Examples of the Standards for Students’ Writing

English Language Arts 30–2

From the January 2013 Diploma Examination

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

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

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed 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, Kevin Schurack, Deirdre Murphy, Geoff Parker, Kjirsten Wilson, Lynn Hemming, Margaret Lewis, Richard Wagner, Ryan Cancilla, Brian Cheney, and Shantelle Gervais.

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

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

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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 2013 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 2013 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2013. 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 2013 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 2013 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 2013 English Language Arts 30–2 Diploma Examination.

Cautions

1. **The commentaries are brief.**

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

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

   Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make.
The student writings in this document illustrate just a few of the many successful organizational and rhetorical strategies in January 2013.

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 2013
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

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

• Space is provided in this booklet for planning but not for final handwritten or word-processed work.

• It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in this booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.

• A final checklist is located on the inside back cover of the examination booklet.

Additional Instructions for Students Who are Using a Word Processor

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

Additional Instructions for Students Who are Handwriting

• Use the paper provided by your school for handwritten work. Note that there is no paper provided in this booklet for final written work.
• Use blue or black ink for handwritten work.
ASSIGNMENT I: VISUAL REFLECTION
Suggested time: 30 to 40 minutes
ASSIGNMENT I: VISUAL REFLECTION

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

The Assignment

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

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

You must

• select a prose form that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader

• consider how you can create a strong unifying effect

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

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

from MAKING A DIFFERENCE, A STARFISH AT A TIME

I was a young Canadian hitchhiker and I was broke. Very. I had a couple of traveller’s cheques in my jeans, but the villagers wouldn’t know a traveller’s cheque from a hockey puck, and the Fast of Ramadan was on. The only bank in town had been closed for three days and looked to stay shut for at least another twenty-four hours. I was down to my last Moroccan dirham, which meant I didn’t have enough cash to make a phone call, much less order a proper meal.

Oh yeah…I was also hungry. Very.

I tracked down the cheapest, nastiest hole-in-the-wall café I could find, ascertained that I had just enough money for a bowl of soup of the day, then joined a chain of ragged, slightly sinister-looking Arabs, all clad in djellabas. I arrived at the soup cauldron at exactly the same moment as another customer, a hooded Moroccan of whose face all I could see was a pair of glowering eyes over a hawk nose over a bushy moustache.

Unaccountably—for I was very hungry and not given to excessive displays of politeness—I gestured for him to go ahead of me. Without a word of thanks or acknowledgement, he swept in front of The Infidel, got his bowl of soup, paid and disappeared out the door.

After I was served I reached into my pocket to pay with my last bit of cash. The server waved me off. “C’est bon,” he said. My soup had been paid for.

By the surly, uncommunicative, sinister-looking Moroccan stranger whom I never saw again.

It was only a passing gesture worth maybe fifteen or twenty cents, but I haven’t forgotten it in forty years. I like to think that random act of kindness mellowed me some, perhaps even made me a bit less of a jerk than I might have turned out to be.

Random acts of kindness are like that—sort of spiritual Canada Savings Bonds that pay off premiums, unexpected and surprisingly rich, way down the road.

Let’s face it: you and I personally are not going to solve global warming, eradicate AIDS, or set up a peace dove shuttle service between Israel and Palestine. The world is full of huge, intractable problems that bedevil far finer minds than ours. But it is also speckled with moments, openings and opportunities to make some small improvement in someone else’s life.

Arthur Black

---

1 Fast of Ramadan—a month-long religious observance in which Muslims refrain from eating or drinking from sunrise to sundown.
2 djellabas—traditional long, loose-fitting robes

The Assignment

In this excerpt, the narrator discovers that his initial impression of a stranger is false. Through an act of unexpected kindness, the narrator realizes the potential we all have to influence the lives of those around us.

What is your opinion of the idea that individual actions affect the lives 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 individual actions affect the lives 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 9 to help you plan your response. Carefully consider your controlling idea or how you will create a strong unifying effect

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

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

Initial Planning

Suggested Time: 10 minutes

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

Character(s) Chosen

Literary Text(s) and Author(s)

________________________________________________________________________

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

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

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

The Situation

The Prosper High School administration is considering a proposal brought forward by the Parents’ Advisory Council to adopt a school dress code. Supporters of the proposal express concern over student clothing choices that are frequently too revealing, inappropriate, or unsafe. Opponents of the proposal believe that a dress code would infringe on the rights of both students and their parents.

In deciding whether to accept the proposal, the Prosper High School administration has invited concerned individuals to make their views known. You are Quinn Whitley, a Grade 12 student at Prosper High School. You have considered information and opinions from a variety of sources (see pages 14 and 15). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the Prosper High School Administration either to ACCEPT or REJECT the proposal to adopt a school dress code.

In preparing your persuasive speech or letter, BE SURE TO

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

Remember that you must clearly and directly choose either to accept or to reject the proposal.
Prosper Students’ Advisory Council
The Proposed School Dress Code will ban the Following:

- Halter-tops, tube tops, off the shoulder tops, or low-cut tops of any kind
- Extremely short shorts, skirts or dresses
- Bandannas, hairnets, insignias on clothing which are crude, vulgar, profane, sexually suggestive, or advocate racial/ethnic prejudice, and alcohol or drug use, or gang affiliation
- Exposed undergarments
- White sleeveless undershirts
- Chains, jewelry, shoes and other clothing with points or spikes
- Bare midriffs

Students who do not comply with the Prosper school dress code must return home and change or a school T-shirt will be provided.

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Academic Journal

Student academic performance is more strongly linked to external factors than it is to cognitive ability. According to Dr. Sean Wells of the University of Western Canada, students are negatively influenced by the distractions of regular classroom settings.

“Conventional classrooms are filled with numerous distractions that are visual, auditory, and psychological in nature. When these distractions are reduced or removed, it becomes easier for students to focus on the material being studied.”

