear way.</td>
<td></td>
</tr>
<tr>
<td>• Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way.</td>
<td>The voice is competent, as in “They have been a safety hazard for years and the number of accidents and deaths will just continue to rise with the amount of usage” and “I have heard countless stories about people having accidents on them all the time, yet nothing has been done to prevent such things.”</td>
<td>Pf</td>
</tr>
<tr>
<td>• The voice is competent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
<td>SCORE</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Writing Skills (Pf)</td>
<td>• The selection and use of words and structures are frequently effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The selection and use of <strong>words</strong> and <strong>structures</strong> are <strong>frequently effective</strong>: “Some might say that these machines are safe and are of great use to a lot of people, but that does not mean they are one hundred percent safe” and “I think that the safest option is to accept this ban and look at it as protecting the town from greater tragedy.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This writing demonstrates <strong>competent control</strong> of correct sentence construction, usage, grammar, and mechanics, as in “There is no license or training required to ride one of these things, leaving it up to anyone to try them and possibly injure themselves” and “Having the ban enforced now would save us from having to deal with it in the future if something serious were to happen.”</td>
<td>Pf</td>
</tr>
</tbody>
</table>
Thank you Prosper Town Council for allowing me to talk today regarding the proposal to put a complete ban on all-terrain vehicles, also known as ATVs. My name is Taylor Martin and I am a recent graduate from Prosper High School. I am here to discuss my rejection of this proposal for these machines are no more dangerous than an abundance of tasks we perform in everyday life and both economic and recreational opportunity would be at a loss. Given all factors, the beneficial outcomes of the use of ATVs far outweighs the negative outcomes which helped me with my decision to reject this proposal.

First things first, safety. Safety is the key concern regarding any issue including this one. The issue here is that ATVs are being targeted as being dangerous, but in reality they are not as dangerous as driving a car or smoking; which is still perfectly legal. Health Alberta reports that 459 people have been injured and 79 people killed by the use of ATVs in the past ten years, they also tell us how the majority of these deaths and injuries had to do with the fact that these people were not using safety gear and almost half were drinking while an ATV. The numbers given above break down to about 46 injuries and 8 deaths a year which is incredibly low compared to other legal activities such as smoking or driving a car on public roads. Although safety issues regarding injuries and deaths linked to ATVs are far lower than other activities, its ironic why Prosper's town council is looking to ban the use of ATVs instead of either driving cars or smoking.

Another confusing aspect of why Prosper would ban the use of ATVs is that they bring great economic advantage along with recreational activity, while both these factors lead to the beneficial growth of Prosper it is once again ironic to why they would want this loss. Every year

(Page 1 of 2)
ATV related events are held all over the county and these events drag people from all over to participate in which in turn boosts the economy and displays the recreational opportunity the Prosper has to offer. Not only do these events help boost the local economy while they are happening, they continue to do so after too in regards to both ATV dealers and the servicing of ATVs. If a big part of Prosper’s recreational opportunity is taken away from the people, they then need to find something else to fill their time with; with not a lot to do, people will either sit around more and get lazier or try to go around the law to participate in the activity in which they love.

In considering what I have said today, which is the shared opinion of several people here, I hope that the proposal for the banning of ATVs is rejected by the Prosper Town Council. Not only would the acceptance of this proposal have negative consequences to the town, but it would also upset a mass of people who both ride and are spectators of ATVs. Instead of banning the source of enjoying in Prosper, why not educate and enforce rules regarding safety such as the mandatory use of a helmet to create less of an issue in regards to this matter.
### EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thought and Support (E)</strong></td>
<td>A perceptive and thorough understanding of the issue is demonstrated in the development of the idea that “these machines are no more dangerous than an abundance of tasks we perform in everyday life and both economic and recreational opportunity would be at a loss.”</td>
<td></td>
</tr>
<tr>
<td>• The student’s arguments are adept and convincing.</td>
<td>The student’s arguments—“they are not as dangerous as driving a car or smoking” and “they bring great economic advantage along with recreational activity”—are adept and convincing.</td>
<td></td>
</tr>
<tr>
<td>• Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way.</td>
<td>Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way: “The numbers given above break down to about 46 injuries and 8 deaths a year which is incredibly low compared other legal activities such as smoking or driving a car on public roads,” “Not only do these events help boost the local economy while they are happening, they continue to do so after too in regards to both ATV dealers and the servicing of ATVs,” and “with not a lot to do, people will either sit around more and get lazier or try to go around the law to participate in the activity in which they love.”</td>
<td></td>
</tr>
<tr>
<td>• The voice is confident.</td>
<td>The voice is confident, as in “Not only would the acceptance of this proposal have negative consequences to the town, but it would also upset a mass of people who both ride and are spectators of ATVs.”</td>
<td>E</td>
</tr>
<tr>
<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
<td>SCORE</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Writing Skills (E)</td>
<td>• The selection and use of words and structures are effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The selection and use of <strong>words</strong> and <strong>structures</strong> are <strong>effective</strong> – “abundance of tasks we perform in everyday life,” “beneficial outcomes of the use of ATVs,” “perfectly legal,” “great economic advantage,” and “educate and enforce.”</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>This writing demonstrates <strong>confident control</strong> of correct sentence construction, usage, and grammar: “In considering what I have said today, which is the shared opinion of several people here, I hope that the proposal for the banning of ATVs is rejected by the Prosper Town Council.”</td>
<td></td>
</tr>
</tbody>
</table>

