Examples of the Standards for Students’ Writing

English Language Arts 30–2

From the January 2011 Diploma Examination

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

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<tr>
<td>Students</td>
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<td>Teachers</td>
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<td>Parents</td>
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<td>General Public</td>
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<td>Others</td>
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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: Chris Llewellyn, Deidre Murphy, Geoff Parker, Kjirsten Wilson, Lynn Hemming, Margaret Lewis, Richard Wagner, and Ryan Cancilla.

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

You can reach us with your comments and questions by e-mail to Philip.Taranger@gov.ab.ca, Keri.Helgren@gov.ab.ca, or Tim.Coates@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 2011 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 2011 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2011 and 2012. 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 2011 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 2011 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 2011 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 writing in this document illustrates *just a few of the many* successful organizational and rhetorical strategies in January 2011.

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

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

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

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

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

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

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.
January 2011

English Language Arts 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

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

Plan your time carefully.

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

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

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

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

Instructions

- Complete all three assignments.
- You may use the following print references:
  – an English and/or bilingual dictionary
  – a thesaurus
  – an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

**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 copy.
- Staple your final printed work to the pages 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.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.
ASSIGNMENT I: VISUAL REFLECTION
Suggested time: 30 to 40 minutes
ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 4. 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.

_In this excerpt, the narrator describes his childhood recollection of the first Apollo moon landing._

_from THE LAST LECTURE_

Men first walked on the moon during the summer of 1969, when I was eight years old. I knew then that pretty much anything was possible. It was as if all of us, all over the world, had been given permission to dream big dreams.

I was at camp that summer, and after the lunar module landed, all of us were brought to the main farm house, where a television was set up. The astronauts were taking a long time getting organized before they could climb down the ladder and walk on the lunar surface. I understood. They had a lot of gear, a lot of details to attend to. I was patient.

But the people running the camp kept looking at their watches. It was already after eleven. Eventually, while smart decisions were being made on the moon, a dumb one was made here on Earth. It had gotten too late. All of us kids were sent back to our tents to go to sleep.

I was completely peeved at the camp directors. The thought in my head was this: “my species has gotten off of our planet and landed in a new world for the first time, and you people think bedtime matters?”

But when I got home a few weeks later, I learned that my dad had taken a photo of our TV set the second Neil Armstrong set foot on the moon. He had preserved the moment for me, knowing it could help trigger big dreams. We still have that photo in a scrapbook.

I understand the arguments about how the billions of dollars spent to put men on the moon could have been used to fight poverty and hunger on Earth. But, look, I’m a scientist who sees inspiration as the ultimate tool for doing good.

When you use money to fight poverty, it can be of great value, but too often, you’re working at the margins. When you’re putting people on the moon, you’re inspiring all of us to achieve the maximum of human potential, which is how our greatest problems will eventually be solved.

Give yourself permission to dream. Fuel your kids’ dreams, too. Once in a while, that might even mean letting them stay up past their bedtimes.

_Randy Pausch_

From the book THE LAST LECTURE by Randy Pausch with Jeffrey Zaslow. Copyright © 2008 Randy Pausch. Used by permission of Hyperion. All Rights Reserved.
The Assignment

In this excerpt, the narrator describes the powerful and lasting influence of a childhood experience. He explains how, at the time of the first moon landing, the contrasting actions of the camp directors and of his father have shaped his own beliefs.

What is your opinion of the idea that our beliefs are influenced by the actions of others?

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 our beliefs are influenced by the actions of others

- 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 11 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 10 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.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
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

A member of Prosper Town Council has put forth a proposal to permanently close the Prosper Community Library. This proposal has generated a great deal of controversy. Supporters of the proposal focus on the overwhelming costs of maintaining both the facility and the book collection. Opponents of the proposal tend to be concerned about the loss of books, programs and research opportunities offered at what they see as an essential community gathering place.

In deciding whether to accept the proposal, the Prosper Town Council has invited concerned individuals to make their views known. You are Jamie Sandoval, a Grade 12 student at Prosper High School. You have considered information and opinions from a variety of sources (see pages 22 and 23). 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 Prosper Town Council either to ACCEPT or to REJECT the proposal to permanently close the Prosper Community Library.

In preparing your persuasive speech or letter, BE SURE TO

• study the information on the following pages
• 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.
What is the proposal to close the Prosper Community Library?

The proposal calls for the permanent closure of the Prosper Community Library by the end of May, 2012. All computers and other technology will be donated to community groups. In addition, all community members will be given an opportunity to purchase books, magazines, audio CDs, and encyclopedias at a sale to take place the last week of April, with the proceeds supporting local charities. All unsold materials will be donated to local playschools, schools, or transferred to other regional libraries. Any library memberships that have not expired will be honoured at other regional libraries in the Prosper area.

Statement from the Prosper Town Council

The tremendous range and scope of information available through the Internet means that books and other print materials are rapidly becoming obsolete. With its recent loss of grant funding, the library can no longer afford to replace lost materials, add to the print and audio collection, or even to update the computers. The library is in need of major structural renovations that we cannot afford in these times of fiscal restraint. Also, our librarians’ hours have already been reduced to the point where many programs are in jeopardy. The library is expensive to maintain and its membership has declined. It should therefore be closed.

Statement from the Prosper Friends of the Library Association

The Prosper Community Library has been an integral part of our community for the past 50 years. All members of our community have benefited from its extensive collection of print and audio materials as well as from the free access to computers and the Internet. Our library is an essential gathering place for community organizations and local businesses. In addition, reading programs for all ages and story-hour programs for children are not only popular, but also provide part-time employment opportunities for students. It is essential that this community focal point remain open.
Opinions on the Proposal

Although I will be very sad to see the library closed forever, it saddens me even more to see what has happened to the library over the years. Fewer patrons come, students rarely do any studying as they spend most of their time on the computers, and many of the programs I was proud to offer, such as Research Skills, Early Literacy Reading Room, and Career Training for Adults, are in danger of being shut down because they are expensive to run. The town council has no choice but to close the library as it is becoming a run-down financial burden rather than the asset it used to be.

Shirley Lee-Quang, librarian – Prosper Community Library

We are appalled at the town council’s suggestion that we close the library. Is technology really so advanced that it is rendering books obsolete? Absolutely not! Libraries are about books, not technology. Books are a sign of a literate, intelligent community and should be treasured, not trashed! Nothing compares to the way a book feels in your hands as you turn the pages and experience the world through print. And how can a web browser replace a trusted librarian? We cannot, under any circumstances, afford to lose this precious community resource.

