

Grade 9

English Language Arts

Examples of
the Standards
for Students' Writing

Narrative / Essay Writing

Alberta Provincial Achievement Testing 2019

This document was written primarily for:

Students	✓	
Teachers	✓	Grade 9 English Language Arts
Administrators	✓	
Parents		
General Audience		
Others		

Alberta Education, Government of Alberta

2018–2019

English Language Arts 9 Examples of the Standards for Students' Writing
Narrative / Essay Writing

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Please note that if you cannot access one of the direct website links in this document, you can find Provincial Achievement Test-related materials on the [Alberta Education website](#).

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Additional documents

Follow these steps to access Provincial Achievement Test resources on the Government of Alberta website:

Step 1: Type www.alberta.ca.

Step 2: Click on “[Education and training](#).”

Step 3: Click on “[Kindergarten to Grade 12 education](#).”

Step 4: Click on “[K to 12 provincial assessment](#).”

Step 5: Click on “[Provincial Achievement Tests](#).”

Step 6: Scroll down to find “Subject area resources” and click on the desired subject area tab.

On the website, there is a link to “[Subject Bulletins](#)” which provide students and teachers with information about the Provincial Achievement Tests scheduled for the current school year. Please share the contents of the Grade 9 English Language Arts Subject Bulletin with your students.

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

Acknowledgements

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

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Introduction

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

The purpose of the sample responses is to illustrate the standards that governed the 2019 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample papers and commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student's work and the scoring criteria.

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

Cautions

1. *The commentaries are brief.*

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

2. *Neither the scoring guide nor the assignment is meant to limit students to a single organizational or rhetorical approach in completing any Provincial Achievement Test assignment.*

Students must be free to select and organize their material in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make. The student writing in this document illustrates just a few of the many successful organizational and rhetorical strategies used by students. We strongly recommend that you caution your students that there is no preferred approach to an assignment except that which enables the student to communicate his or her own ideas about the topic effectively. We advise you not to draw any conclusions about common patterns of approach taken by students.

3. *The sample papers presented in this document must not be used as models to be reiterated.*

Because these papers are only illustrations of sample responses to a set topic, students must not memorize the content of any sample response with the intention of reiterating parts or all of a sample response when either completing classroom assignments or writing future Provincial Achievement Tests. The approaches taken by students at the standard of excellence, not their words or ideas, are what students being examined in the future should emulate. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure in order to develop an individual voice and engage the reader in ideas and forms that the student has considered. Provincial Achievement Test markers and staff at Alberta Education take plagiarism and cheating seriously.

4. *It is essential that each of these examples of student writing be considered as first-draft writing.*

Given more time, students would be expected to produce papers of improved quality, particularly in the dimensions of **Sentence Structure**, **Vocabulary**, and **Conventions**.

5. For further information regarding student performance on *Part A: Writing* of the Grade 9 English Language Arts Provincial Achievement Test, access the [Grade 9 English Language Arts 2019 Assessment Highlights](#) document that is posted on the Alberta Education website.

Suggestions

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

Markers are responsible for

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

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

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

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

Maintaining Consistent Standards

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

Exemplar selection working group

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

Exemplar validation working group

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

Standards confirmation working group

Teachers from throughout the province who serve on the Standards Confirmation Working Group read a large sample of student responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test in relation to student work on the Grade 9 English Language Arts Provincial Achievement Test. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. Working-group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same student paper for inter-rater reliability. Reliability Reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

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

Local Marking

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

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

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

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

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

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

To determine a student's mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, and Poor = 1.

A total score for a student's written response may be calculated by a teacher using the following procedure. For the **Narrative/Essay Writing Assignment**, assign a score of 1 to 5 for each of *Content*, *Organization*, *Sentence Structure*, *Vocabulary*, and *Conventions*. Then, multiply the scores for *Content* and *Organization* by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative/Essay Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of *Content* and *Content Management*. Then, multiply each score by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total Part A: Writing Score**, add the Narrative/Essay Writing and Functional Writing scores as follows: **Narrative/Essay Writing /35 (63.6%) + Functional Writing /20 (36.4%) = Total Score /55 (100%)**. The mark for *Part A: Writing* is worth 50% of the total mark for the Grade 9 English Language Arts Provincial Achievement Test.

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

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no. 1 (Spring, 1981): 3–12.

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

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

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

Scoring Guide: Narrative / Essay Writing Assignment

Content

When marking **Content** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the student

- explores the topic
- establishes a purpose
- presents ideas
- supports the response
- considers the reader

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

Excellent E	<ul style="list-style-type: none"> • The student’s exploration of the topic is insightful and/or imaginative. • The student’s purpose, whether stated or implied, is deliberate. • The ideas presented by the student are perceptive and/or carefully chosen. • Supporting details are precise and/or original. • The writing is confident and/or creative and holds the reader’s interest.
Proficient Pf	<ul style="list-style-type: none"> • The student’s exploration of the topic is adept and/or plausible. • The student’s purpose, whether stated or implied, is intentional. • The ideas presented by the student are thoughtful and/or sound. • Supporting details are specific and/or apt. • The writing is considered and/or elaborated and draws the reader’s interest.
Satisfactory S	<ul style="list-style-type: none"> • The student’s exploration of the topic is clear and/or logical. • The student’s purpose, whether stated or implied, is evident. • The ideas presented by the student are appropriate and/or predictable. • Supporting details are relevant and/or generic. • The writing is straightforward and/or generalized and occasionally appeals to the reader’s interest.
Limited L	<ul style="list-style-type: none"> • The student’s exploration of the topic is tenuous and/or simplistic. • The student’s purpose, whether stated or implied, is vague. • The ideas presented by the student are superficial and/or ambiguous. • Supporting details are imprecise and/or abbreviated. • The writing is unsubstantiated and/or incomplete and does not appeal to the reader’s interest.
Poor P	<ul style="list-style-type: none"> • The student’s exploration of the topic is minimal and/or tangential. • The student’s purpose, whether stated or implied, is insubstantial. • The ideas presented by the student are overgeneralized and/or underdeveloped. • Supporting details are irrelevant and/or scant. • The writing is confusing and/or lacks validity and does not interest the reader.
Insufficient INS	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.

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

Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be deemed **insufficient** in **Content**.

Organization

When marking **Organization** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the writing demonstrates

- focus
- coherent development
- connections between events and/or details
- closure

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

Excellent E	<ul style="list-style-type: none"> • The introduction is engaging and skillfully establishes a focus that is consistently sustained. • Events and/or details are developed in a judicious order, and coherence is maintained. • Transitions, either explicit or implicit, fluently connect events and/or details within and/or between sentences and/or paragraphs. • Closure is effective and related to the focus.
Proficient Pf	<ul style="list-style-type: none"> • The introduction is purposeful and clearly establishes a focus that is capably sustained. • Events and/or details are developed in a sensible order, and coherence is generally maintained. • Transitions, either explicit or implicit, clearly connect events and/or details within and/or between sentences and/or paragraphs. • Closure is appropriate and related to the focus.
Satisfactory S	<ul style="list-style-type: none"> • The introduction is functional and establishes a focus that is generally sustained. • Events and/or details are developed in a discernible order, although coherence may falter occasionally. • Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is related to the focus and is mechanical and/or moralistic.
Limited L	<ul style="list-style-type: none"> • The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained. • The development of events and/or details is not clearly discernible, and coherence falters frequently. • Transitions, either explicit or implicit, are lacking and/or indiscriminately used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is abrupt, contrived, and/or unrelated to the focus.
Poor P	<ul style="list-style-type: none"> • The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped. • The development of events and/or details is haphazard and/or incoherent. • Transitions, either explicit or implicit, are absent and/or inappropriately used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is ineffectual or missing.
Insufficient INS	<ul style="list-style-type: none"> • The response has been deemed insufficient in Content.

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

Sentence structure

When marking **Sentence Structure** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which

- sentence structure is controlled
- sentence type and sentence length are effective and varied
- sentence beginnings are varied

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

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

Excellent E	<ul style="list-style-type: none">• Sentence structure is effectively and consistently controlled.• Sentence type and sentence length are consistently effective and varied.• Sentence beginnings are consistently varied.
Proficient Pf	<ul style="list-style-type: none">• Sentence structure is consistently controlled.• Sentence type and sentence length are usually effective and varied.• Sentence beginnings are often varied.
Satisfactory S	<ul style="list-style-type: none">• Sentence structure is generally controlled, but lapses may occasionally impede meaning.• Sentence type and sentence length are sometimes effective and/or varied.• Some variety of sentence beginnings is evident.
Limited L	<ul style="list-style-type: none">• Sentence structure often lacks control, and this may impede meaning.• Sentence type and sentence length are seldom effective and/or varied; syntactic structures are frequently awkward.• There is little variety of sentence beginnings.
Poor P	<ul style="list-style-type: none">• Sentence structure generally lacks control, and this often impedes meaning.• There is essentially no variation in sentence type or sentence length; syntactic structures are unintelligible.• There is essentially no variety of sentence beginnings.
Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Content.