**Ideas and Impressions** (5% of total examination mark)

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

When marking Ideas and Impressions, the marker should consider:

- the quality of the ideas generated by the student to explore the visual text(s) and the impressions that the student has formed to reflect upon the visual text(s)
- the effectiveness and consistency of the support provided
- the appropriateness of development and unifying effect to prose form

**Excellent**

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

**Proficient**

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

**Satisfactory**

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

**Limited**

The student’s perceptions are superficial or uncertain. Support is imprecise, unclear, and/or vaguely connected to the student’s ideas and impressions. The response is unclearly or ineffectively developed.

**Poor**

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

**Insufficient**

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when:

- the marker can discern no evidence of an attempt to address the topic **OR**
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions

Presentation (5% of total examination mark)
Cross-Reference to the Program of Studies for Senior High School English Language Arts 30–2 3.1, 3.2, 4.1, 4.2

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

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

Excellent

E

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

Proficient

PF

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

Satisfactory

S

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

Limited

L

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

Poor

P

The student’s voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication.
Thought and Support (10% of total examination mark)

Cross-Reference to the Program of Studies for Senior High School English Language Arts 30–2 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking Thought and Support, the marker should consider how effectively

• the student’s ideas reflect an understanding of the topic
• the literary example relates to the student’s ideas
• the support explains and/or clarifies the response

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

Excellent

An insightful understanding of the topic is demonstrated. The student’s ideas are perceptively explored. The literary example is related effectively to the student’s ideas. Support is precise and effective.

Proficient

A well-considered understanding of the topic is demonstrated. The student’s ideas are thoughtfully explored. The literary example is related competently to the student’s ideas. Support is specific and relevant.

Satisfactory

A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general.

Limited

An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student’s ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student’s ideas. Support is overgeneralized, inconsistent, and/or marginally relevant.

Poor

A minimal understanding of the topic is demonstrated. The student’s ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student’s ideas and/or to the topic. Support is deficient and/or irrelevant.

Insufficient

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

• the marker can discern no evidence of an attempt to address the topic OR
• the writing is so deficient in length that it is not possible to assess Thought and Support

### Scoring Categories and Scoring Criteria for 2013–2014
Assignment II: Literary Exploration

<table>
<thead>
<tr>
<th>Form and Structure (5% of total examination mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Reference to the Program of Studies for Senior High School English Language Arts 30–2 2.2, 3.1, 4.1, 4.2</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Excellent</th>
<th>A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient</th>
<th>A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PF</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited</th>
<th>A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poor</th>
<th>A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Categories and Scoring Criteria for 2013–2014 Assignment II: Literary Exploration

Matters of Choice (5% of total examination mark)

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

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

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

Excellent

E

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

Proficient

PF

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

Satisfactory

S

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

Limited

L

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

Poor

P

Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.
Scoring Categories and Scoring Criteria for 2013–2014 Assignment II: Literary Exploration

Matters of Correctness (5% of total examination mark)  
Cross-Reference to the Program of Studies for Senior High School English Language Arts 30–2 4.2

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

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

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

**Excellent**

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

**Proficient**

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

**Satisfactory**

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

**Limited**

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

**Poor**

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

Thought and Support (10% of total examination mark)

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

When marking Thought and Support, the marker should consider:

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

Excellent

E

A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. The voice is confident.

Proficient

PF

A thoughtful and competent understanding of the issue is demonstrated. The student’s arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. The voice is competent.

Satisfactory

S

A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.

Limited

L

A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student’s arguments are oversimplified and/or inconsistent. Support is unclear, contradictory, inappropriate, or merely a repetition of what is provided in the examination. The voice is uncertain or unclear.

Poor

P

An inaccurate or minimal understanding of the issue is demonstrated. The student’s arguments are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, over generalized, or absent. The voice is ineffective or inappropriate.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when:

- The marker can discern no evidence of an attempt to fulfill the assignment OR
- The writing is so deficient in length that it is not possible to assess Thought and Support.

**Writing Skills (5% of total examination mark)**

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

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

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
<td>The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td><strong>PF</strong></td>
<td>The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
</tbody>
</table>