Key findings of the study include:

- removing a single distraction improved concentration by 20%
- students in test groups with no distractions performed 30% higher on cognitive assessments
- psychological factors affecting student performance were hardest to control

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FastPoll.com

Do you think the Prosper High School should have a dress code for students?

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Students</td>
<td>64%</td>
<td>22%</td>
<td>14%</td>
</tr>
<tr>
<td>High School Staff</td>
<td>82%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Parents</td>
<td>21%</td>
<td>53%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Comments

User: coolgirl11 (Janey Marcel)

The school can have a dress code when they buy me a new wardrobe

User: steve&marlene123 (The Johnsons)

As parents, we resent outside authorities making decisions for our children. That’s our job.
“Results disappointing” says Rolling Hills’ Principal
For the second straight year, provincial test results and high school completion rates have fallen in Rolling Hills. “We had hoped that the school uniform policy we introduced would have a positive effect,” says Principal Julia Martin. “The theory was that students would be able to concentrate more on learning, but it hasn’t worked out that way.” 🌟🌟🌟🌟🌟

Prospero Players’ season premiere “less than formal”
The Prospero Players attempt to bring a sense of style and grace to their new theatre continues to face challenges as patrons don’t seem to get it. “Jeans and T-shirts, sweatpants, ball caps, toques, and hightops? This is an insult to the actors and community members who know what a formal occasion calls for.” 🌟🌟🌟🌟🌟

Fashion trends more “naughty” than “nice”
Short hemlines, short shorts, thigh-high boots, and stockings dominate the fashion circuit. But these and other fashions carry cautions when they are taken off the runway and into the workplace. “To embrace what’s hot and current, trendsetters need to adapt what they see in the magazines in order to still dress appropriately in any situation.” 🌟🌟🌟🌟🌟

November 5, 2012

…the Prosper school bus skidded off the road during the storm, and by the time the local fire department reached the bus, the temperature had dropped to minus 30°C. Many students were treated for mild frostbite. “The snow pack stalled the engine and we had no heat” said driver Rudy Weller. “It wouldn’t have been as serious if the kids knew how to dress …”

What is your opinion on the proposed dress code?

freespirit000: My clothes express who I am. When you tell me what to wear, you are forcing me to be just like everybody else.

nnpartners.com: When I entered the professional world I traded in my ripped jeans for dress pants and a tie. To be taken seriously, you have to dress the part.

jbdesigner30: My elders taught me that everything is in constant flux and changes with the times. So shouldn’t our perspectives on appropriateness of dress and fashion reflect this as well?
Background

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

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

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

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

Members of the Standards Confirmation Committee

- confirm the appropriateness of the standards set by the examination in relation to students’ work
- select student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- write rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students’ work
Impressions of Standards Confirmers
January 2013

Assignment I: Visual Reflection

The intent of the visual prompt is to provide both an initial point of entry for all students and the widest possible range of opportunities for pursuing a variety of ideas and impressions. The photograph of a soldier handing a water bottle to a man and his son in Afghanistan provided a strong entry point for students to develop their reflections, and students responded in a variety of ways. Reflections frequently focused on acts of kindness, the positive role that soldiers play in making a difference in people’s lives, the contrast between a soldier’s expected role in combat and his human empathy for those in need, and the desire that humanity shares to make the world a better place. Some students also recognized and discussed the broader philosophical impact that simple acts have on the lives of those who benefit from them. Creative narrative responses often assumed the role of either the soldier or of the man holding his child, and were developed with varying degrees of effectiveness.

Assignment II: Literary Exploration

Both the reading selection from Arthur Black’s *Making a Difference, A Starfish at a Time* and the topic question on the idea that individual actions affect the lives of others proved to be accessible to student writers. Nearly all were able to recognize that individual actions do affect the lives of others. Most were able to develop ideas on the topic that indicated what sort of effect particular types of actions have on either particular individuals or on groups, and were able to explain the impact that “good” and “bad” actions have. Many students defined the nature of a particular act and explained the specific effect that it had, or identified the particular perspective that was the lasting effect of another’s choice or action. Some also developed ideas that illustrated that it is the choice of individuals to determine whether or not (or to what extent) we allow the actions of others to influence our lives. Students discussed their ideas about the topic in relation to literature and film studied in ELA 30–2 and to personal observations and experiences. Unifying effects varied among students. Some chose to focus primarily on literature, while others developed responses that emphasized experiences they have faced in their own lives. Some students also chose to compare the experiences of the character in their literary selection to their own personal experiences. Students also occasionally chose to discuss more than one piece of literature. The nature of this topic frequently elicited a variety of personal experiences that explored the impact that the actions of parents, teachers, siblings, and friends have had on student writers. Markers are reminded that the focus of this assignment is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. Thus, while the literary example is essential, it is but one component of the response as a whole. Because literary examples are sometimes brief and tightly focused on a particular situation or character, markers are reminded to read the information provided by students in both the Initial Planning section on page 9 and on the back of the examination booklet to ensure that they are familiar with the literature chosen. Popular literary selections included *Night, Death of a Salesman, Tuesdays with Morrie, A Streetcar Named Desire, Othello, “The Glass Roses,” “Miss Brill,” Fahrenheit 451, Fallen Angels, One Flew Over the Cuckoo’s Nest,* and *The Kite Runner.* Students also used films such as *The Shawshank Redemption, Renaissance Man, Gran Torino, Hotel Rwanda,* and *The Hunger Games.*
Impressions of Standards Confirmers
January 2013