Vocabulary

When marking **Vocabulary** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the

- accuracy of the words and expressions
- effectiveness of the words and expressions
- appropriateness and effectiveness of the voice/tone created by the student

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

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

Excellent E	<ul style="list-style-type: none">• Words and expressions are used accurately and deliberately.• Precise words and expressions are used to create vivid images and/or to enrich details.• The voice/tone created by the student is convincing.
Proficient Pf	<ul style="list-style-type: none">• Words and expressions are often used accurately.• Specific words and expressions show some evidence of careful selection and/or some awareness of connotative effect.• The voice/tone created by the student is distinct.
Satisfactory S	<ul style="list-style-type: none">• Words and expressions are generally used appropriately.• General words and expressions are used adequately to clarify meaning.• The voice/tone created by the student is discernible but may be inconsistent or uneven.
Limited L	<ul style="list-style-type: none">• Words and expressions are often used inaccurately.• Imprecise words and expressions predominate; specific words, if present, may be improperly used.• A voice/tone created by the student is not clearly established or is indistinct.
Poor P	<ul style="list-style-type: none">• Words and expressions are generally used inaccurately.• Ineffective words and expressions predominate; specific words, if present, are frequently misused.• A voice/tone created by the student is not evident or is indiscreet.
Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Content.

Conventions

When marking **Conventions** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which the student has control of

- mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.)
- clarity and flow of the response

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

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

Excellent E	<ul style="list-style-type: none">• The quality of the writing is enhanced because it is essentially error-free.• Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
Proficient Pf	<ul style="list-style-type: none">• The quality of the writing is sustained because it contains only minor convention errors.• Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
Satisfactory S	<ul style="list-style-type: none">• The quality of the writing is sustained through generally correct use of conventions.• Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
Limited L	<ul style="list-style-type: none">• The quality of the writing is weakened by the frequently incorrect use of conventions.• Errors blur clarity and/or interrupt the flow of the response.
Poor P	<ul style="list-style-type: none">• The quality of the writing is impaired by the consistently incorrect use of conventions.• Errors severely reduce clarity and/or impede the flow of the response.
Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Content.

Part A: Writing – Description and Instructions

Grade 9 Provincial Achievement Test

English Language Arts

Part A: Writing

Description

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

- **Assignment I:**

- **Narrative / Essay Writing**

- This assignment contains some material for you to consider. You must then respond in writing to the topic presented in the assignment. You should take about 70 minutes to complete Assignment I.

- Value: Approximately 65% of the total Part A: Writing test mark*

- **Assignment II:**

- **Functional Writing**

- This assignment describes a situation to which you must respond in the format of a business letter. You should take about 40 minutes to complete Assignment II.

- Value: Approximately 35% of the total Part A: Writing test mark*

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

Time: 2 hours. You have up to 4 hours to complete this test should you need it.

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

2019

Instructions

- You **may** use the following **print** references:
 - a dictionary (English and/or bilingual)
 - a thesaurus
- Complete **both** assignments.
- Record your ideas and/or make a **plan** before you write. Do this on the *Planning* pages.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten copy** of your writing.

Additional Instructions for Students Using Word Processors

- **Format** your work using an **easy-to-read** 12-point or larger font, such as Times.
- **Double-space** your **final printed copy**. For the Functional Writing assignment, this should be applied to the body of the business letter but not to the other parts.
- **Staple** your printed work to the page indicated for word-processed work for each assignment. Hand in **all** work.
- **Indicate** in the space provided on the back cover that you have attached **word-processed** pages.
- You may make handwritten corrections and revisions directly on your printed work.

Assignment I: Narrative / Essay Writing

(suggested time—70 minutes)

Assignment

Write either a narrative or an essay about **the importance of taking personal responsibility in one's life**. You may wish to write about yourself or other people, real or fictional. You may set your writing in the past, present, or future.

Ideas

The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider the knowledge and experience you have gained from reading, listening, viewing, discussing, thinking, or imagining.

People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.

—from *Mrs. Warren's Profession*

I know I need to do my part for the presentation, but I'm worried that I won't be ready.

We'll work together to research the topic. If we each complete our share of the work, then you will be ready to speak when it's your turn.



It's important to help the environment. Even this small act can benefit everyone.



When a man points a finger at someone else, he should remember that four of his fingers are pointing to himself.

—Louis Nizer

Shaw, Bernard. *Mrs. Warren's Profession*. In *Mrs. Warren's Profession: A Play in Four Acts*. The Stage Society's Series of Plays 1. London: Archibald Constable & Co., 1905.

Nizer, Louis. *My Life in Court*. Garden City: Doubleday & Company, 1961.

School was challenging at times, but I put in the effort. Now that I have graduated, I have a lot of possibilities for my future.



As Canadians, we can welcome others who choose to make Canada their home.



A man, as a general rule, owes very little to what he is born with. A man is what he makes of himself.

—Alexander Graham Bell

Because I skipped practice last week, I didn't get to play in the game and I let the team down.



As members of the team, we depend on each other, and we all need to set a good example.

When we deny our stories, they define us.
When we run from struggle, we are never free.
So we turn toward truth and look it in the eye. ...
We are the authors of our lives.
We write our own daring endings.

—Brené Brown

When writing, be sure to

- **consider your audience**
- **focus on your purpose and point of view**
- **organize your thoughts** appropriately in sentences and paragraphs
- **use vocabulary** that is interesting and effective
- **edit your work** directly on your writing
- **budget your time**

Bell, Alexander Graham. "Bell Telephone Talk: Hints on Success." In *How They Succeeded: Life Stories of Successful Men Told by Themselves*. By Orison Swett Marden. Boston: Lothrop Publishing, 1901.

Brown, Brené. *Rising Strong*. New York: Spiegel & Grau, 2015.

Observations from Standards Confirmation and Central Marking 2019: General Impressions

Throughout the 2019 marking session, every effort was made to reward student strengths where evident rather than to critique what was missing or speculate on what a student should have added or included. When marking student responses, markers were encouraged to conscientiously return to the “**Focus**” section of the scoring categories to consider the extent to which each student had demonstrated competence in the criteria listed. There were several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to review—at the start of each marking day—each assignment and the prompt materials provided in the test booklet with the expectation that many students’ ideas regarding the assignments were informed by details within the prompts. Occasionally, markers needed to re-read a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses were first drafts.

In the **Narrative / Essay Writing Assignment**, students were required to “Write either a narrative or an essay about **the importance of taking personal responsibility in one’s life.**” This assignment was accessible for students at all levels of achievement. The **literary prompts**—which included quotations from Louis Nizer, Alexander Graham Bell, and Brené Brown as well as an excerpt from *Mrs. Warren’s Profession*—provided students with a variety of ideas to explore. In both narrative and essay responses, students often discussed the value of taking personal responsibility in embracing opportunities for learning in classes at school, from parents at home, and from members of the community. In some responses, students examined character traits demonstrated by people who assume responsibility for their actions, such as confidence, determination, honesty, independence, concern for others, as well as being organized, industrious, focused, determined, and reliable. Personal responsibilities discussed by students included doing daily household chores, completing homework, obeying rules, and treating others with respect. In other responses, students reflected on the challenges a person may face when assuming responsibility for wrongdoing, dishonesty, or mistreatment of others. However, students also reflected on the benefits of behaving responsibly in terms of the maturity gained, respect earned, and contentment that may result. The **visual prompts**—which included two individuals talking to one another about preparing for a group presentation, a person telling another individual about the importance of being environmentally conscious, a school graduate looking forward to the future, an individual telling a group of people about welcoming others to Canada, and two individuals playing soccer discussing the importance of being a responsible member of a team—also offered students a variety of ideas to explore. In both narrative and essay responses, many students commented on how taking personal responsibility involves being accountable for what one has done and being willing to admit to mistakes, from which experience is gained that influences decisions made later in life. Other students emphasized how taking responsibility is a valuable life skill that enhances a person’s ability to solve problems, work with others, and become self-reliant. Still others discussed the insights gained by people who assume responsibility for the choices they make in influencing the direction taken by their lives. In most responses, students were successful in presenting their ideas regarding the importance of taking personal responsibility in one’s life.