Claude and Marie-Claire Boussoire, parents

The library collection is becoming more and more outdated, and I am forced to request more materials through interlibrary loans which often take weeks to arrive. The few computers available are always busy, and previously successful programs have been cut back or are offered at inconvenient times, making them inaccessible. Personally, I’ve been looking at the new e-reader. I can download any book I want in minutes and have it at my fingertips. The only way to truly have access to information is through digital resources – the days of the library are history!

Jason Kamara, accountant

In the past three years, my dad has been laid off from work twice. The library was the only place where he could do job searches, using the librarian’s knowledge to help him. All the materials at the library are free. My family can’t afford any of the fancy technology being used to access information these days because, right now, our priorities are the necessities. If it wasn’t for the library, I would never have had access to all the books I have come to love. Is it fair to cut me and my family off from knowledge just because we are not as rich as other people?

Norm Daiglier, Grade 11 student

Prosper Library Member

No. 543 213 9595L
Class: Board and student member
Can Find: All access
Expires: March 15, 2023
Name: The Daigliers
Address: 135 Prosper Road New York
Issued: July 17, 1990

Property of the PCL
Background

For all diploma examination scoring sessions, Learner Assessment 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 Learner Assessment 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 2010–2011 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 2011**

**Assignment I: Visual Reflection**

The photograph of the two soldiers provided a variety of starting points for student reflections, and students responded in a variety of ways. Many students noted that the photograph depicted a retired veteran and a young active soldier. Students discussed the sacrifices soldiers make for the greater good of society, the importance of people giving recognition and honour to the men and women who serve their country, and the hope that the efforts of soldiers have a positive impact on the countries in which they are deployed. Many students noted that the photograph suggests a “passing of the torch” from one generation to the next, and some went beyond the immediate context of the photograph to discuss the positive influence of “elders” in general. Philosophical responses tended to focus on the larger issues of war and its impact on individual lives. Some also made references to or discussed historical conflicts, particularly the Second World War. As is common with visual prompts that feature a human subject or subjects, there were many creative responses. The most common creative forms included first-person narratives and letters. As always, students’ understanding of particular issues and of history 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**

The reading selection from *The Last Lecture* was engaging to students on a personal level, and the topic question on how our beliefs are influenced by the actions of others was shaped by students in a variety of ways. Some focused their responses on the beliefs held by particular individuals and how those beliefs motivate their actions, while others focused primarily on the actions of various individuals and characters from literature and how those actions shape the beliefs of others. Student interpretation of the word “beliefs” included “dreams,” “inspirations,” “values,” “perceptions,” and “attitudes.” Students discussed their ideas on the topic in relation to personal observations, their own experiences, and literature and film studied in ELA 30–2. Unifying effects were varied: some students chose to focus primarily on literature, while others developed responses that focused on beliefs and how they are formed. Students occasionally chose to discuss more than one piece of literature, sometimes comparing the various beliefs or actions of different characters and sometimes discussing each text separately. The nature of this assignment also elicited a wide variety of personal experiences with family, expectations, and conflicts over particular beliefs. 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 new *Initial Planning* section on page 11 and on the back of the examination booklet to ensure that they are familiar with the literature or films chosen. Popular literary selections included *Night*, *A Streetcar Named Desire*, *Tuesdays With Morrie*, *Othello*, *Hamlet*, “The Scarlet Ibis” and *Death of a Salesman*. Students also used films such as *The Shawshank Redemption*, *One Flew Over the Cuckoo’s Nest*, *Life is Beautiful*, and *Antwone Fisher*. 
The proposal on whether or not to close the Prosper Community Library produced effective responses from student writers. Students who supported the proposal to close the library cited the increasing availability of technology-based sources of information, the expense of operating and maintaining the facility, and the decreasing interest of people in obtaining books and other resources in the traditional way. Students who rejected the proposal cited the importance of the library to the community as a whole, the value of books, the need to retain access to resources for those less fortunate, and the fact that not all people prefer to rely solely on electronic sources of information. Students drew key details from the source material and occasionally supplemented their arguments with references to their own personal observations, experiences, and knowledge. Some students also chose to acknowledge and refute positions from the opposing side. Most students were well aware of their purpose in persuading the Prosper Town Council and maintained an appropriate tone. Markers are reminded that students have a choice to write either a speech or a letter.
Examples of Students’ Writing with Teachers’ Commentaries

English Language Arts 30–2
Visual Reflection Assignment, January 2011
Example Scored Satisfactory (S)

In this photograph there are two men. It looks like both were in the army by the way they are dressed and by the medals they are wearing. One man is in a wheelchair, he looks older than the other man, he has a lot of medals on his left breast, he is also dressed up. The other man looks younger, he is sitting on a bench right beside the more elderly man, he also has a lot of medals on his left breast, and is dressed up in his uniform wearing a poppy. The older man seems to be sharing stories with the younger man about his life maybe even an old friend. By the expression of the younger man’s face the stories are quite fascinating.

It makes me proud how our men and women go over seas and risked there lives over seas for our country. A lot of men and women who go to war even though they have family, friends, and a house back home but they risk it for their country everyday. But it makes me very sad to think about all of the men and women who died over seas fighting for there nation. I am glad we have Remembrance Day one a year so we could all remember the fine men and women who gave their lives for us.