Assignment III: Persuasive Writing in Context

The proposal of whether or not to adopt a school dress code for Prosper High School produced effective responses from student writers. Students who supported the proposal cited the distracting nature of certain types of clothing in an educational environment, and frequently emphasized the importance of respect for self and others in public spaces. Students who rejected the proposal cited the reduction in individual freedom of expression that would result from a dress code, as well as emphasizing the fact that the majority of students do dress appropriately, negating the need for a dress code. Markers should note that many students have inferred that the school intends to adopt a school uniform policy, likely picking up on the reference to such a policy in the community of Rolling Hills. Student responses that either supported or rejected a school uniform policy used similar arguments for and against as those students who were discussing a dress code, and the quality of these responses was not reduced by the choice to discuss school uniforms. Students drew key details from the source material and frequently supplemented their arguments with references to their own personal observations, experiences, and knowledge. Many students also chose to acknowledge and refute positions from the opposing side. Markers are reminded that students will use the source material in a variety of ways. Some will choose one or two details from the source material as the basis of their support, while others will grapple with several sources. Markers should also note that some of the source material has the potential to serve either side of the argument, and that responses are to be evaluated in terms of their overall persuasiveness. Markers are to evaluate the choices that students have made in terms of their service to the student’s argument, not in terms of the accuracy or correctness of their interpretation of sources. Most students were well aware of their purpose in persuading the Prosper High School administration and maintained an appropriate tone.
The ideas and impressions that this photograph is conveying to the person whose
looking at it is that a man and his child, are in a hot dry place. Very rocky, dirt and weeds, no
grass, no water. A man in the army is giving them a bottle of water and the man with his child
looks very happy. The army man is helping the guy and his child and giving them a sense of
belonging, and making them feel safe. I believe that those are the impressions and ideas being
given off by this photograph.

A time when I had helped someone out is when they really needed it was when I was
closing with someone from work and it was snowing out and he had to walk home, and I asked
him if he would like a ride. I feel like that touches base with this picture in how he's offering
them water in a time that they need it and making them feel safe, and I gave the guy from my
work a ride when he really needed a ride and made him feel safe because it was cold out.

Another time when I helped someone out in this kind of situation was when my friend
and her family had gotten into a fight and she got kicked out of her house, and I went and
picked her up and let her stay at my house. This relates to the photograph because she got
kicked out and possibly had nowhere to go and I made her feel safe, and let her stay at my
house until she worked things out with her family.
### EXAMPLE PAPER—Satisfactory (S)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
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<tbody>
<tr>
<td><strong>Ideas and Impressions (S)</strong></td>
<td>The student’s perceptions that “The army man is helping the guy and his child and giving them a sense of belonging, and making them feel safe” are appropriate but generalized.</td>
<td></td>
</tr>
<tr>
<td>• The student’s perceptions are appropriate but may be generalized.</td>
<td>Support is adequate and generally connected to the student’s ideas and impressions.</td>
<td>S</td>
</tr>
<tr>
<td>• Support is adequate and generally connected to the student’s ideas and impressions.</td>
<td>The response is generally clearly developed through the student’s connection of personal experiences to the actions of the soldier in the photograph.</td>
<td></td>
</tr>
<tr>
<td>• The response is generally clearly developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation (S)</strong></td>
<td>The student’s voice is matter-of-fact and the tone is appropriate.</td>
<td></td>
</tr>
<tr>
<td>• The student’s voice is matter-of-fact and the tone is appropriate.</td>
<td>The student’s voice is matter-of-fact and the tone is appropriate: “A man in the army is giving them a bottle of water and the man with his child looks very happy” and “I believe that those are the impressions and ideas being given off by this photograph.”</td>
<td>S</td>
</tr>
<tr>
<td>• Stylistic choices are adequate and occasionally effective.</td>
<td>Stylistic choices are adequate (“I gave the guy from my work a ride when he really needed a ride and made him feel safe because it was cold out”) and occasionally effective, as in “conveying to the person,” “touches base,” and “possibly had nowhere to go.”</td>
<td></td>
</tr>
</tbody>
</table>
The visual reflection shows us a soldier who is handing a bottle of water to a man and his child who are obviously suffering from poverty. The man and his child are both in the hot desert in low quality dirty clothing. So many times in life we complain about different things we have when we never consider how many people in the world are suffering just to stay alive. We truly do take our lives for granted. The soldier in the photo is someone who we should look up to because he is not only fighting for our country but reaching out to those people in need. The soldier is Canadian battling against this country but at the same time he's helping out their citizens. We are so lucky to be from such a beautiful country like Canada where we can roam free. Often times I complain about how cold I am or how I'm hungry when the truth is that I am not nearly as cold or hungry as some people in the world. We take for granted the amount of food we have on our tables every night when we come home from such a great educational system. We complain about school so often when kids in third world countries would die to be in our shoes. As Canadians we need to come up with ideas on how to help people in third world countries. Giving a dollar here and there to local charities isn't enough sometimes. We also need to be more thankful for our Canadian soldiers who fight and battle for us to be happy every single day. So many people are effected every year by losing someone in the army and little do we realize that they died for us. We should be proud to be Canadian and be part of such an amazing country that has health care, clean water, beautiful nature, and so many more things. You can see how thankful the poor man is in the photograph just by the look in his eyes.
and the smile on his face. Even though he is poor and suffering he is still happy and smiling.