As in other years, some students chose to support their ideas with a discussion of the topic in relation to the lives of renowned athletes (such as Muhammad Ali, Michael Jordan, Michael Phelps, Wayne Gretzky, Connor McDavid, and Sidney Crosby) and popular celebrities (such as Ice Cube, Eminem, Prince, Selena Gomez, and Justin Timberlake). Others spoke of the efforts made by notable individuals—such as Malala Yousafzai, Barack Obama, Bill Gates, Steve Jobs, Terry Fox, Neil Armstrong, Helen Keller, Rosa Parks, Martin Luther King, Jr., Nelson Mandela, and Mother Teresa—to assume responsibility for themselves and others. Other students cited examples from literary works (including *The Golden Compass*, *The Wild Children*, *Touching Spirit Bear*, *The Giver*, *To Kill a Mockingbird*, *Ender’s Game*, *The Princess Bride*, *The Hunger Games*, *Twelfth Night*, *Romeo and Juliet*, and *Of Mice and Men*) and commented on experiences undergone by characters when taking responsibility for their actions.

The **Narrative / Essay Writing Assignment** provided each student with the opportunity to successfully demonstrate his or her attainment of text creation outcomes in the Program of Studies. Most students succeeded in meeting the achievement standards expected of students in the Narrative / Essay Writing Assignment on *Part A: Writing of the 2019 Grade 9 English Language Arts Provincial Achievement Test*.

Observations from Standards Confirmation and Central Marking 2019: Qualities of Student Writing That Did Not Meet the Acceptable Standard

In both narrative and essay responses scored “**Poor**” or “**Limited**” in “**Content**,” students struggled to convey their thoughts clearly and completely. In some responses, students presented naive illustrations of how taking personal responsibility “is a waste of time you should spend doing other stuff,” “isn’t worth the effort required to do it,” or “always leads to a good or bad future.” In some responses, students quoted randomly from the prompts provided without elaborating on them or connecting them to ideas presented. Some students reduced the topic to a passing reference to having forgotten something, overlooked a mundane task, or behaved disobediently. In other responses, students depicted scenarios in which little context was provided regarding a character’s personality, circumstances, or behaviour in the synopsis of events presented. In such responses, students presented largely unsupported generalizations or randomly recounted elements of experiences that were weakly connected to the importance of taking personal responsibility in one’s life.

The following excerpts were taken from student responses that were awarded “**Poor**” or “**Limited**” scores:

- “Some people have personal responsibility and some don't. That's why it's important to have responsibility so that we all will have it then we won't have to remember to be responsible well just do it all the time.”
- “The coach didn't let Timmy play in the game so he blamed it on him. Then he can't play in the tournament. [...] Coach said you're not playing fair or not being kind to your teammates and then been taken care of and then blaming it on someone who didn't have to do with you.”
- “Yes I have my own responsibilities in my life, I can share my responsibilities with other people. My parents have responsibilities, teachers, the prime minister, the government, and the workers. Taking personal responsibility is a good idea for me to take.”
- “There is a difference between taking personal responsibility for someone and receiving the responsibility. The difference is that one off thought or a wrong perspective of a situation can make the circumstances uncomfortable if the people allow it to be saying mind your own business is one reason why people let this feeling get attention.”
- “One day there were two men who were hiking in the forest. They came upon an old abandoned cabin well they thought it was abandoned but it actually had two criminals hiding in it. [...] When the cops came they thanked the men for finding the crooks and calling them.”
- “You have the responsibility of being happy or finding happiness in life. You got a job but you're not happy with it what's the point of getting a job if you're not happy with it? If you don't live with happiness you'll be empty and something's missing with your life. Let's go to the path where we feel happiness.”

- “Nathen is just a small town boy that is like evreone else he gets in trouble and awile but he can’t get caught or else he will get kicked from the team so evertime he gets in trouble he blames it on someone else. [...] Nobody liked him but he didn’t care he just kept doing it and didn’t care what nobody said.”
- “Ever had one of those days when every thing you do goes wrong. Well I have, my alarm didnt go off so I am late for work then I miss the bus and had to wait til another bus came. [...] My boss was mad at me and told me have to stay late tonite.”
- “Why is it important to take responsibility for things you say or did could hurt someone that didn’t do nothing wrong and put the weight of you’re problems on someone else. The problem will be fixed much more quicker if your not arguing who made the problem and it will be foregotten more quicker and you can go on in you’re life.”
- “Jim was gonna do his home work but desided to play video games. He played for houres and houres then his parents toled him to go to bed. [...] He toled his teacher the next day his dog ate it but he still got detention and that’s where he is at today.”

In student responses scored “**Poor**” or “**Limited**” in “**Content**,” such as those from which these excerpts were taken, the exploration of the topic was tenuous and/or simplistic or minimal and/or tangential, the purpose was vague or insubstantial, and the ideas presented were superficial and/or ambiguous or overgeneralized and/or underdeveloped. Supporting details were imprecise and/or abbreviated or irrelevant and/or scant, and the writing was unsubstantiated and/or incomplete or confusing and/or lacking in validity with little appeal to the reader’s interest. In “**Organization**,” the introduction lacked purpose and/or was not functional or obscure and/or ineffective, and any focus established provided little or no direction and was not sustained or was undeveloped. The development of events and/or details was not clearly discernible or was haphazard and/or incoherent. Transitions were lacking and/or indiscriminately used or absent and/or inappropriately used within and/or between sentences and/or paragraphs. Closure was abrupt, contrived, and/or unrelated to the focus or ineffectual and/or missing. “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” in responses receiving scores of “**Poor**” or “**Limited**” typically demonstrated a lack of control and little or no variety in sentence structure or sentence beginnings. Imprecise or ineffective words and expressions were used inexactly or inaccurately. The voice or tone created by the student was not clearly established, indistinct, not evident, or indiscreet. Errors in conventions weakened or impaired communication, blurred or severely reduced clarity, and interrupted or impeded the flow of the response.

As in other years, the connection between the assignment and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a response sufficiently addressed the task presented in the assignment. Most often, there was evidence that students had implicitly addressed the topic and/or prompts, and the responses were assessed accordingly. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that a response was “**Insufficient**,” then the floor supervisors in consultation with the examination manager made a final judgment.

Observations from Standards Confirmation and Central Marking 2019: Qualities of Student Writing That Met the Acceptable Standard

In both narrative and essay responses that received a score of “**Satisfactory**” in “**Content**,” many students approached the topic by presenting ideas regarding how people have responsibilities in their daily lives and examining the consequences for individuals who do or do not take responsibility for their actions. Such responsibilities included taking out garbage, recycling products, walking a dog, mowing a lawn, weeding a garden, cleaning a house, doing laundry, making dinner, or washing dishes. Most students acknowledged that taking personal responsibility involves acknowledging mistakes and learning from them, accepting blame for being dishonest or offending another person, and facing the consequences of behaving irresponsibly. Others commented on the negative impact of shirking responsibilities at home, in school, or on a job, such as breaking rules, ignoring curfew, not doing chores, or failing to get work done. Still other students examined the need to face the truth, be accountable for decisions made, consider how others are affected by an individual’s choices, apologize for wrongdoing, and ask for help from others when necessary, as the outcome can have a lasting influence on a person’s future.

The following excerpts illustrate some of the ideas presented by students whose responses were awarded “**Satisfactory**” scores:

- “Everyone was doing their work, sharing ideas and preparing their presentation, not like Lara. I wish I was with someone else. I hate it when the teacher picks the partners, because now, I’ll be working my butt off trying to finish off Lara’s half of the work. [...] The time comes to do the presentation, it was all a blur. I couldn’t think straight I was so angry and hurt. I hoped that Lara would do her work and come for the presentation but she didn’t.”
- “Responsibility is a big thing for me I think everyone should be responsible even if it’s just little things like finding a job, recycling, cleaning up around your city, not using plastic straws to save the turtles, little things can have a big impact. Life is all about being responsible you wouldn’t get anywhere if you or you’re family weren’t responsible.”
- “The voice in Jess’ was telling her to stay home and study for her big math test the next day. She tuned it out and told herself, I am ready for the test. [...] When Jess got to Hannah’s house, the party was had started. [...] The girls had a blast singing, dancing and hanging out until it was late. The next morning Jess sat in math class and didn’t know anything. She said, If only I listened to the little voice in my head, I would have prepared for this test.”
- “Sam turned off her alarm and laid in bed but fell asleep again. She finally got up and had to hurry or be late for school. She skipped breakfast but put her dog Fluffy in the back yard. She went out the door not closing the gate behind her. [...] When Sam got home her mom told her that Fluffy was gone and no one could find her. [...] Sam couldn’t sleep that night, she felt responsible for being so careless and asked her mom to go looking first thing in the morning. [...] When Sam went to go wait for her mom in the car Fluffy ran in the door. Sam grabbed her and started to cry so relieved because she thought she’d never see her again.”