These men and women who risk it all make me proud to be Canadian. I am glad I am in a country that has people that would fight in a war for our nation and a country that remembers people for doing it.
### English Language Arts 30–2 January 2011
Assignment I: Visual Reflection

**EXAMPLE PAPER**—Satisfactory (S)

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<th>RATIONALE</th>
<th>SCORE</th>
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<tr>
<td>Ideas and Impressions (S)</td>
<td><strong>The student’s perceptions are appropriate but may be generalized.</strong>&lt;br&gt;<strong>Support is adequate and generally connected to the student’s ideas and impressions.</strong>&lt;br&gt;<strong>The response is generally clearly developed.</strong></td>
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<td></td>
<td>The student’s perception that, “It makes me proud how our men and women go over seas and risked there lives over seas for our country” is <strong>appropriate</strong> but <strong>generalized.</strong>&lt;br&gt;<strong>Support is adequate and generally connected,</strong> as in “even though they have family, friends, and a house back home but they risk it for their country everyday” and “I am glad I am in a country that has people that would fight in a war for our nation.”&lt;br&gt;<strong>The writing is generally clearly developed</strong> from the opening observations of the men in uniform with their medals through to the statement that “These men and women who risk it all make me proud to be Canadian.”</td>
<td>S</td>
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<td>Presentation (S)</td>
<td><strong>The student’s voice is matter-of-fact and the tone is appropriate.</strong>&lt;br&gt;<strong>Stylistic choices are adequate and occasionally effective.</strong></td>
<td>S</td>
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<td></td>
<td>The student’s voice is <strong>matter-of-fact</strong> and the <strong>tone is appropriate</strong> in statements such as “In this photograph there are two men” and “I am glad we have Remembrance Day.”&lt;br&gt;<strong>Stylistic choices are adequate</strong> (“One man is in a wheelchair” and “it makes me very sad”) and <strong>occasionally effective</strong> (“seems to be sharing stories” and “the stories are quite fascinating”).</td>
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Assignment I

This photo shows a veteran of war in a wheel chair and a young soldier listening to him. I think that this photo is trying to show that we can learn a lot from our elders. I think that we can learn a lot from them because they have been around longer and seen more things than us. They are smart and have stories to help us understand their previous struggles.

The first 2 world wars were devastating to everyone. They tore apart families and countries. All we have left now are old grudges and grandparents. If we listened to them and asked what they were doing at that time and some of the things that happened to them, we would probably all get amazing stories. They may be hard to hear but they will defiantly teach you something.

So when I see a young soldier talking to a veteran I think that the old man is telling the younger man what he saw in his years of war. I think that he is trying to prevent something’s from happening again. I think that he is trying to educate the new generation, and to me that’s inspiring. I think that war shouldn’t happen and I think that if the younger man hears what the old man has to say he might realize that for himself and try to stand up for his new beliefs.

Anything can be learned from elders though not just about war. You could have just had a baby and you’re asking your mom for advice, you could ask a teacher what to do on a hard math question. Any advice helps you out and helps you not make mistakes.

This picture makes me think that all people should have someone to ask for advice. I think that learning from other people’s mistakes is the best way to prevent the past from repeating its self.
## EXAMPLE PAPER—Proficient (Pf)

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<th>SCORING CRITERIA</th>
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<tr>
<td>Ideas and Impressions (Pf)</td>
<td>The student’s perceptions that “we can learn a lot from our elders” and that “They are smart and have stories to help us understand their previous struggles” are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student’s ideas and impressions: “If we listened to them and asked what they were doing at that time and some of the things that happened to them, we would probably all get amazing stories. They may be hard to hear but they will defiantly teach you something,” “I think that if the younger man hears what the old man has to say he might realize that for himself and try to stand up for his new beliefs,” and “You could have just had a baby and you’re asking your mom for advice, you could ask a teacher what to do on a hard math question.” The response is coherently developed through the student’s discussion of the lessons we learn from our elders in war and in life and that “Any advice helps you out and helps you not make mistakes” in order to “prevent the past from repeating its self.”</td>
<td>Pf</td>
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• 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.
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<tr>
<td>Presentation (Pf)</td>
<td>The student’s <strong>voice</strong> is distinct (“They tore apart families and countries” and “I think that he is trying to educate the new generation, and to me that’s inspiring”) and the tone is well considered (“This picture makes me think that all people should have someone to ask for advice”).</td>
<td>Pf</td>
</tr>
<tr>
<td>• The student’s voice is distinct and the tone is well considered.</td>
<td>Stylistic choices are <strong>specific and frequently effective</strong>: “previous struggles,” “All we have left now are old grudges and grandparents,” and “in his years of war.”</td>
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Visual Reflection

People say we should learn from the past to better the future. When I look at this picture, I see a young soldier listening intently to an elderly Veteran. To me this portrays that statement perfectly. It is easy to see that the younger soldier is very attentive to what the Veteran has to say. The way he is leaned forward and is looking right at him shows both the respect he has for this man and the interest in the context of what he has to say.

The younger generations of people often believe that the older generations do not know what were going through. That they are old, and don't understand. That is where the initial mistake is made. They used to be where we are, they’ve been through the same type of things we go through, and experienced many similar things. The difference is, I think we have it easier then the preceding generation did. It seems more common nowadays that when our relatives get old and need help taking care of themselves, we are quick to ship them to a senior center. We tend not to even think twice that these people took care of us when we needed it, and we are now so selfish to not assist them in their time of need. What better way to thank them for what they have done then to help them they way the helped us?

I recently visited a Seniors Center on Christmas. I was talking with an elderly lady and I asked her how her Christmas was. At that moment, tears welled up in her eyes as she explained that not one of her family members had come to see her that day. I was stunned to hear the news. It was Christmas day, and no one had visited her. Later on, I was talking with another woman and she had the most incredible stories to tell. She knew so much about so many things! She continued to tell me
things she believed I should know. I was amazed at the similarities we had from our
teen years. I used to be one that thought older people didn't know much about what
I was going through, but that day changed my entire view on that.

I think it's so important to take the opportunities to listen to these people
and hear the things they have to say. They know so much because they have been
through it. Taking just a bit of your time to have a conversation with someone might
help you and I know from experience they love to have people listen. They won't be
around forever and hearing about their lives, and experiences could help you in
your life. You might be surprised at how much they know about you.
**EXAMPLE PAPER—Excellent (E)**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
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<tbody>
<tr>
<td><strong>Ideas and Impressions (E)</strong></td>
<td>The student’s perceptions that “we should learn from the past to better the future,” “people often believe that the older generations do not know what were going through,” and “They know so much because they have been through it” are insightful and carefully considered.</td>
<td>E</td>
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<tr>
<td>• The student’s perceptions are insightful and carefully considered.</td>
<td>Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions.</td>
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<tr>
<td>• Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions.</td>
<td>The response is skillfully developed through the student’s discussion of the idea that younger generations can learn from their elders through to the eventual recognition of their similarities.</td>
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<td>• The response is skillfully developed.</td>
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<tr>
<td><strong>Presentation (E)</strong></td>
<td>The student’s voice is engaging and the tone is confident.</td>
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<tr>
<td>• The student’s voice is engaging and the tone is confident.</td>
<td>Stylistic choices are precise and effective.</td>
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<tr>
<td>• Stylistic choices are precise and effective.</td>
<td>The student’s voice is engaging and the tone is confident: “That is where the initial mistake is made,” “we are quick to ship them to a senior center,” “I was stunned to hear the news,” and “You might be surprised at how much they know about you.”</td>
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</table>
In today’s society, our beliefs are influenced by the actions of others. In the excerpt from “The Last Lecture” by Randy Pausch, he explains how the moon landing made him dream big. In the movie “The Shawshank Redemption,” the main character, Andy, escapes from the Shawshank prison. I have been influenced by my parents many times. Randy, Andy, and I have all been influenced by the actions of others, or have been doing the influencing ourselves.