There are so many people in the world that have endless piles of money yet they can't find a way to be happy. Society has made people so materialistic and that money means everything. This man who lives in a third world country who has no money, clothes, or drinking water can still find a way to smile yet we can't. We need to be happy with the little things like family and friends. We need to stop complaining about what we don't have in life and focus on what we do have.
**EXAMPLE PAPER—Proficient (Pf)**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>Ideas and Impressions (Pf)</td>
<td>The student’s perceptions that “We truly do take our lives for granted” and the soldier “is someone who we should look up to” are <strong>thoughtful</strong> and <strong>considered</strong>. Support is <strong>relevant</strong> (“We complain about school so often when kids in third world countries would die to be in our shoes” and “The soldier is Canadian battling against this country but at the same time he’s helping out their citizens”), <strong>detailed</strong> (“This man who lives in a third world country who has no money, clothes, or drinking water can still find a way to smile yet we can’t” and “We should be proud to be Canadian and be part of such an amazing country that has health care, clean water, beautiful nature, and so many more things”), and <strong>clearly connected</strong> to the student’s ideas and impressions (“Society has made people so materialistic and that money means everything” and “We also need to be more thankful for our Canadian soldiers who fight and battle for us to be happy every single day”). The response is <strong>coherently developed</strong> from the discussion of the idea that “So many times we complain about different things we have when we never consider how many people in the world are suffering just to stay alive,” to the statement that “Giving a dollar here and there to local charities isn’t enough sometimes,” and through to the assertion that “We need to stop complaining about what we don’t have in life and focus on what we do have.”</td>
<td>Pf</td>
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<td>SCORING CRITERIA</td>
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<tr>
<td>Presentation (Pf)</td>
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<tr>
<td>• The student’s voice is distinct and the tone is well considered.</td>
<td>The student’s <strong>voice</strong> is <strong>distinct</strong> and the <strong>tone</strong> is <strong>well considered</strong>, as in “Often times I complain about how cold I am or how I’m hungry when the truth is that I am not nearly as cold or hungry some people in the world” and “There are so many people in the world that have endless piles of money yet they can’t find a way to be happy.”</td>
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<tr>
<td>• Stylistic choices are specific and frequently effective.</td>
<td><strong>Stylistic choices</strong> are <strong>specific</strong> and <strong>frequently effective</strong>: “We are so lucky to be from such a beautiful country like Canada where we can roam free” and “We take for granted the amount of food we have on our tables every night when we come home from such a great educational system.”</td>
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</table>
There are always times on the news where we always hear about the conflict happening in the middle east, and about the deaths of Canadian soldiers sent to the middle east for peacekeeping purposes. Ever since Canada's deployment of soldiers to the middle east there have been many rumors stating that we are only there for the oil in that country, and we are using the term peacekeeping to keep society thinking the war is for good purposes. Even though I may have my doubts about Canada's deployment to the middle east, I will always stand behind the brave men and women who risk there lives for us and our country. But to see a picture like the one given to us to reflect on, goes to show that. No matter our actual cause of deployment and the reasons behind it our humanity as humans stays intact.

Seeing a soldier give his supply of water to a local man of the area is always a heartwarming sight to see. If it is either out of a random act of kindness, or if the local man simply asked for his water the solider seemed to have given the man his water with out hesitation. Acts like these in a time of war can make a huge difference in the outcome of the war. If every Canadian solider was to complete act of kindness to the locals of the area then no matter the end result, we have just shown to the people there in the warzone and back home that no matter the cause of war. We have kept our humanity for humans intact.

By doing these acts of kindness and to have them captured by a camera can not only have a positive effect in that timeframe but can also affect those worldwide. With a picture like this taken and then shared thru the media can only have a positive outlook on the war and the people of Canada. The more people see this picture and see how even at war we can still have humanity can drastically change the way people look at our county and its people. All just thru an Act of kindness of a solider, helping out a man in need.
### 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 “No matter our actual cause of deployment and the reasons behind it our humanity as humans stays intact” and that “The more people see this picture and see how even at war we can still have humanity can drastically change the way people look at our country and its people” are insightful and carefully considered.</td>
<td>E</td>
</tr>
<tr>
<td>Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions.</td>
<td>Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions: “the soldier seemed to have given the man his water with out hesitation,” “If every Canadian soldier was to complete act of kindness to the locals of the area then no matter the end result, we have just shown to the people there in the warzone and back home that no matter the cause of war. We have kept our humanity for humans intact” and “With a picture like this taken and then shared thru the media can only have a positive outlook on the war and the people of Canada.”</td>
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</tr>
<tr>
<td>The response is skillfully developed.</td>
<td>The response is skillfully developed from the student’s discussion regarding supporting “the brave men and women who risk there lives for us and our country,” to the observation that “Acts like these in a time of war can make a huge difference in the outcome of the war,” and through to the conclusion that “doing these acts of kindness and to have them captured by a camera can not only have a positive effect in that timeframe but can also affect those worldwide.”</td>
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<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
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<tr>
<td>Presentation (E)</td>
<td>• The student’s voice is engaging and the tone is confident.</td>
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<td></td>
<td>The student’s voice is <strong>engaging</strong> and the <strong>tone</strong> is confident, such as “Ever since Canada’s deployment of soldiers to the middle east there have been many rumors stating that we are only there for the oil in that country, and we are using the term peacekeeping to keep society thinking war is for good purposes” and “Even though I may have my doubts.”</td>
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<td></td>
<td><strong>Stylistic choices</strong>—“No matter our actual cause of deployment” and “Seeing a soldier give his supply of water to a local man of the area is always a heart warming sight to see”—are <strong>precise</strong> and <strong>effective</strong>.</td>
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This example (Page 24) is unavailable for posting.
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This example (Page 26) is unavailable for posting.
This example (Page 27) is unavailable for posting.
EXAMPLE PAPER—Satisfactory (S)

This example (Page 28) is unavailable for posting.
Let's face it. Our world is a messed up ball of greed. It's the people. Selfish, narcissistic people. It's no wonder that even the smallest act of kindness can permanently impact a person. In the excerpt Making a Difference a Starfish at a Time, by Arthur Black, the act of kindness he witnessed stayed with him even forty years after it happened. The power of kindness is bigger than we know, and its uncommon appearance in our world shows how powerful it can be.

In the given excerpt Making a Difference a Starfish at a Time, by Arthur Black, a young man (himself) was broke, hungry and on the other side of the world. Finding the cheapest cafe he could, pulled out his last bit of money to find that the uncommunicative Moroccan stranger in front of him already paid. That small, rare act of kindness changed him completely, left him richer in the sense of heartiness. It may not have changed the world, but it improved his overall life.

There is a specific scene in Stephen King's Shawshank Redemption, that personally warms my heart. It's the scene where Andy offers to do...
taxes in exchange for some beer for his fellow
inmates. The most touching part of this scene for me is, Andy
Dufrene doesn’t drink beer, and his satisfaction is
watching others enjoy it. This scene is uplifting
due to the fact they are in a prison, and
this one act made one day, a little better.
Andy gained life friends along with self satisfaction,
all from the simple act of kindness he displayed.