- “Everyone wants people to think good things about them. By taking personal responsibility towards school, home chores or just your friends you could earn trust and people would just like you more. When you take responsibility then that shows that you’re mature and respect the people around you. [...] When you don’t take responsibility then people will look down on you as someone that can’t be trusted. You need to fix your mistakes to get their respect.”
- “Having tasks or responsibilities are important, because then completing that certain task, it shows that they can do that job. Completing a task can help you become more trustworthy and more skilful. Achieving tasks and finishing them, can make us feel like a better person and can make you feel more accomplished in your life. Doing good deeds such as taking out the trash or helping someone get across the street can feel like we are becoming a better person.”
- “Sara’s grades in school have almost always been bad and she didn’t have any plan on changing that. It seems like the teachers are out to get her. This year is actually her strongest year yet as far as grades go. She has above 50% in every class so far. Her friends are the only part of school that she actually enjoys. [...] It took her a long time to realize her friends were a bad influence and she needs to take school serious if she wants to get anywhere in my life.”
- “Todd was walking down the hall and heard his teammates so he went down another hall way so they would not spot him. He knew they would be mad at him for missing the basketball game last night. He didn’t have a good reason, he just didn’t feel like it. [...] Next practice Coach Turner called Todd to the side telling him to shape up or ship out, he’ll be off the team next time he’s a no show. [...] Todd decided then and there that he had no one to blame but himself and from then on he would always show up and help the rest of the team.”
- “Taking responsibility for a mistake is the hardest thing to do. But we need to admit what we did wrong and learn from this. When we make mistakes we need to make sure we do not mess up in the same way again. We also need to do our schoolwork and have it completed on time and to be best of our ability. The responsibilitys we take also influence how other people look at us. If we are responsible for what we do we will live a life of happiness.”
- “Being a teenager is alot of work. They have to balance playing sports, getting good grades in school, making time to hang out with friends and family. [...] Some people do enough to get by but by making the right choices and learning how to do things by them selves they will be ready for the future. Taking responsibility will help them make strong relationships that last their lifetime.”

In narrative and essay responses scored “**Satisfactory**” in “**Content**,” as illustrated in these excerpts, the exploration of the topic was clear and/or logical and the student’s purpose was evident. Relevant and/or generic details were provided to support appropriate and/or predictable ideas, and the writing was straightforward and/or generalized and occasionally appealed to the reader’s interest. The “**Organization**” of such responses was characterized by a functional introduction that established a focus that was generally sustained, events and/or details that were developed in a discernible order, transitions that mechanically connected events and/or details within and/or between sentences and/or paragraphs, and a mechanical and/or moralistic closure that was related to the focus. Student responses scored “**Satisfactory**” in “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” demonstrated generally controlled and sometimes effective and/or varied sentence structure, general words and expressions that were generally used appropriately, a discernible voice or tone, generally correct use of conventions, and errors that occasionally reduced clarity and/or sometimes interrupted the flow of the response.

Student Exemplar – Satisfactory (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

- taking control of your own actions
- independence
- Responsible
- good example for others

become more independent - doing things unloading dishes

Point
Evidence
Example
Link

Personal Responsibility

(Title)

Louis Nizer once said "When a man points a finger at someone else, he should remember that four of his fingers are pointing to himself." Personal responsibility in one's life is important because it helps make you a better example for others, helps you take control of your actions, and you become more independent.

Personal responsibility in one's life is important because it helps you become a better example for others. When people see that you're a good example they will trust you. If you want a job like a babysitter or a nanny you have to show the people that you want to work for, that you're a good example to the kids. Everytime a new family wants me to babysit for them, they always ask if I can come over meet the kids and parents. They do this because they want to make sure I'm not some weird person to leave alone with their children. You should always

be a good example because you never know who's watching.

Another reason that it's important to have personal responsibility in one's life is it helps you take control in your actions. If you have responsibilities in life you obviously have to complete them. You'll most likely succeed in certain tasks but you might fail at a few as well. When you fail you might try and blame ^{it on} other things or people even though it was you who was unsuccessful. If your task was to walk your neighbors dog and you lost it, you can't blame the people for not training their dog to run away you have to take responsibility for your actions.

A final reason on why it's important to have personal responsibility in one's life is it helps you become more independent. It does this by making you do certain tasks by yourself so you can learn how to do them independently. My parents once made me make dinner all by myself to help me become more independent.

"When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself" Said Louis Nizer. It helps you become a better example to others, helps you take control of your actions, and become independent are all reasons that it's important to have personal responsibility in ones life. Whats your responsibility?

Rationale for Student Exemplar – Satisfactory (Essay)

Title: “Personal Responsibility”

Score	Scoring Category
<p>Satisfactory</p> <p>S</p>	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="461 554 1370 638">S • The student’s exploration of the topic in the discussion of why “Personal responsibility in one’s life is important because it helps make you a better example for others, helps you take control of your actions, and you become more independent” is clear. <li data-bbox="461 659 1370 764">S • The student’s purpose in explaining how “Personal responsibility in one’s life is important because it helps you become a better example for others,” how “it helps you take control in your actions,” and how “it helps you become more independent” is evident. <li data-bbox="461 785 1370 932">S • As shown in the contentions that “When people see that you’re a good example they will trust you,” that “You’ll most likely succeed in certain tasks but you might fail at a few as well,” and that “It does this by making you do certain tasks by yourself so you can learn how to do them independently,” the ideas presented by the student are appropriate and predictable. <li data-bbox="461 953 1370 1058">S • Supporting details pertaining to “a job like a babysitter or a nanny [in which] you have to show the people that you want to work for, that you’re a good example to the kids,” being unable to blame “people for not training their dog to run away,” and making “dinner all by myself to help me become more independent” are relevant and generic. <li data-bbox="461 1079 1370 1226">S • The writing is straightforward and generalized (as illustrated in “Everytime a new family want’s me to babysit for them, they always ask if I can come over meet the kids and parents” and “When you fail you might try and blame it on other things or people even though it was you who was unsuccessful”), and occasionally appeals to the reader’s interest.
<p>Satisfactory</p> <p>S</p>	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="461 1308 1370 1436">S • The opening (“Louis Nizer once said ‘When a man points a finger at someone else, he should remember that four of his fingers are pointing to himself’”) in the introduction is functional, and establishes a focus on the importance of “Personal responsibility in one’s life” in enabling a person to be “a better example for others,” “take control of your actions,” and “become more independent” that is generally sustained. <li data-bbox="461 1457 1370 1562">S • Details regarding how “You should always be a good example because you never know who’s watching,” how “you have to take responsibility for your actions,” and how “you do certain tasks by yourself so you can learn how to do them independently” are developed in a discernible order. <li data-bbox="461 1583 1370 1730">S • As seen in “If you want,” “Another reason that it’s important to have personal responsibility in ones life is,” “If your task was,” and “A final reason on why it’s important to have personal responsibility in one’s life is,” transitions tend to be mechanical, and are generally used to connect details within and between sentences and paragraphs. <li data-bbox="461 1751 1370 1919">S • The reiteration of “When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself” said Louis Nizer” in the closure is related to the focus, and the final summation—“It helps you become a better example to others, helps you take control of your actions, and become independent are all reasons that it’s important to have personal responsibility in ones life. Whats your responsibility?”—is mechanical and moralistic.