Randy Pausch was a child when the first man landed on the moon in 1969. In the excerpt from the “Last Lecture,” he talks about how it “gave people permission to dream big.” The moon landing was such a remarkable time in history that it made people wonder what else we are capable of accomplishing. In “Shawshank Redemption,” Red is inspired by Andy.
Andy Dufresne was a tall and lanky man who worked at a bank. Andy is the main character in the movie Shawshank Redemption. Andy is accused of murdering his wife and the man she is sleeping with on the side. The judge sentences Andy to double life sentence in the Shawshank prison. It is soon found out that the prison is corrupt. When Andy first gets in the prison he talks to a man named Red. Red is the guy who can "get" things from the outside. Andy asks Red for an eight inch rock hammer, explaining that he had a hobby. Red told Andy that it would take a man 600 years to escape with that. When Andy escapes in twenty, Red had a new hope that he might be able to get out somehow also.

In my life my parents have taught me many things. Both my mom and my dad work full-time jobs and work very hard to earn their money. As soon as I got my driver’s license, I asked for our old 1994 truck. My dad said sure, for two thousand dollars it can be all mine. I worked as hard
as I could all summer to buy the truck and insure it. The actions my parents took by making me buy the truck was a very wise decision. I treat my truck like it is a baby, even though my friends make fun of me because it's not the nicest vehicle. I believe that knowing how hard you have to work for something makes you respect it much more.

Randy Pausch, Andy Dufresne and myself had many different experiences. Whether it be the moon landing, an escape from a prison, or simply working to buy a vehicle. All of our beliefs were influenced by someone's actions.
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<tr>
<td>Thought and Support (S)</td>
<td><strong>A defensible understanding</strong> of the topic is demonstrated. The student’s idea (“Randy, Andy and I have all been influenced by the actions of others, or have been doing the influencing ourselves”) is <strong>appropriately and straightforwardly explored</strong>. The literary example from <em>The Shawshank Redemption</em> is <strong>related adequately</strong> in the student’s description of the series of events that result in Andy’s escape which gave Red “new hope” that he too will “get out somehow.” Support is relevant but tends to be general: “The moon landing was such a remarkable time in history that it made people wonder what else we are capable of accomplishing.” “When Andy escapes in twenty, Red had a new hope that he might be able to get out somehow also,” and “The actions my parents took by making me buy the truck was a very wise decision. I treat my truck like a baby, even though my friends make fun of me because its not the nicest vehicle.”</td>
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<td>Form and Structure (S)</td>
<td>A controlling idea is evident through the student’s discussion of how Randy was influenced by the moon landing, how Red was influenced by Andy’s escape, and how the student was influenced by his parents’ decision to make him pay for his truck.</td>
<td>S</td>
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<td></td>
<td>A controlling idea is evident through the student’s discussion of how Randy was influenced by the moon landing, how Red was influenced by Andy’s escape, and how the student was influenced by his parents’ decision to make him pay for his truck.</td>
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<td></td>
<td>Development of ideas and explanations is generally clear and coherent.</td>
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<tr>
<td>Matters of Choice (S)</td>
<td>Diction is appropriate but general: “Randy Pausch was a child when the first man landed on the moon in 1969,” “Red told Andy that it would take a man 600 years to escape with that,” “Both my mom and my dad work full time jobs and work very hard to earn their money.”</td>
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<td>Diction is appropriate but general: “Randy Pausch was a child when the first man landed on the moon in 1969,” “Red told Andy that it would take a man 600 years to escape with that,” “Both my mom and my dad work full time jobs and work very hard to earn their money.”</td>
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<td>Sentence structures are generally straightforward and clear.</td>
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<td></td>
<td>Stylistic choices contribute to the creation of a clear voice.</td>
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| Matters of Correctness (S) | • 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. | S     |

This writing demonstrates **control of the basics** of correct sentence construction, usage, grammar, and mechanics. “Andy is the main character in the movie Shawshank Redemption. Andy is accused of murdering his wife and the man she is sleeping with on the side” and “I worked as hard as I could all summer to buy the truck and insure it.”

There are **occasional lapses** in control of sentence construction (“Whether it be the moon landing, an escape from prison, or simply working to buy a vehicle”) and minor errors in grammar (“Red had a new hope that he might be able to get out somehow also”) and mechanics (“In todays society” and “explaing”).

The **communication**, however, is clear.
Drive and Determination

As a human your drive to do or become something is yours, but where did it originally come from? In Mitch Albom's Tuesdays with Morrie we become familiar with a man struggling to find his ultimate goal in life. People become side tracked in life from gaining or working towards happiness. That is why sometimes they need to step back and maybe receive some helpful advice from someone they know or believe in. In The Last Lecture by Randy Pausch we find that someone may receive this kind of advice even in childhood and work towards their goal and gain their full potential. It is the action of others that gives us the drive and determination to do something great.

As a child there is always someone that you look up or want to be like. As a kid and even now I have always appreciated the work that my dad has done. It is not the most technical job or even one where a university degree is needed. He is a contractor; people hire him to build their houses. It is a job in which you gain self motivation, when you start the job with nothing and build it into a great house that a family will enjoy and live in for a long time there is a self fulfillment. His actions in being a contractor, makes me believe that I could do that one day. Provide someone with something that they will appreciate for the rest of there lives. I believe that he does what he does because he can then create a better life for his family. I learn a great deal from him because of his knowledge and his experience. So it does make sense that my beliefs are motivated by not only the actions of others but others being the ones you look up to.