This subject personally hits home for me,
as my child was filled with random acts of
kindness. One particular event never leaves my mind.
It was the winter of grade two, and my grandmother
and I were driving across town to go home. On our way,
I seen many people walking with their sleeves over
their mouths, to keep them warm, and I felt sad
for them. I begged my grandma to take me to the
thrift shop. While there, we must have bought 50
scarves, all were about 50¢, but definitely winter,
and grandmother approved. We spent that whole
afternoon driving around, handing out scarves, and
I never felt so happy in my life. The thought of
what I did, was a feeling I couldn’t even begin
to describe other than ‘My heart is happy.’
I will never forget that feeling as it changed me.

No act of kindness, no matter how small, is ever wasted.
English Language Arts 30–2 January 2013  
Assignment II: Literary Exploration

**EXAMPLE PAPER—Proficient (Pf)**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
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<tbody>
<tr>
<td><strong>Thought and Support (Pf)</strong></td>
<td>A well-considered understanding of the topic is demonstrated.</td>
</tr>
<tr>
<td>• A well-considered understanding of the topic is demonstrated.</td>
<td>A well-considered understanding of the topic is demonstrated through the student’s discussion of the ideas that “It’s no wonder that even the smallest act of kindness can permanently impact a person” and that “The power of kindness is bigger than we know.”</td>
</tr>
<tr>
<td>• The student’s ideas are thoughtfully explored.</td>
<td>The student’s ideas are thoughtfully explored in the discussions of how the Moroccan stranger’s “small, rare, act of kindness” changed the author’s life, how Andy’s “one act made one day, a little better,” and how an “afternoon driving around, handing out scarfs” was so memorable.</td>
</tr>
<tr>
<td>• The literary example is related competently to the student’s ideas.</td>
<td>The literary example from <em>The Shawshank Redemption</em> is related competently to the student’s ideas in the discussion of how “Andy offers to do a guards’ taxes in exchange for some beer for his fellow inmates,” which leads to lasting friendships and “self satisfaction.”</td>
</tr>
<tr>
<td>• Support is specific and relevant.</td>
<td>Support is specific and relevant, as in “Finding the cheapest café he could, pulled out his last bit of money to find that the uncommunicative Moroccan stranger in front of him, already paid,” “Andy Duphrane doesn’t drink beer, and his satisfaction is watching others enjoy it,” and in the student’s act of buying “50 scarfs, all were about 50¢” which causes the student to “never forget that feeling.”</td>
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<tr>
<th>SCORE</th>
<th>Pf</th>
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<table>
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<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td><strong>Form and Structure (Pf)</strong></td>
<td>A controlling idea is sustained throughout the response.</td>
<td>Pf</td>
</tr>
<tr>
<td>• A controlling idea or unifying effect is sustained throughout the response.</td>
<td>A controlling idea is sustained throughout the response in the discussions of how Arthur Black’s experience “may not have changed the world, but it improved his over-all life,” how Andy “gained life friends along with self satisfaction, all from the simple act of kindness he displayed,” and how in the personal example, the writer states “I will never forget that feeling as it changed me.”</td>
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</tr>
<tr>
<td>• Development of ideas and explanations is coherent.</td>
<td>Development of ideas and explanations is coherent in the discussion of the excerpt, <em>The Shawshank Redemption</em>, and the student’s personal experience.</td>
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<tr>
<td><strong>Matters of Choice (Pf)</strong></td>
<td>Diction is specific and generally effective.</td>
<td>Pf</td>
</tr>
<tr>
<td>• Diction is specific and generally effective.</td>
<td>Diction is specific and effective: “messed up ball of greed,” “uncommon appearance,” and “broke, hungry and on the other side of the world.”</td>
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</tr>
<tr>
<td>• Many sentences appear to have been purposefully structured for effect.</td>
<td>Many sentences appear to have been purposefully structured for effect, as in “Lets face it. Our world is a messed up ball of greed. It’s the people. Selfish, narcissistic people” and “This scene is uplifting due to the fact that they are in a prison, and this one act made one day, a little better.”</td>
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</tr>
<tr>
<td>• Stylistic choices contribute to the creation of a competent voice.</td>
<td>Stylistic choices such as “its uncommon appearance in our world shows how powerful it can be” and “The thought of what I did, was a feeling I couldn’t even begin to describe other than ‘My heart is happy’” contribute to the creation of a competent voice.</td>
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<td>SCORING CRITERIA</td>
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<tr>
<td>Matters of Correctness (Pf)</td>
<td>This writing demonstrates <strong>competent control</strong> of correct sentence construction, usage, grammar, and mechanics: “It’s no wonder that even the smallest act of kindness can permanently impact a person.”</td>
<td>Pf</td>
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<tr>
<td></td>
<td><strong>Minor errors</strong> in mechanics, grammar, and/or complex language structures (“In the given excerpt <em>Making a difference, A Starfish at a Time</em>, by Arthur Black, a young man (himself) was broke, hungry and on the other side of the world”) are understandable considering the circumstances.</td>
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</tbody>
</table>
There are over four billion people on this planet and there is a good percentage of which who are seen to be selfish, taking actions that only have positive outcomes for themselves. Although, there are some who like to take actions, not for themselves, but for people who are otherwise incapable of doing so or look to be in need of a little help and it makes them feel good inside. These are the kind of people that have the potential to greatly affect others’ lives and many look up to them. It may seem as little a gesture as paying for a man’s bowl of soup, giving a homeless man some money for something hot to drink, or so much as putting your life at risk to keep a person going. Any selfless act a person makes has some effect on another person, all it takes is one person to step out of their shell.

In Arthur Black’s *Making a Difference, A Starfish at a Time*, this man was in a foreign country, and likely did not know anybody in the area, so he may not have had someone to turn to that could assist with his struggles. The mysterious man who did help him probably saw on his face that he was starving and in need of help. What had the greatest impact on Arthur is the man did not speak a word to him or show any signs of what he had done for him. He did not ask for help, nor did he seem to want to, but what this man did is demonstrate the kindness that people are capable of showing when the opportune moment arrives.