Score	Scoring Category	
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>S</p> <p>S</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure is generally controlled (as seen in “They do this because they want to make sure I’m not some weird person to leave alone with their children” and “If you have responsibilities in life you obviously have to complete them”). • As demonstrated in “If your task was to walk your neighbors dog and you lost it, you can’t blame the people for not training their dog to run away” and “My parents once made me make dinner all by myself to help me become more independent,” sentence type and sentence length are sometimes effective and varied. • Some variety of sentence beginnings—such as in “Personal responsibility in one’s life is,” “When people see that you’re,” “You should always,” “Another reason that,” “When you fail you might,” “A final reason,” and “It does this by making you”—is evident. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>S</p> <p>S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • As shown in “a better example for others,” “helps you take control in your actions,” “You’ll most likely succeed in certain tasks,” “fail at a few,” “blame it on other things or people,” and “My parents once made me,” words and expressions are generally used appropriately. • General words and expressions—such as “people see that you’re a good example,” “some weird person to leave alone with their children,” “be a good example because you never know who’s watching,” and “are all reasons that it’s important”—are used adequately to clarify meaning. • The tone created by the student in advising that “If you want a job like a babysitter or a nanny you have to show the people that you want to work for, that you’re a good example to the kids” and that “you have to take responsibility for your actions” is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>S</p>	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of the writing is sustained—as in “Everytime a new family want’s me to babysit for them, they always ask if I can come over meet the kids and parents” and “A final reason on why it’s important to have personal responsibility in one’s life is it helps you become more independent”—through generally correct use of conventions. • Errors such as “ones life,” “responsibilitys,” “suced,” “aswell,” “unsuccessful,” “neighboors dog,” “certian,” “indepently,” and “Whats your” occasionally reduce the clarity of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Satisfactory (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

A large, empty rectangular box with a thin black border, intended for the student to use for planning. The box is currently blank.

A New Friend

(Title)

It was the first day of school and I was going into the Superb grade 5 classroom. When I walked in I was greeted by my best friend, Gavin. Him and I met the year before and we were in the same group on the first day. We both started to talk about our interests and most of them were the same, right then and there we knew we were going to be good pals.

After we all got comfortable we grabbed our seats and the teacher walked in. "Hello kids and welcome to my classroom. My name is Mrs. Johnson and I am going to be your teacher this year." She sounded very nice. "We have some new kids I would like to introduce. This is John, Mark, Josh and Emma. please welcome them nicely to the school." They all took their seats and were very quiet, but for some reason I had a feeling that Josh and I were going to be friends.

The next day on the playground I saw him sitting all by himself on the swings so I sat on the swing right beside him. "Hey you want to come play tag or something?" I asked with my high squeaky

voice. "Sure" Josh said joyfully. We skittered across the park where I saw Gavin. "Dude we've got a new joiner!" I said "Sweet!" He answered. We started to sprint around the park playing tag, tagging one another until we were out of breath lying on the ground laughing.

The next day when the bell was about to ring to go outside Gavin whispered in my ear "run all the way to the far side of the field but to make sure Josh did not follow us." So I did what he told me, I dashed across the field full speed without even thinking. When I got there I realized something, I just ditched Josh. I felt so bad but a few seconds later Gavin was there. "Nice you made it. I wasn't paying attention to him, I was watching Josh looking sad and alone. I left Gavin and walked right over to Josh, he was sitting on a park bench crying because of Gavin and I. I took a seat right beside him and talked to him for a while until he was okay. In the distance I could see Gavin shaking his head at me but I realized he is not a real friend.

The next few weeks Gavin never talked to me, but I didn't really care. I hang out with Josh every day for that week and we were starting to be really good friends, and nobody could ever break that.

Rationale for Student Exemplar – Satisfactory (Narrative)

Title: “A New Friend”

Score	Scoring Category
<p>Satisfactory</p> <p>S</p>	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="461 554 1360 701">S • The student’s exploration of the topic through the narrator’s recollection of when he was in “grade 5” and met his “best friend, Gavin,” “skittered across the park” with Josh where he “saw Gavin” and “started to sprint around the park playing tag,” “was watching Josh looking sad and alone,” “could see Gavin shaking his head,” and “realized he is not a real friend” is clear. <li data-bbox="461 722 1360 827">S • The student’s purpose in the portrayal of how the narrator “had a feeling” that he and Josh “were going to be friends,” how he invited Josh to “come play tag,” how he “just ditched Josh,” and how he then “left Gavin and walked right over to Josh” where he “talked to him for a while until he was okay” is evident. <li data-bbox="461 848 1360 995">S • The ideas presented by the student—as in “We both started to talk about our intrests and most of them were the same, right then and there we knew we were going to be good pals,” “The next day on the playground I saw him sitting all by himself on the swings so I sat on the swing right beside him,” and “He was sitting on a park bench crying because of Gavin and I”—are appropriate and predictable. <li data-bbox="461 1016 1360 1121">S • Supporting details (such as in “‘This is John, Mark, Josh and Emma please welcome them nicely to the school.’ They all took their seats and were very quiet,” “tagging one another until we were out of breath lying on the ground laughing,” and “I dashed across the field full speed without even thinking”) are relevant and generic. <li data-bbox="461 1142 1360 1289">S • As seen in “After we all got comfortable we grabbed our seats and the teacher walked in” and “The next day when the bell was about to ring to go outside Gavin whispered in my ear ‘run all the way to the far side of the field but to make sure Josh did not follow us,’” the writing is straightforward and generalized, and occasionally appeals to the reader’s interest.
<p>Satisfactory</p> <p>S</p>	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="461 1367 1369 1499">S • The exposition—provided in “It was the first day of school and I was going into the superb grade 5 classroom. When I walked in I was greeted by my best friend, Gavin. Him and and I met the year before and we were in the same group on the first day”—in the introduction is functional, and establishes a focus on how they “were going to be good pals” that is generally sustained. <li data-bbox="461 1520 1360 1625">S • Events that document how the narrator was introduced to “some new kids,” felt that he and Josh “were going to be friends,” asked Josh if he wanted “to come play tag or something,” “realized” that he had “just ditched Josh,” and then “took a seat right beside him” are developed in a discernible order. <li data-bbox="461 1646 1360 1793">S • Transitions (such as in “‘Hello kids and welcome to my class room. My name is Mrs. Johnson and I am going to be your teacher this year.’ She sounded very nice” and “I felt so bad but a few seconds later Gavin was there. ‘Nice you made it.’ I wasnt paying attention to him”) tend to be mechanical, and are generally used to connect details within and between sentences and paragraphs. <li data-bbox="461 1814 1360 1919">S • The resolution of the conflict in “The next few weeks Gavin never talked to me, but I didn’t really care. I hung out with Josh every day for that week and we were starting to be really good friends, and nobody could ever break that” in the closure is related to the focus, and is mechanical and moralistic.

Score	Scoring Category	
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>S</p> <p>S</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure is generally controlled—such as in “They all took their seats and were very quiet, but for some reason I had a feeling that Josh and I were going to be friends” and “When I got there I realized something.” • Sentence type and sentence length (as in “‘Hey you want to come play tag or something?’ I asked with my high squeaky voice. ‘Sure’ Josh said joyfully” and “In the distance I could see Gavin shaking his head at me but I realized he is not a real friend”) are sometimes effective and varied. • As seen in “It was the first day of school,” “We both started to talk about,” “After we all got comfortable,” “We started to sprint around the park,” “The next day when the bell was about to ring,” and “I hung out with Josh every day for that week,” some variety of sentence beginnings is evident. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>S</p> <p>S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions (such as in “going into the superb grade 5 classroom,” “right then and there we knew,” “asked with my high squeaky voice,” “out of breath lying on the ground laughing,” “a few seconds later Gavin was there,” and “walked right over to Josh”) are generally used appropriately. • General words and expressions are used adequately to clarify meaning, as seen in “in the same group on the first day,” “grabbed our seats and the teacher walked in,” “sitting all by himself,” “realized something,” “felt so bad,” and “talked to him for a while until he was okay.” • The voice created by the student—as in “She sounded very nice,” “‘Dude we’ve got a new joiner!’ I said ‘Sweet!’ He answered,” and “The next few weeks Gavin never talked to me, but I didn’t really care”—is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>S</p>	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of the writing is sustained through generally correct use of conventions, as shown in “We have some new kids I would like to introduce. This is John, Mark, Josh and Emma please welcome them nicely to the school” and “So I did what he told me, I dashed across the field full speed without even thinking.” • Errors (such as in “Him and and I,” “intrests,” “Hey you want to,” “were I saw Gavin,” “‘Sweet!’ He answered,” “Nice you made it,” and “wasnt” as well as the lack of indentation of dialogue to signify a change in speaker) occasionally reduce the clarity of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Observations from Standards Confirmation and Central Marking 2019: Qualities of Student Writing That Met the Standard of Excellence

In both narrative and essay responses that received scores of “**Proficient**” or “**Excellent**” in “**Content**,” students often commented on the strength of character of individuals who embrace personal responsibilities, recognizing their willingness to accept shortcomings and be accountable to themselves and others. Many students spoke of individuals who have shown courage, been able to empathize with others, or made sacrifices in order to benefit others, and of how individuals may find themselves beset by unexpected obstacles that they must assume the responsibility to overcome. Some students purported that the ability to take responsibility for one’s life defines the individuality of each person. Other students reflected on the lasting impact of taking responsibility for a decision on one’s ability to achieve success and find fulfillment in life. A number of students observed that personal responsibility entails interactions with others, whereas others commented on instances in which a person must rely on his or her own resources to come to terms with choices made. Some students argued that assuming responsibility for one’s life is necessary for gaining maturity, forging relationships with family members, and discovering personal strengths. Others reflected on the guilt and regret that accompany irresponsible behaviour, and the challenges of taking ownership of such actions. Still other students drew analogies related to how personal responsibility can have a domino effect on others, uncover hidden talents, serve as a guiding light through dark waters, or tilt the balance between success and failure toward a desired outcome.