Tuesdays with Morrie is a story about a man who has hit a crossroads in life. Mitch Albom was graduated college and went to work as a reporter. He lost himself in his work becoming a workaholic. He became close to losing his marriage, and himself.
Morrie Schwartz was a teacher at the college that Mitch graduated from. Morrie’s favourite student was Mitch. The class was the meaning of life. The two lost contact after Mitch graduated. As Mitch was struggling through his life Morrie also became aware that he only had months to live, he was diagnosed with ALS. When Mitch found out about Morrie’s illness he started to go visit him. They talked about things like love, life, friends, work, family and death. As the meeting of the two continued Mitch realized how fulfilled Morrie’s life had become and that his life was not like that. Morrie’s life revolved around his family and he always stressed the importance of it to Mitch. Mitch started to realize that if he was going to stay married to his wife and reconnect with his family that he would have to change some aspects of his life. Starting with his work habits. Morrie influenced Mitch in a life altering way, he saved him in a way that Morrie may never have fully realized but was just as important.

The Last Lecture is another example of a persons beliefs being influenced. As a young child watching Neil Armstrong step foot on the moon, gave a very young man the need to reach his full potential as he got older. When he was a young man it gave him the motivation to do good in school and into his career. That is the influence that everyone should receive in life, it can thrust them into greatness, be remembered for what they have done and achieved in life.

Anyone can influence someone to do something great, we are not limited to guidelines of greatness, and it is up to you to find greatness. It is the action of others that gives us the drive and determination to do something great.
### EXAMPLE PAPER—Proficient (Pf)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
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<tbody>
<tr>
<td><strong>Thought and Support (Pf)</strong></td>
<td><strong>A well-considered understanding</strong> of the topic is demonstrated.</td>
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<tr>
<td>• A well-considered understanding of the topic is demonstrated.</td>
<td><strong>The student’s ideas are thoughtfully explored</strong> in the discussion of what the student has learned from his father’s life, what Mitch gained from his friendship with Morrie, and what Randy Pausch learned from his experiences at the time of the first moon landing.</td>
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<tr>
<td>• The student’s ideas are thoughtfully explored.</td>
<td>The literary example is related competently to the student’s ideas in the explanation of how Morrie caused Mitch to realize “that if he was going to stay married to his wife and reconnect with his family that he would have to change some aspects of his life.”</td>
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<td>• The literary example is related competently to the student’s ideas.</td>
<td>Support is specific and relevant: “I believe he does what he does because he can then create a better life for his family,” “Mitch realized how fulfilled Morrie’s life had become and that his life was not like that,” and “watching Neil Armstrong step foot on the moon, gave a very young man the need to reach his full potential.”</td>
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<td>• Support is specific and relevant.</td>
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<td><strong>Form and Structure (Pf)</strong></td>
<td>• A controlling idea or unifying effect is sustained throughout the response.</td>
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<td>• Development of ideas and explanations is coherent.</td>
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<td>The <strong>controlling idea</strong> that the influence and actions of others is what gives people “drive and determination to achieve something great” is <strong>sustained</strong> throughout the response.</td>
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<td><strong>Development</strong> of ideas and explanations is <strong>coherent</strong> in the discussion of how the father’s example inspired the student to “believe that I could do that one day,” ”Morrie who “influenced Mitch in a life altering way,” and Neil Armstrong whose actions gave Randy Pausch the “need to reach his full potential.”</td>
<td><strong>Pf</strong></td>
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<tr>
<td><strong>Matters of Choice (Pf)</strong></td>
<td>• Diction is specific and generally effective.</td>
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<td>• Many sentences appear to have been purposefully structured for effect.</td>
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<td>• Stylistic choices contribute to the creation of a competent voice.</td>
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<td><strong>Diction</strong> such as “ultimate goal,” “crossroads,” “stressed,” and “thrust” is <strong>specific</strong> and <strong>generally effective</strong>.</td>
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<td>Many <strong>sentences</strong> appear to have been <strong>purposefully structured</strong> for effect: “He is a contractor; people hire him to build their houses” and “They talked about things like love, life, friends, work, family and death.”</td>
<td><strong>Pf</strong></td>
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<td><strong>Stylistic choices</strong> (“As a human your drive to do or become something is yours, but where did it originally come from?” “He became close to losing his marriage, and himself,” and “we are not limited to guidelines of greatness”) contribute to the creation of a <strong>competent voice</strong>.</td>
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<tr>
<td><strong>Matters of Correctness (Pf)</strong></td>
<td>- This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
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<td>- Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</td>
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<td>The writing demonstrates <strong>competent control</strong> of <strong>sentence construction, usage, grammar, and mechanics</strong>: “That is why sometimes they need to step back and maybe receive some helpful advice from someone they know or believe in.”</td>
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<td><strong>Minor errors</strong> in mechanics, grammar, and complex language structures are understandable considering the circumstances.</td>
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In today's society we are faced with many challenges; the challenges of being persuaded, of completing tasks, and of competing with others. But when we are challenged with our beliefs, we are not so quick to jump into that pool. Our beliefs are what make us the people we are; they shape us into the men and woman we will be in the future. So when challenged by other influencing people, we will think; because those people will have great power over us if they can change our beliefs. This is shown in the novel Night by Elie Weisel, when he questions his beliefs about God. Also in the short story "The Most Dangerous Game", by R. Wielder, the character Rainsford, an experienced hunter, is challenged with his beliefs on the hunters and the hunted. Both these examples show how an individual's beliefs can be influenced by the power of someone else.

In the excerpt from The Last Lecture, by Randy Pausch, a boy's beliefs about inspiration where shaped by his father and the camp directors. In 1969 man first landed on the moon. It was an exciting time for the world; and while this boy was caught up in the action on the television screen, his camp directors sent all the kids to bed. Missing out on one of man's greatest accomplishments, the boy was defeated. When returning home, his father presented him with a picture of the television when the second Neil Armstrong landed. The boy's beliefs were shaped this summer by his camp directors, and his father. The contrasting actions of the two, helped him realize that inspiration is what fuels the dreams of all the kids around the world. His camp directors and his father had a great power over him because they helped shaped his beliefs.
In the novel *Night*, by Elie Weisel, he explains his turmoil with his beliefs about God. As a young boy who believed so heavily in the Synagogue and cried when he prayed, to influence his beliefs would be adverse. When Hitler had gained power, and the Jewish people were being sent to concentration camps, Elie had no idea that his beliefs in God would change so drastically. Once sent to a camp with his father, Elie no longer prayed or worshiped God. He would find ways to rebel against him instead. Such a time would be when people would fast for a week. Elie did not fast, not only because his father forbids him to, but he found comfort in knowing that he was rebelling against his God. A God that let his family be torn apart, a God who killed millions of people, a God who let them all die. Elie’s beliefs about his God were changed when he was sent to a concentration camp; because of Hitler his beliefs changed. The power Hitler had over the concentration camps, and Elie was so great that it influenced his beliefs into hating his God. This is an extreme of how much someone can influence individual’s beliefs, when the individual no longer cares about what was most important to them.