My father once told me of a time a number of years ago when he was still working downtown and once on his way to work, he came across a man who was crawling out of a dumpster just outside the building. It was during the winter so this man was freezing, his skin was turning to a pale-blue color and his words were slurring and hard to interpret. Feeling so bad for him, my father gave him his lunch money telling him to go to the cafeteria, get something hot to drink and

(Page 1 of 2)
warm up. The only time he saw this man after that was a few hours later when the man, back to his normal skin color, found him and thanked him. I was touched when I heard this story because I could not believe the condition this man is and felt sorry for him, but also how kind a person can be to someone struggling that much.

In Elie Wiesel’s autobiography *Night*, Elie had endured a long and great hardship. It was during the Holocaust and he endured watching a number of people being shot or burned before his eyes, being separated from his mother and sisters, and being beaten a number of times himself. Elie was about to break down into tears until what appeared to be a French girl working in the concentration camp came up to him and whispered in his ear not to give in and to keep pushing until the time is right. This had a great impact on Elie mostly because very few people had been kind to him and he had been through so much pain up to that point, but also because he discovered later in life that she could have been shot for so much as acknowledging him, let alone speaking to him.

Not everyone in the world is in need of assistance, but if you are able and willing to help those who are, you may just impact their lives greater than you initially thought so and there could be a difference in the world if more people started doing more selfless acts. It is only a few minutes of your life and for some, it makes their entire life.
### EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
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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>
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<tr>
<td>• The student’s ideas are perceptively explored.</td>
<td>The student’s ideas are perceptively explored through the discussions of Making a Difference, A Starfish at a Time, the student’s father’s experience with a homeless man, and Night.</td>
<td></td>
</tr>
<tr>
<td>• The literary example is related effectively to the student’s ideas.</td>
<td>The literary example is related effectively to the student’s ideas, as demonstrated by the student’s selection of Elie’s experience with “what appeared to be a French girl” who “could have been shot for so much as acknowledging him,” but still “whispered in his ear not to give in and to keep pushing” when “Elie was about to break down into tears.”</td>
<td>E</td>
</tr>
<tr>
<td>• Support is precise and effective.</td>
<td>Support is precise and effective: “The mysterious man who did help him probably saw on his face that he was starving and in need of help,” “this man was freezing, his skin was turning to a pale-blue color and his words were slurring and hard to interpret,” and “Elie was about to break down into tears until what appeared to be a French girl working in the concentration camp came up to him.”</td>
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</tr>
<tr>
<td>Form and Structure (E)</td>
<td><strong>A focused controlling idea</strong> is <strong>skillfully sustained</strong> throughout the response.</td>
<td>E</td>
</tr>
<tr>
<td>• A focused controlling idea or unifying effect is skillfully sustained throughout the response.</td>
<td>A focused controlling idea is skillfully sustained throughout the response in statements such as “What had the greatest impact on Arthur is the man did not speak a word to him or show any signs of what he had done for him,” “what this man did is demonstrate the kindness that people are capable of showing when the opportune moment arrives,” “I was touched when I heard this story because I could not believe the condition of this man is and felt sorry for him, but also how kind a person can be to someone struggling that much,” “This had a great impact on Elie mostly because very few people had been kind to him and he had been through so much pain up to that point,” and “Not everyone in the world is in need of assistance, but if you are able and willing to help those who are, you may just impact their lives greater then you initially thought.”</td>
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</tr>
<tr>
<td>• Development of ideas and explanations is smooth and coherent.</td>
<td>Development of ideas and explanations is smooth and coherent from the discussion of the hardships in the hitchhiker’s experience (“this man was in a foreign country, and likely did not know anybody in the area, so he may not have had someone to turn to that could assist with his struggles”), to those in the homeless man’s experience (“who was crawling out of a dumpster just outside the building”), through to the difficulties in Elie’s experience (“Elie had endured a long and great hardship”).</td>
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<tr>
<td><strong>Matters of Choice (E)</strong></td>
<td><strong>Diction</strong> is precise and effective: “Any selfless act,” “assist with his struggles,” “mysterious man,” and “opportune moment.” Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.</td>
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</tr>
<tr>
<td><strong>Matters of Correctness (E)</strong></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>
<td>E</td>
</tr>
</tbody>
</table>
I am Quinn Whitley, a grade 12 student here at Prosper High School and I do not think we should have a dress code in our high school. Our choice of clothing should be up to us, our parents, and the weather.

As the Johnsons say on Fastpoll.com, it is our parents job to make sure we are dressed appropriately. It is a parents job to look out for what's best for their children. If our parents allow us to wear jewelry with spikes or halter tops, then we should be allowed. The raised us so why can't we let them choose what we wear?

Our clothing expresses who we are and what we stand for. Derek Yee wrote on the Citizen Link the same thing. We are our own individuals and we want our freedom to wear what we choose. As we were growing up everyone said be yourself, now that we want to be ourselves we are not allowed to.

The Student Union has already planned the Beach Bash and if the new dress code comes in we will have to cancel that. That would not be fair to the student who are looking forward to this and the Student Council who has put time and effort into making it possible.