Examples from student responses receiving scores of “**Proficient**” or “**Excellent**” are contained in the following excerpts:

- “Picture it: a life free from responsibilities, a life in which a person may go where they please, do what they wish, and associate with whoever they choose. This may sound like utopia to some. Although the thrill of being independent from others may seem exciting, we are inevitably confronted with responsibilities that entail interactions with people. Therefore, we must learn to balance our own interests with the well being of those around us. [...] Through being selfless in our actions, we actually benefit ourselves in becoming stronger and more confident in our ability to have a positive impact on those we encounter each day.”
- “Shrill voices reverberate off brightly coloured walls in the kindergarten classroom. Children busy handpainting, stacking building blocks, and making playdough figurines. Mrs. Jarvie looks proudly at her hive of bees busily darting about in perfect harmony, something she could not imagine six months earlier. [...] Billy sobbed uncontrollably as he clung to the tattered brown bear, refusing to return it to Rory. As Mrs. Jarvie soothed Billy, she felt Avery tug on her sleeve, who sputtered hysterically about being hit by Sammy. Mrs. Jarvie sighed dejectedly to herself, *How will I teach these children to get along and behave responsibly?*”

- “Headlines read: Number of Species at Risk of Extinction Skyrockets, Tons of Plastics Pollute Our Vast Oceans, Greenhouse Gas Emissions Warm Planet at Alarming Rate. How much longer can we ignore the reality that surrounds us? We need to reduce our reliance on traditional sources of fossil fuels and change the way we go about our daily lives. [...] We must ensure that future generations inherit a world with a hopeful future. Each of us has to become a trailblazer in environmental conservation. We all have a responsibility to reduce our environmental footprint.”
- “January 15, 2018. The day my life changed. The day I was no longer alone. The day someone cared enough to make me feel valued. Who would believe it took forty years to arrive at this point in my life? [...] I sit here in disbelief. The professor at the front of the cavernous lecture hall, the man who stopped during his busy day to talk to me in the grocery aisle of Walmart, passionately engages the students in the discussion of medieval architecture. [...] I cannot put into words the appreciation I feel for Mr. George Stanforth for encouraging me to take responsibility for the path my life takes, a pathway I am now leading the way down instead of simply following others.”
- “An old saying cautions that ‘you reap what you sow.’ Every action you take is a seed you plant, and you are responsible for creating an environment in which it is able to grow. You need to take the time to make sure you have the resources needed to attain the end you are seeking, just like you need to have soil, fertilizer and water to germinate a seed. [...] If you reflect on the choices you have made in light of the consequences that have resulted, you can nurture the seedling that has sprouted. Vigilance will make sure wilting or blight don’t destroy a bountiful harvest.”
- “‘LIILLYYYYY!!! DAVID PUSHED MEEEE!!!!’ / As the wailing child stamps her feet in front of me, I ignore her by jamming my earphones into my head. ‘I don’t care what he did, Sarah! Just figure it out and apologize to each other!’ / I sigh in irritation as I sit on the cold cement steps. I look away from her and stare longingly down the street, wishing to join my friends at the mall today. [...] My thoughts are interrupted by the screeching of tires. I am jolted by the realization that Sarah is frozen in fear in the roadway staring at the car that had almost hit her. How could I be so careless? So irresponsible? I rushed to Sarah’s side, telling her I would never let her go.”
- “Is the cup half empty or half full? An optimist would look with favor at the pleasing amount of liquid remaining. A pessimist would be displeased to see how much is gone. The way we look at the world is a determining factor in the quality of the life we live. [...] Rather than dwelling on the unfairness or difficulty of hardships faced, we must see such experiences as opportunities for growth and personal strength. Moving toward the light at the end of a darkened hallway is a better way to live than running away from constant darkness.”
- “Lora squinted into the harsh morning sun. She closed her eyes, unable to get out of bed. It all seemed unreal. She opened her eyes and searched for something familiar, to assure her everything was okay. But everything seemed off, from the absence of chickadees at her window to the still street below. It all seemed ... muted, distant, as it had since the day of the accident. [...] Numbly, Lora plopped weakly onto the pew alongside her mom and dad, avoiding the gazing eyes of the mourners. It’s all my fault, she thought. I am responsible. I was driving the car. I lost control. How could I have been so stupid? Her chest heaved with guilt so overpowering she couldn’t breathe.”

- “The wind whistles through the open window. Inhaling deeply, I stare at the newspaper in front of me. I close my eyes to clear my mind and calm my nerves. It has been two weeks since I submitted my article to the London Post, seeking to be published for the first time, a lifetime ago it seems now. I sit motionlessly and stare longingly at the phone on the wall, thinking that I can will it to ring, to have the Post recognize my talent as a writer. [...] I must accept this for what it is: rejection. That’s all it is. Nothing more. I decide that I will when ready resubmit my writing to pursue my dream of being a freelance writer, realizing it might take time after all.”

In responses scored “**Proficient**” or “**Excellent**” in “**Content**,” as seen in these excerpts, students explored the topic in an adept and/or plausible or insightful and/or imaginative manner. The student’s purpose was intentional or deliberate. Ideas presented were thoughtful and/or sound or perceptive and/or carefully chosen. Supporting details were specific and/or apt or precise and/or original. The writing was considered and/or elaborated or confident and/or creative and drew or held the reader’s interest. In “**Organization**,” “**Proficient**” or “**Excellent**” responses contained a purposeful or engaging introduction that clearly or skillfully established a focus that was capably or consistently sustained. Events and/or details were developed coherently in a sensible or judicious order. Transitions clearly or fluently connected events and/or details within and/or between sentences and/or paragraphs. An appropriate or effective closure was related to the focus. Student responses scored “**Proficient**” or “**Excellent**” in “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” demonstrated consistently controlled and usually or consistently effective and varied sentence structure. Specific or precise words and expressions were used accurately or deliberately. The voice or tone created by the student was distinct or convincing. Minor convention errors rarely, seldom, or in no way reduced clarity or interrupted the flow of the response.

Student Exemplar – Proficient (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

life management.

- personal discipline
- we are our own person, we have to make it for ourselves
 - you are the only one who can do it for themselves
 - Do it yourself.
- Repercussions of these actions.

Personal discipline

- take charge
- be yourself
- get yourself to where you want to be
-

Do it yourself

- nobody can do something for you
- take charge
- make a name for your self

Being Responsible for Our Selves and Others

People as a general rule owe very little to what they are born with. Each person is responsible for making something of themselves. We will never be anyone other than ourselves. We need to be provided with guidance and encouragement so that we learn how to behave responsibly. Once we gain the self discipline to remain responsible to ourselves, we can assume responsibility for others. Assuming responsibility is what makes our lives worthwhile.

Family members, friends, and teachers provide a person with guidelines to follow. Through their feedback, we learn what behaviours are viewed positively and also learn from our mistakes. For example, if a person fails to complete a research project for Social Studies class because of spending too much time socializing with friends, it is unwise to make up an excuse that is untrue. Inevitably, our teachers and our parents will discover that we have been dishonest, and we will lose their trust and respect. However, if we admit to what we have done we realize that the people in our lives admire us for our honesty and are willing to forgive us. The consequences of our actions go a long way in showing us how to be responsible.

Learning to behave responsibly is crucial to becoming a mature adult who is able to make decisions for themselves, decisions that determine the direction of

their life. If someone has learned the value of being true to themselves, they will gain confidence in their abilities and the choices they make. This is especially true when choosing a career that we will spend our lives fulfilling. Gaining the skills to be successful at the occupation we choose takes time, effort and personal sacrifices. For those who pursue post-secondary training, part time employment and student loans may be required to pay for necessities such as food and accommodation, as well as tuition fees and textbooks. Ultimately, the efforts one makes will be rewarded with a satisfying occupation.