In the short story “The Most Dangerous Game”, by R. Wielder, Rainsford is a very experienced hunter. He has published books about the hunts he has fought out and the journeys he has been on. His beliefs about hunting are that the animal is to be hunted and the hunter is to hunt, but when he meets General Zaroff, his beliefs change. General Zaroff is also a very experienced hunter; although he is becoming board of hunting. His game no longer excites him to thrill. When Rainsford meets General Zaroff on his island, the General informs him that Rainsford will be the prey. The animal. The game. Rainsford’s beliefs about animals and hunting have been changed by General Zaroff because now that the tables are turned, and Rainsford is the animal, he feels what the
animal feels. General Zaroff has the power over Rainsford, who is an experienced hunter to change his beliefs. This is how someone can change the ideas and beliefs of someone if the tables are turned on them.

The challenges faced everyday that persuades us, challenges us, and competes will us, also has the ability to influence our beliefs. But when these beliefs are influenced so dramatically that we no longer believe in a God, or when the tables are turned we fear for our lives like an animal, we realize the power that some people can have over us. This power may be great like in a concentration camp or it may be little like being told to go to bed. All these people though have the ability to influence our beliefs and challenge our very fiber.
English Language Arts 30–2 January 2011
Assignment II: Literary Exploration

EXAMPLE PAPER—Excellent (E)

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<tr>
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<tbody>
<tr>
<td>Thought and Support (E)</td>
<td>An insightful understanding of the topic is demonstrated.</td>
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<tr>
<td>• An insightful understanding of the topic is demonstrated.</td>
<td>An insightful understanding of the topic is demonstrated through the development of the idea that when challenged by another person, “an individual’s beliefs can be influenced by the power of someone else.”</td>
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<td>• The student’s ideas are perceptively explored.</td>
<td>The student’s ideas are perceptively explored in the discussions of how Randy Pausch was “defeated” when the power of his “camp directors sent all the kids to bed,” preventing the children from benefitting from the inspiration of the moon landing; how “Elie’s beliefs about his God were changed” “into hating his God” due to the power exerted by Hitler; and how Rainsford’s “beliefs about hunting” are changed once “the tables are turned, and Rainsford is the animal,” due to General Zaroff’s power over Rainsford’s life.</td>
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<td>• The literary example is related effectively to the student’s ideas.</td>
<td>The literary examples of Night and “The Most Dangerous Game” are related effectively to the student’s ideas in statements such as “The power Hitler had over the concentration camps, and Elie was so great that it influenced his beliefs into hating his God” and “His beliefs about hunting are that the animal is to be hunted and the hunter is to hunt, but when he meets General Zaroff, his beliefs change.”</td>
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<td>• Support is precise and effective.</td>
<td>Support, as in “It was an exciting time for the world; and while this boy was caught up in the action on the television screen, his camp directors sent all the kids to bed,” “Elie did not fast, not only because his father forbids him to, but he found comfort in knowing that he was rebelling against his God,” and “now that the tables are turned, and Rainsford is the animal, he feels what the animal feels,” is precise and effective.</td>
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<td><strong>Form and Structure (E)</strong></td>
<td>A focused controlling idea or unifying effect is skillfully sustained throughout the response.</td>
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<td>A focused controlling idea or unifying effect is skillfully sustained throughout the student’s discussion of the excerpt, <em>Night</em>, and “The Most Dangerous Game.”</td>
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<td>Development of the idea that “an individual’s beliefs can be influenced by the power of someone else,” is smooth and coherent: “His camp directors and his father had a great power over him because they helped shape his beliefs,” “This is an extreme of how much someone can influence individual’s beliefs,” and “General Zaroff has the power over Rainsford, who is an experienced to change his beliefs.”</td>
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<td><strong>Matters of Choice (E)</strong></td>
<td>Diction—“inspiration,” “greatest accomplishments,” “fuels the dreams,” “turmoil,” and “drastically”—is precise and effective.</td>
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<td>Many sentences have been successfully structured for effect and are sometimes polished.</td>
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<td>Many sentences have been successfully structured for effect and are sometimes polished (“But when we are challenged with our beliefs, we are not so quick to jump into that pool” and “Once sent to a camp with his father, Elie no longer prayed or worshiped God. He would find ways to rebel against him instead”).</td>
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<td>Stylistic choices contribute to the creation of a convincing voice.</td>
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<td>Stylistic choices contribute to the creation of a convincing voice, as in “A God that let his family be torn apart, a God who killed millions of people, a God who let them all die” and “When Rainsford meets General Zaroff on his island, the General informs him that Rainsford will be the prey. The animal. The game.”</td>
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<td>Matters of Correctness (E)</td>
<td>• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</td>
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<td>• The relative absence of error is impressive considering the complexity of the response and the circumstances.</td>
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<td>This writing demonstrates <strong>confident control</strong> of correct sentence construction, usage, and grammar: “When Hitler had gained power, and the Jewish people were being sent to concentration camps, Elie had no idea that his beliefs in God would change so drastically” and “His beliefs about hunting are that the animal is to be hunted and the hunter is to hunt, but when he meets General Zaroff, his beliefs change.”</td>
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<td>The <strong>relative absence</strong> of <strong>error</strong> is impressive considering the complexity of the response and the circumstances.</td>
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</table>
Dear Prosper City Council

My name is Jamie Sandoval. I am a grade 12 student at Prosper High School. The proposal to close the local library is a good idea. It proposes that the library is to be closed because of the lack of funding and the lack of people going to the library.

The reason that I think the library should be closed is that technology has evolved to the point you can find anything you want to know about on the internet. We could use the money that we get from selling all the books and computers to buy more up-to-date software for our schools and businesses to use. Because of the software and technology that is around today, people are finding it obsolete to go to the library and spend more time finding a book than reading it rather than spending a few moments typing the subject they want to learn about.