Thank you for taking the time to read this and I hope you choose not to enforce the dress code as it will infringe on the rights of students and their parents. If you have anymore question feel free to contact me.
# EXAMPLE PAPER—Satisfactory (S)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
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<tbody>
<tr>
<td>Thought and Support (S)</td>
<td>A <strong>sufficient but generalized understanding</strong> of the issue is demonstrated in the statement that “I do not think we should have a dress code in our high school” because “Our choice of clothing should be up to us, our parents, and the weather.”</td>
<td>S</td>
</tr>
<tr>
<td>• A sufficient but generalized understanding of the issue is demonstrated.</td>
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<tr>
<td>• The student’s arguments are appropriate and straightforward.</td>
<td>The <strong>student’s arguments</strong>—“it is our parents job to make sure we are dressed appropriately,” “our clothing expresses who we are and what we stand for,” and “The Student Union has already planned the Beach Bash and if the new dress code comes in we will have to cancel that” are <strong>appropriate and straightforward</strong>.</td>
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<tr>
<td>• Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency.</td>
<td><strong>Support</strong> is <strong>relevant but general</strong>, as in “If our parents allow us to wear jewellery with spikes or halter tops, then we should be allowed,” “We are our own individuals and we want our freedom to wear what we choose,” “That would not be fair to the student who are looking forward to this and the Student Council who has put time and effort into making it possible,” and <strong>occasionally lacking in persuasiveness</strong>—“Derek Yee wrote on the Citizen Link the same thing.”</td>
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<tr>
<td>• The voice is clear.</td>
<td>The <strong>voice</strong> is <strong>clear</strong> in statements such as “Thank you for taking the time to read this and I hope you choose not to enforce the dress code.”</td>
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<td>SCORING CRITERIA</td>
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<td>SCORE</td>
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<tr>
<td>Writing Skills (S)</td>
<td>• The selection and use of words and structures are occasionally effective.</td>
<td>The selection and use of <strong>words</strong> and <strong>structures</strong> are <strong>occasionally effective</strong>, as in “As we were growing up everyone said be yourself, now that we want to be ourselves we are not allowed to.”</td>
</tr>
<tr>
<td></td>
<td>• This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</td>
<td>This writing demonstrates <strong>basic control</strong> of correct sentence construction, usage, and grammar: “I am Quinn Whitley, a grade 12 student here at Prosper High School and i do not think we should have a dress code in our high school” and “It is a parents job to look out for whats best for their children.”</td>
</tr>
</tbody>
</table>
Dear Prosper Highschool Administrators,

My name is Quinn Whitley, a grade 12 student of Prosper High School. I have heard your proposal to adopt a school dress code and I would like to tell you what my opinion about all of this. I humbly accept this idea.

Firstly, the students need to know where they are going and need to know how to properly dress for it. You can't go to school wearing the same clothes you could wear for a metal band concert. That's just not right. Sure, students may complain about not being able to express themselves because they're being forced to wear clothes that they don't like but it's for their own good. Like in the stranded bus incident, who would wear sleeveless shirts and short shorts in that kind of weather? They will go out to society wearing suits and ties anyway, so why not start dressing appropriately now?

Secondly, the learning atmosphere in the classroom will improve if there are fewer distractions. Students will concentrate more on the lesson than looking at other students' distracting clothes. Some students may also talk to others that they couldn't talk before because of their imposing clothes. They may even gain even more friends by wearing more acceptable clothes than before.

Lastly, about the events that require students to wear certain clothing. Those could be allowed due to it being a school event and happens just once in a schoolyear. Of course, they are allowed to wear anything they wish, it just have to fit in with the criteria of the event. If it's a beach wear event, they're supposed to wear clothes for the beach; if it's a sweater contest, only sweaters are allowed, that sort of thing.
Thank you for your time in reading this letter and I hope you will make the right choice. I hope you will consider these ideas in passing the dress code proposal.

Sincerely,

Quinn Whitely
### EXAMPLE PAPER—Proficient (Pf)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought and Support (Pf)</td>
<td>A thoughtful and competent understanding of the issue is demonstrated through the student’s discussion of reasons for “passing the dress code proposal,” including the need to understand how to dress appropriately, the need to improve student concentration in class, and the allowance for exceptions to the dress code for special events.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s arguments—“Firstly, the students need to know where they are going and need to know how to properly dress for it,” “Secondly, the learning atmosphere in the classroom will improve if there are fewer distractions,” and “Lastly, about the events that require students to wear certain clothing. Those could be allowed due to it being a school event and happens just once in a schoolyear”—are well considered and sound.</td>
<td></td>
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<tr>
<td></td>
<td>Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The voice is competent.</td>
<td></td>
</tr>
</tbody>
</table>

Support is accurate (“Students will concentrate more on the lesson than looking at other students’ distracting clothes” and “Of course, they are allowed to wear anything they wish, it just have to fit in with the criteria of the event”) and occasionally purposefully chosen (“You can’t go to school wearing the same clothes you could wear for a metal band concert”) to reinforce the student’s ideas in a logical and clear way.

The voice is competent, as in “I humbly accept this idea” and “That’s just not right. Sure, students may complain about not being able to express themselves because they’re being forced to wear clothes that they don’t like but it’s for their own good.”
<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills (Pf)</td>
<td>The selection and use of words and structures are frequently effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The <strong>selection</strong> and use of <strong>words</strong> and <strong>structures</strong> are <strong>frequently effective</strong>—“Like in the stranded bus incident, who would wear sleeveless shirts and short shorts in that kind of weather? They will go out to society wearing suits and ties anyway, so why not start dressing appropriately now?” and “If it’s a beach wear event, they’re supposed to wear clothes for the beach; if it’s a sweater contest, only sweaters are allowed, that sort of thing.”</td>
<td></td>
</tr>
<tr>
<td>Proportion of error in terms of the complexity if the response has been considered.</td>
<td></td>
<td>Pf</td>
</tr>
</tbody>
</table>
Dear Prosper High School Administration,

My name is Quinn Whitley and I am a grade 12 student at Prosper High School. I am writing this letter to discuss the matter of whether to bring in a student dress code or not. I will be advocating on the side of not bringing in a dress code. Dress codes are things that should be reserved for private schools. They take away from the individuality of the students and freedom of expression. It also creates an environment of high stress and conformity, as well as causing the students to buy new clothes to fit into the dress code that they might not be able to afford.

A dress code for our high school is a bad idea. Students like to dress in ways that express who they are. Some dress in the fashion that is considered cool or others like to represent their culture in what they wear. With the implementation of a dress code the freedom of expression would be removed from the students. Only a small percentage of students actually dress in what is considered as "crude or vulgar" dress wear. You should not take the actions of a few and punish everyone. That is discrimination. If you only punish the people who are going overboard in what they wear in trying to either show too much skin or vulgar and profane things then punish them. Let everyone else dress like regular people and express who they are through what they wear.