The ability to assume responsibility for one's actions is a defining characteristic of people who are mature enough to become responsible for providing for the needs of others. The years we have spent gaining an understanding of what we are capable of doing gives us wisdom that we can share with others. What could be more satisfying than helping a child learn how to read or ride a bike? The impact we have on others can be life-changing. As role models, we can share the wisdom we possess that is based on the lessons we have learned during our lifetime. Each of us has within us the ability to have a lasting impact on the lives of the people we work with and even more importantly as parents on the children we raise. We can show them how to be responsible for themselves.

We all benefit from the lessons we learn from others and from choices made in our life. If we make unwise decisions, we need to consider what we could of done better and act on that. When we know what we are capable of doing and become experienced in life's obstacles we can give advice to others so that they can decide for themselves what they want to do with their lives.

Rationale for Student Exemplar – Proficient (Essay)

Title: “Being Responsible for Our Selves and Others”

Score	Scoring Category	
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Content</p> <ul style="list-style-type: none"> • The student’s exploration of the topic—from the position that “Each person is responsible for making something of themselves” (in relation to being “provided with guidance and encouragement so that we learn how to behave responsibly” and gaining “the self discipline to remain responsible to ourselves” so that “we can assume responsibility for others”) because “Assuming responsibility is what makes our lives worthwhile”—is adept and plausible. • The student’s purpose in establishing that “Family members, friends, and teachers provide a person with guidelines to follow” and that “If someone has learned the value of being true to themselves, they will gain confidence in their abilities and the choices they make” in order to reason that “The years we have spent gaining an understanding of what we are capable of doing gives us wisdom that we can share with others” is intentional. • The ideas presented by the student (such as in “Learning to behave responsibly is crucial to becoming a mature adult who is able to make decisions for themselves, decisions that determine the direction of their life” and “The ability to assume responsibility for ones actions is a defining characteristic of people who are mature enough to become responsible for providing for the needs of others”) are thoughtful and sound. • Supporting details regarding “if a person fails to complete a research project for Social Studies class because of spending too much time socializing with friends,” “post-secondary training” which may involve “part time employment and student loans” and costs for “necessities such as food and accommodation, as well as tuition fees and textbooks,” and the satisfaction of “helping a child learn how to read or ride a bike” are apt. • The writing is considered and elaborated—as in “Inevitably, our teachers and our parents will discover that we have been dishonest, and we will lose their trust and respect. However, if we admit to what we have done we realize that the people in our lives admire us for our honesty and are willing to forgive us”—and draws the reader’s interest in the discussion of how “Each of us has within us the ability to have a lasting impact on the lives of the people we work with and even more importantly as parents on the children we raise.”

Score	Scoring Category	
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Organization</p> <ul style="list-style-type: none"> • The introduction (“People as a general rule owe very little to what they are born with. Each person is responsible for making something of themselves. We will never be anyone other than ourselves”) is purposeful, and clearly establishes a focus on how “guidance and encouragement” and “self discipline” enable us to “assume responsibility for others,” which “makes our lives worthwhile” that is capably sustained. • Details related to learning “what behaviours are viewed positively” as well as “from our mistakes,” “Gaining the skills to be successful at the occupation we choose [which] takes time, effort and personal sacrifices,” and being “mature enough to become responsible for providing for the needs of others” are developed in a sensible order, and coherence is generally maintained. • Transitions—such as in “For example, if a person fails to complete a research project for Social Studies class because of spending too much time socializing with friends, it is unwise to make up an excuse that is untrue” and “For those who pursue post-secondary training, part time employment and student loans may be required to pay for necessities such as food and accommodation, as well as tuition fees and textbooks. Ultimately, the efforts one makes will be rewarded with a satisfying occupation”—clearly connect details within and between sentences and paragraphs. • Closure (provided in “We all benefit from the lessons we learn from others and from choices made in our life. If we make unwise decisions, we need to consider what we could of done better and act on that. When we know what we are capable of doing and become experienced in life’s obstacles we can give advice to others so that they can decide for themselves what they want to do with their lives”) is appropriate and related to the focus.
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • As seen in “The consequences of our actions go a long way in showing us how to be responsible” and “What could be more satisfying than helping a child learn how to read or ride a bike? The impact we have on others can be life-changing. As role models, we can share the wisdom we possess that is based on the lessons we have learned during our lifetime,” sentence structure is consistently controlled. • Sentence type and sentence length—such as in “This is expecially true when choosing a career that we will spend our lives fulfilling” and “Each of us has within us the ability to have a lasting impact on the lives of the people we work with and even more importantly as parents on the children we raise. We can show them how to be responsible for themselves”—are usually effective and varied. • Sentence beginnings (as in “People as a general rule owe very little,” “Once we gain,” “Family members, friends, and teachers provide,” “Through their feedback,” “Inevitably, our teachers and our parents will discover,” “However, if we admit,” “If someone has learned,” “Ultimately,” “The years we have spent gaining an understanding,” and “We all benefit from the lessons we learn”) are often varied. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category	
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions—such as “We need to be provided with guidance and encouragement,” “learn what behaviours are viewed positively and also learn from our mistakes,” “the value of being true to themselves,” “gain confidence in their abilities and the choices they make,” “rewarded with a satisfying occupation,” and “wisdom that we can share with others”—are often used accurately. • Specific words and expressions (as in “Assuming responsibility is what makes our lives worthwhile,” “it is unwise to make up an excuse that is untrue,” “realize that the people in our lives admire us for our honesty and are willing to forgive us,” and “a defining characteristic of people who are mature enough to become responsible for providing for the needs of others”) show some evidence of careful selection. • As demonstrated in “Each person is responsible for making something of themselves. We will never be anyone other than ourselves” and “When we know what we are capable of doing and become experienced in life’s obstacles we can give advice to others so that they can decide for themselves what they want to do with their lives,” the tone created by the student is distinct. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p>	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of the writing is sustained (as shown in “Learning to behave responsibly is crucial to becoming a mature adult who is able to make decisions for themselves, decisions that determine the direction of their life” and “If we make unwise decisions, we need to consider what we could of done better and act on that”) because it contains only minor convention errors. • Any errors that are present—such as in “self discipline,” “expecially,” “sacrefices,” “part time employment,” “ones actions,” “posess,” and “our life”—rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Proficient (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

Story

- really cocky soccer player
 - ↳ does the best on his team
 - ↳ doesn't show up for practices, and when he does, he's late

Personal responsibility

- being aware of your actions
- doing what's right
- being responsible in general
- knowing it's your job as a person to do

↳ He thinks because he's so good, he doesn't need to practice

```
graph TD; A[miss practice] --> B[destrays other team]; A --> C[coach tells him to sit out for most of their upcoming games]; C --> D[make good ending on how he's gonna start being responsible]; D --> E[Gets spoken to by teammate about showing up]; E --> A;
```

I am Responsible

Red and blue jerseys flash back and forth across the field, the crowd cheers loudly in the stands. The game is tied 2 - 2, and there is little time left on the clock before an end to the final game. Two teams stand sweaty, anxiously waiting for the referee to blow the whistle. Tweet! Calvin darts to the defending side, his feet moving quickly. He winds his right leg up and shoots the dirty white ball into the top left corner of the net. He scores! The crowd cheers wildly, and the Blue Devils race over to celebrate their victory.

As the players make their way to the locker room, Coach Jeff stops Calvin.

“That was a fine play there, son,” he states, wrapping his arm around Calvin’s shoulders as they walk towards the lockers. “But I wish you’d show up for more practices. The boys could use a good example.”

Calvin chuckles.

“Coach, the team is unteachable. I’ll tell you what: I’ll show up for a practice or two and try to mentor them a bit.”

Coach Jeff scoffs, shakes his head, and ushers Calvin into the locker room to go change.

Practice comes along the next Tuesday, and the Devils--- still giddy from their last win--- gather around the coach, and wait for instructions. Coach Jeff sorts through the faces of his team, taking an attendance of sorts. Michael, Eric, Daniel, Jared, and Ian: present. Ricky, James, Terry, and John, also attended for.

“Where’s Calvin?” Coach barks, angrily looking at the team.

“Probably skipping.” Ricky says, bitterly.

“Maybe he’ll come in late?” Michael states, though it sounded more like a question.

It was going to be another practice without him.

Calvin, who decided not to show up for soccer practice, was taking a nap at home on his couch. He *had* planned to go the day before, however, he clearly didn’t stick to it due to his lazy habits of simply staying home.