The argument against closing the library says
That books are a sign of a literate, intellectual community. But the internet can be all that to it is the same print on the screen of a computer as it is in a book. They also said that it is not the same read if you can't feel the book in your hands, the way you turn the pages. Many people I think would disagree because you may not be able to feel the book but you are still reading and learning from the book. Just the same.

I agree that the local library should be closed and the funds put to a better cost. The argument that the library should or should not be closed is still going on in the community. I would like to thank you for reading my letter and considering my opinion in the matter at hand.

Yours truly,

Jamie Sandoval

Jamie Sandoval.
### EXAMPLE PAPER—Satisfactory (S)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
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</thead>
</table>
| Thought and Support (S)                  | A sufficient but generalized understanding of the issue is demonstrated through the student’s assertion that “The proposal to close the library is a good idea” due to improvements in technology.  
• The student’s arguments are appropriate and straightforward.  
• Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency.  
• Awareness of audience is generally sustained. | S     |
|                                          | The student’s argument that “technology has evolved to the point you can find anything you want to know about on the internet” is appropriate and straightforward.  
Support is relevant but general in the assertions that people would rather spend “a few moments typing the subject they want to learn about” into a computer than “spend more time finding a book;” that “it is the same print on the screen of a computer as it is in a book;” and that when you use the internet “you are still reading and learning from the book just the same.”  
Awareness of audience is generally sustained through statements such as “Dear Prosper City Council” and “I would like to thank you for reading my letter and considering my opinion in the matter at hand.” |       |
<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td><strong>Writing Skills (S)</strong></td>
<td>- The selection and use of words and structures are occasionally effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</td>
<td></td>
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<tr>
<td></td>
<td>The selection and use of words and <strong>structures</strong> are <strong>occasionally effective</strong> (“It proposes that the library is to be closed because of the lack of funding and the lack of people going to the library,” “its not the same read if you can’t feel the book in your hands,” and “The argument that the library should or should not be closed is still going on in the community”).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This writing demonstrates <strong>basic control</strong> of correct sentence construction, usage, grammar, and mechanics.</td>
<td>S</td>
</tr>
</tbody>
</table>
Dear Prosper Town Council,

My name is Jamie Sandoval, and I am a grade 12 student currently attending Prosper High School. I’ve had the privilege to present my views on your proposal to permanently close the Prosper Community Library by the end of May 2012. I don’t agree with your proposal on closing the library.

The Prosper Community Library is a place full of knowledge. There may be some people who prefer computers to books, but there are the few that would rather use books to obtain the information they’re looking for. You can’t believe everything on the Internet. Not everything there is reliable. However, if it’s in a book then you can almost guarantee that the information you may need for a report is true. Many people in the community benefit from the library. It has many resources for people to rely on. “My dad has been laid of twice. The library was the only place where he could do job searches, using the librarian’s knowledge to help him.” Norm Daigler said about his father. The librarians are a big help to the people of Prosper, as is the library.

If you close the community library, then what happens to the people who can’t afford computers to use? “All the materials at the library are free. My family can’t afford any of the fancy technology being used to access information these days because, right now, our priorities are necessities.” As said by Norm Daigler, grade 11 student. You can’t just cut off the less fortunate people who use the place to help
with school, or find a job. Not everyone can afford the technology used today. They rely on the library for their information. The library has free Internet access, many different non-fiction and fiction books for everyone to read, whether it is needed for a school assignment or just for their own reading.

There are some people who even use the library as a place to get books. People enjoy reading books that relate to them. They may enjoy the fantasy books because it brings them into a different world when they read the book. People get tired of reading the same books over and over. The library gives opportunities to read different books with its large selection of books. Claude and Marie-Claire Boussiere stated that. "Nothing compares to the way a book feels in your hands as you turn the pages and experience the world through print"

The Prosper Community Library provides programs for students, and children. It's also a place where meetings can be held. The Prosper Community Library has been a part of the community for 50 years. Everyone benefits from the library. I don't think you should permanently close the Prosper Community Library because many people rely on it as a place for information. Parents may want their children in the reading programs.

Sincerely,

Jamie Sandoval
## EXAMPLE PAPER—Proficient (Pf)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
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<tbody>
<tr>
<td>Thought and Support (Pf)</td>
<td>A thoughtful and competent understanding of the issue is demonstrated.</td>
<td></td>
</tr>
<tr>
<td>• The student’s arguments are well considered and sound.</td>
<td>The student’s arguments that “There may be some people who prefer computers to books, but there are the few that would rather use books to obtain the information they’re looking for,” “You can’t just cut off the less fortunate people who use the place to help with school, or find a job,” and “People enjoy reading books that relate to them” are <strong>well considered</strong> and <strong>sound</strong>.</td>
<td>Pf</td>
</tr>
<tr>
<td>• Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way.</td>
<td><strong>Support</strong> is accurate, and <strong>occasionally purposefully chosen</strong> to reinforce the student’s ideas in a <strong>logical</strong> and <strong>clear</strong> way, as in “if it’s in a book then you can almost guarantee that the information you may need for a report is true,” “The library has free Internet access, many different non-fiction and fiction books for everyone to read,” and “The library gives opportunities to read different books with its large selection of books.”</td>
<td></td>
</tr>
<tr>
<td>• Awareness of audience is sustained.</td>
<td><strong>Awareness</strong> of <strong>audience</strong> is <strong>sustained</strong>.</td>
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<td>SCORING CRITERIA</td>
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<tr>
<td>Writing Skills (Pf)</td>
<td>• The selection and use of words and structures are frequently effective.</td>
<td>Pf</td>
</tr>
<tr>
<td></td>
<td>• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
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<tr>
<td></td>
<td>The selection and use of words and structures, as in “The Prosper Community Library is a place full of knowledge,” “If you close the community library, then what happens to the people who can’t afford computers?,” and “Everyone benefits from the library,” are frequently effective.</td>
<td></td>
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<tr>
<td></td>
<td>The writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics—“The librarians are a big help to the people of Prosper, as is the library.”</td>
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</tbody>
</table>
Dear Prosper Town Council,

My name is Jamie Sandoval, and I am a grade twelve student currently attending Prosper High School. I have heard of your recent plans to permanently close the Prosper Community Library, and have taken into consideration many points of view on the decision. I do not believe, as some do, that it will be a downfall or loss on the community to close the library.