Although bringing in a dress code seems like a good idea it can cause many issues. Not all students and their families have extra cash to burn. Some families are already very stressed in where and how they are going to get the bills paid on time. Implementing a dress code would burden them with more stress because they would need to purchase new clothing to fit the standards of said dress code. Also fun activities like the "Beach Bash," where students go to bond and play and have a good
time would be removed. They wouldn’t be allowed to dress in their beach attire and just go to a school activity to have fun with their friends because of the dress code.

Although some studies show that taking away distractions such as outside appearances and how we dress improve our cognitive abilities and academics these studies are often very biased. They select people from a small group of people that will help their study get better results. The principal from Rolling Hills’ even states that the introduced uniform policy did not work the way it should have. Even with the dress code the provincial test results and high school completion rates did not improve. Most parents agree that is okay what the students are wearing and there is no need for a school dress code.

Although we understand that implementing a school dress code may seem like a good idea, it would cause a lot more unrest then solving the problems. The real problem is only a small percent of the students who need to be treated according to what they do. Instead of solving the actual problem it would only create more and would cause students to lose identity because they can’t express who they are through the clothing they wear.

Sincerely, Quinn Whitley
## EXAMPLE PAPER—Excellent (E)

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thought and Support (E)</strong></td>
<td>A perceptive and thorough understanding of the issue is demonstrated.</td>
<td>![E]</td>
</tr>
<tr>
<td>• A perceptive and thorough understanding of the issue is demonstrated.</td>
<td>The student’s arguments are adept and convincing.</td>
<td>![E]</td>
</tr>
<tr>
<td>• The student’s arguments are adept and convincing.</td>
<td>Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way.</td>
<td>![E]</td>
</tr>
<tr>
<td>• Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way.</td>
<td>The voice is confident.</td>
<td>![E]</td>
</tr>
<tr>
<td>• The voice is confident.</td>
<td>The student’s arguments (“Students like to dress in ways that express who they are,” “Some families are already very stressed in where and how they are going to get the bills paid on time,” that the dress code will not “improve our cognitive abilities and academics,” and “If you only punish the people who are going overboard in what they wear in trying to either show to much skin or vulgar and profane things then punish them”) are adept and convincing.</td>
<td>![E]</td>
</tr>
<tr>
<td></td>
<td>Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way: “Some dress in the fashion that is considered cool or others like to represent their culture in what they wear,” “Not all students and their families have extra cash to burn,” “The principal from Rolling Hills’ even states that the introduced uniform policy did not work the way it should have,” and “Only a small percentage of students actually dress in what is considered as ‘crude or vulgar’ dress wear.”</td>
<td>![E]</td>
</tr>
<tr>
<td></td>
<td>The voice is confident—“I will be advocating on the side of not bringing in a dress code.”</td>
<td>![E]</td>
</tr>
<tr>
<td>SCORING CRITERIA</td>
<td>RATIONALE</td>
<td>SCORE</td>
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<tr>
<td>------------------</td>
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</tbody>
</table>
| Writing Skills (E) | The selection and use of **words** and **structures** are **effective**, as in “Implementing a dress code would burden them with more stress because they would need to purchase new clothing to fit the standards of said dress code.”  

This writing demonstrates **confident control** of correct sentence construction, usage, grammar, and mechanics: “Let everyone else dress like regular people and express who they are through what they wear” and “They wouldn’t be allowed to dress in their beach attire and just go to a school activity to have fun with their friends because of the dress code.” | E     |
### Scoring Categories and Criteria for 2012–2013 Assignment 1: 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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Insufficient** | Insufficient is a special category. It is not an indicator of quality. Assign insufficient when  
- the marker can discern no evidence of an attempt to address the topic **OR**  
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions |

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When marking Presentation, the marker should consider
• the effectiveness of voice and its appropriateness to the intended audience of the prose form that the student has chosen
• the quality of language and expression
Consider the proportion of error in terms of the complexity and length of the response.

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

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

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

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

Poor  P
The student’s voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication.
Scoring Categories and Scoring Criteria for 2012–2013 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 youngsters 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).

<table>
<thead>
<tr>
<th>Excellent</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient</th>
<th>PF</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Poor</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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 | INS |
|---|---|

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**Scoring Categories and Scoring Criteria for 2012–2013**  
**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> E</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><strong>Proficient</strong> PF</td>
<td>A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong> S</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><strong>Limited</strong> L</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><strong>Poor</strong> P</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>
</tr>
</tbody>
</table>
Matters of Choice (5% of total examination mark)

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

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

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

**Excellent**

E

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

**Proficient**

PF

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

**Satisfactory**

S

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

**Limited**

L

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

**Poor**

P

Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.
Scoring Categories and Scoring Criteria for 2012–2013 
Assignment II: Literary Exploration

Matters of Correctness (5% of total examination mark)

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

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

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

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

| Excellent | **E** | This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances. |
| Proficient | **PF** | This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. |
| Satisfactory | **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. |
| Limited | **L** | This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication. |
| Poor | **P** | 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. |
**Scoring Categories and Scoring Criteria for 2012–2013**

**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**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> E</td>
<td>A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. The voice is confident.</td>
</tr>
<tr>
<td><strong>Proficient</strong> PF</td>
<td>A thoughtful and competent understanding of the issue is demonstrated. The student’s arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. The voice is competent.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong> S</td>
<td>A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.</td>
</tr>
<tr>
<td><strong>Limited</strong> L</td>
<td>A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student’s arguments are oversimplified and/or inconsistent. Support is unclear, contradictory, inappropriate, or merely a repetition of what is provided in the examination. The voice is uncertain or unclear.</td>
</tr>
<tr>
<td><strong>Poor</strong> P</td>
<td>An inaccurate or minimal understanding of the issue is demonstrated. The student’s arguments are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, over generalized, or absent. The voice is ineffective or inappropriate.</td>
</tr>
</tbody>
</table>
| **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 |

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**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**

E

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

**Proficient**

PF

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**

S

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**

L

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**

P

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