Firstly, nothing that is provided at Prosper Community Library will be wasted or lost. Community members will have the opportunity to purchase items from the library with all proceeds going to charities, and anything left over will be donated to playschools, schools and other libraries. All technology available will be donated to community groups as well. Because of this, people will still have access to the books or other reading materials they have come to enjoy and the money earned will be donated to a good cause. This will show people in other communities that Prosper is generous by taking what is ours and giving it to those in need instead of keeping it for ourselves.

Furthermore, the information in the Prosper Community Library is rapidly becoming outdated and obselete. Everything we could ever need access to is available through new technologies such as the internet. It is easy access to information that we may search for and never find in the books, encyclopedias or other sources that the library has to offer. With the rushed lives that people are living today, less people are going to the library, and opting for quicker access instead. So why keep Prosper Community Library open when is not being used by a large part of the community?

Finally, providing free access to all library members is very expensive, and the library is running out of funds. Some even say that it is becoming a “run-down financial burden.” Of
course, there is applying for loans, but those take weeks to arrive, and are too few and far between to keep up with the demands of what the members need. Also, other libraries in close and surrounding areas remain open, so access to community libraries is not completely lost.

Thank you for taking the time to consider my opinions. If you have any further questions or comments, you can contact me at jsandoval@hotmail.com, as well as at Prosper High School.

Sincerely,

J. Sandoval

Jamie Sandoval
# EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
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<tr>
<td>Thought and Support (E)</td>
<td>A perceptive and thorough understanding of the issue is demonstrated in the student’s assertion that “I do not believe, as some do, that it will be a downfall or loss on the community to close the library.” The student’s arguments that “nothing that is provided at Prosper Community Library will be wasted or lost,” “the information in the Prosper Community Library is rapidly becoming outdated and obselete,” and “providing free access to all library members is very expensive, and the library is running out of funds” are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way: “Community members will have the opportunity to purchase items from the library with all proceeds going to charities, and anything left over will be donated to playschools, schools and other libraries;” “With the rushed lives that people are living today, less people are going to the library, and opting for quicker access instead,” and “other libraries in close and surrounding areas remain open, so access to community libraries is not completely lost.” A precise awareness of audience is effectively sustained, as in “this will show people in other communities that Prosper is generous by taking what is ours and giving it to those in need instead of keeping it for ourselves.”</td>
<td>E</td>
</tr>
<tr>
<td>• A perceptive and thorough understanding of the issue is demonstrated.</td>
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<tr>
<td>• The student’s arguments are adept and convincing.</td>
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<tr>
<td>• Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way.</td>
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<tr>
<td>• A precise awareness of audience is effectively sustained.</td>
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<tr>
<td>SCORING CRITERIA</td>
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<td>---------------------------</td>
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<tr>
<td>Writing Skills (E)</td>
<td>• The selection and use of words and structures are effective.</td>
<td></td>
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<tr>
<td></td>
<td>• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</td>
<td></td>
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<tr>
<td></td>
<td>The selection and use of <strong>words</strong> and <strong>structures</strong> are effective, as in “Some even say that it is becoming a ‘run-down financial burden’” and “Of course, there is applying for loans, but those take weeks to arrive, and are too few and far between to keep up with the demands of what the members need.”</td>
<td></td>
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<tr>
<td></td>
<td>This writing demonstrates <strong>confident control</strong> of correct sentence construction, usage, grammar, and mechanics (“Because of this, people will still have access to the books or other reading materials they have come to enjoy and the money earned will be donated to a good cause”).</td>
<td><strong>E</strong></td>
</tr>
</tbody>
</table>
Scoring Categories and Scoring Criteria for 2010-2011 Assignment I: Visual Reflection

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

When marking Ideas and Impressions, the marker should consider:

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

Excellent

E

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

Proficient

PF

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

Satisfactory

S

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

Limited

L

The student’s perceptions are superficial 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

P

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

Insufficient

INS

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

- the marker can discern no evidence of an attempt to address the topic OR
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions
**Scoring Categories and Scoring Criteria for 2010-2011 Assignment I: Visual Reflection**

**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 | The student’s voice is engaging and the tone is confident. Stylistic choices are precise and effective. |
| Proficient | The student’s voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective. |
| Satisfactory | The student’s voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective |
| Limited | The student’s voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective. |
| Poor | The student’s voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication. |
**Scoring Categories and Scoring Criteria for 2010-2011 Assignment II: Literary Exploration**

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

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


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

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

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

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

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

| Excellent E | An insightful understanding of the topic is demonstrated. The student’s ideas are perceptively explored. The literary example is related effectively to the student’s ideas. Support is precise and effective. |
| Proficient PF | A well-considered understanding of the topic is demonstrated. The student’s ideas are thoughtfully explored. The literary example is related competently to the student’s ideas. Support is specific and relevant. |
| Satisfactory S | A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general. |
| Limited L | An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student’s ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student’s ideas. Support is over generalized, inconsistent, and/or marginally relevant. |
| Poor P | A minimal understanding of the topic is demonstrated. The student’s ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student’s ideas and/or to the topic. Support is deficient and/or irrelevant. |
| Insufficient INS | Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
- the marker can discern no evidence of an attempt to address the topic OR
- the writing is so deficient in length that it is not possible to assess Thought and Support |

---

*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 2010-2011 Assignment II: Literary Exploration

Form and Structure (5% of total examination mark)

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

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

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</td>
</tr>
<tr>
<td>PF</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Limited</td>
<td>A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.</td>
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<tr>
<td>P</td>
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</table>
**Scoring Categories and Scoring Criteria for 2010-2011 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 over generalized. 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 2010-2011 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>E</td>
<td>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.</td>
</tr>
<tr>
<td>Proficient</td>
<td>PF</td>
<td>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.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>Limited</td>
<td>L</td>
<td>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.</td>
</tr>
<tr>
<td>Poor</td>
<td>P</td>
<td>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.</td>
</tr>
</tbody>
</table>
Scoring Categories and Scoring Criteria for 2010-2011 Assignment III: Persuasive Writing in Context

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. A precise awareness of audience is effectively sustained.

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. Awareness of audience is appropriately sustained.

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. Awareness of audience is generally sustained.

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. Awareness of audience may be apparent but is not sustained.

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. Little awareness of audience is apparent.

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.

Excellent

The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.

Proficient

The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.

Satisfactory

The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.

Limited

The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.

Poor

The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.