Lindsay, Calvin’s girlfriend, shoves him off of the couch, waking the sleeping soul up.

“You’re missing another practice?!” She angrily shouts. “I cannot believe you! You had planned to go to help your team, but decided to skip again?!”

Calvin, who was confused and frightened, listens to Lindsay furiously go off about how much of a jerk he is.

“You’re supposed to be responsible.” Lindsay says, bitterly.

“I *am* responsible.” Calvin retorts.

“Prove it. If you’re *so responsible*, back up your words with your actions.”

And so, an annoyed Calvin drives in down to meet up with his team. They rush back and forth on the field of green, doing drills to work on their stamina. Calvin sighs, and jogs over to the coach.

“I’m sorry I’m late.” He states, with a slight sarcastic tone.

Coach Jeff scoffs, and crosses his muscly arms.

“Better late than never,” he replies, “but I don’t want you missin’ any more drills. You’ll be off the team next time you don’t show up!”

“I understand, sir.”

Calvin calls his team over and sighs.

This is something he has to do.

“I would like the apologise to you guys:” he starts, “I’ve been selfish, and I am sorry for letting you guys down all the time.”

They look around at each other, deciding whether or not they are to accept his apology.

“We look up to you, Calvin.” Michael says, quietly. “It sucks that such a great player doesn’t want to help his team..”

Calvin looks down at his feet. He was truly sorry. He realises how much not showing up hurts his team. Not only is he setting a bad example, he’s also not looking out for his friends.

“If you’re *really* sorry, you’ll teach us how to play better.” John says, smirking.

Calvin chuckles, and nods.

“Yeah, for sure. I’ll teach you.”

Maybe it isn’t going to be a practice without him.

Rationale for Student Exemplar – Proficient (Narrative)

Title: “I am Responsible”

Score	Scoring Category	
<p>Proficient</p> <p>Pf</p>	<p>Content</p> <p>Pf</p> <p>Pf</p> <p>Pf</p> <p>Pf</p> <p>Pf</p>	<ul style="list-style-type: none"> • The student’s exploration of the topic through the experiences of “Calvin”—when he is encouraged be “a good example,” when he decides “not to show up for soccer practice” and takes “a nap at home on his couch,” when his girlfriend “Lindsay” tells him “how much of a jerk he is,” when his coach warns him that he will “be off the team next time,” and when he wishes to “apologise” for “setting a bad example” and “not looking out for his friends”—is plausible. • The student’s purpose in the portrayal of how Calvin’s irresponsible attitude (as in “Coach, the team is unteachable. I’ll tell you what: I’ll show up for a practice or two and try to mentor them a bit” and “He <i>had</i> planned to go the day before, however, he clearly didn’t stick to it due to his lazy habits of simply staying home”) changes after he “listens to Lindsay” remind him that he is “supposed to be responsible” and his coach informs him that he cannot miss “any more drills” (as in “I’ve been selfish, and I am sorry for letting you guys down all the time”) is intentional. • The ideas presented by the student—as in “‘That was a fine play there, son,’ he states, wrapping his arm around Calvin’s shoulders as they walk towards the lockers. ‘But I wish you’d show up for more practices,’” “‘You’re missing another practice?!’ She angrily shouts. ‘I cannot believe you! You had planned to go to help your team, but decided to skip again?!,’” and “‘We look up to you, Calvin.’ Michael says, quietly. ‘It sucks that such a great player doesn’t want to help his team’”—are thoughtful and sound. • As illustrated in “The crowd cheers wildly, and the Blue Devils race over to celebrate their victory. / As the players make their way to the locker room, Coach Jeff stops Calvin,” “Coach Jeff scoffs, shakes his head, and ushers Calvin into the locker room to go change,” and “They rush back and forth on the field of green, doing drills to work on their stamina. Calvin sighs, and jogs over to the coach,” supporting details are specific and apt. • The writing is considered and elaborated (such as in “Practice comes along the next Tuesday, and the Devils--- still giddy from their last win--- gather around the coach, and wait for instructions” and “‘Where’s Calvin?’ Coach barks, angrily looking at the team. / ‘Probably skipping.’ Ricky says, bitterly. / ‘Maybe he’ll come in late?’ Michael states, though it sounded more like a question. / It was going to be another practice without him”) and draws the reader’s interest.

Score	Scoring Category	
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Organization</p> <ul style="list-style-type: none"> • The exposition—in “Red and blue jerseys flash back and forth across the field, the crowd cheers loudly in the stands. The game is tied 2 - 2, and there is little time left on the clock before an end to the final game. Two teams stand sweaty, anxiously waiting for the referee to blow the whistle”—in the introduction is purposeful, and clearly establishes a focus (on Calvin’s athletic prowess when he “darts to the defending side, his feet moving quickly,” “winds his right leg up and shoots the dirty white ball into the top left corner of the net,” and “scores”) that is capably sustained. • Events that portray how Calvin “chuckles” when telling his coach that “the team is unteachable,” how “Calvin, who decided not to show up for soccer practice, was taking a nap at home on his couch,” how “Calvin, who was confused and frightened, listens to Lindsay furiously go off about how much of a jerk he is,” and how “Coach Jeff scoffs, and crosses his muscly arms” when he says “You’ll be off the team next time you don’t show up” are developed in a sensible order, and coherence is generally maintained. • As is evident in “Coach Jeff scoffs, shakes his head, and ushers Calvin into the locker room to go change,” “‘You’re supposed to be responsible.’ Lindsay says, bitterly. / ‘I am responsible.’ Calvin retorts. / ‘Prove it. If you’re so responsible, back up your words with your actions,’” and “They look around at each other, deciding whether or not they are to accept his apology,” transitions clearly connect events within and between sentences and paragraphs. • The resolution of the conflict (in “Calvin looks down at his feet. He was truly sorry. He realises how much not showing up hurts his team. Not only is he setting a bad example, he’s also not looking out for his friends”) in the closure is appropriate, and the denouement—provided in “‘If you’re really sorry, you’ll teach us how to play better.’ John says, smirking. / Calvin chuckles, and nods. / ‘Yeah, for sure. I’ll teach you.’ / Maybe it isn’t going to be a practice without him”—is related to the focus.
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure is consistently controlled, as shown in “Coach Jeff sorts through the faces of his team, taking an attendance of sorts. Michael, Eric, Daniel, Jared, and Ian: present,” “‘You’re supposed to be responsible.’ Lindsay says, bitterly. / ‘I am responsible.’ Calvin retorts,” and “‘I’m sorry I’m late.’ He states, with a slight sarcastic tone. / Coach Jeff scoffs, and crosses his muscly arms.” • Sentence type and sentence length (as in “‘That was a fine play there, son,’ he states, wrapping his arm around Calvin’s shoulders as they walk towards the lockers. ‘But I wish you’d show up for more practices,’” “Lindsay, Calvin’s girlfriend, shoves him off of the couch, waking the sleeping soul up,” and “‘Better late than never,’ he replies, ‘but I don’t want you missin’ any more drills’”) are usually effective and varied. • Sentence beginnings—such as in “Two teams stand sweaty,” “As the players make their way to the locker room,” “The boys could use,” “Practice comes along the next Tuesday,” “Calvin, who was confused and frightened,” “They look around at each other, deciding whether or not,” “He realises how much,” and “Maybe it isn’t going to be”—are often varied. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category	
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> As seen in “the crowd cheers loudly in the stands,” “there is little time left on the clock,” “wrapping his arm around Calvin’s shoulders,” “chuckles,” “his lazy habits of simply staying home,” “confused and frightened,” “crosses his muscly arms,” and “deciding whether or not they are to accept his apology,” words and expressions are often used accurately. Specific words and expressions show some evidence of careful selection—such as in “darts to the defending side,” “shoots the dirty white ball into the top left corner of the net,” and “Coach Jeff scoffs, shakes his head, and ushers Calvin into the locker room”—and some awareness of connotative effect—such as in “Red and blue jerseys flash back and forth across the field,” “the Devils--- still giddy from their last win--- gather around the coach,” and “barks, angrily looking at the team.” The voice created by the student (as in “The crowd cheers wildly, and the Blue Devils race over to celebrate their victory,” “They rush back and forth on the field of green, doing drills to work on their stamina. Calvin sighs, and jogs over to the coach,” “Calvin calls his team over and sighs. / This is something he has to do,” and “Calvin looks down at his feet. He was truly sorry”) is distinct. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p>	<p>Conventions</p> <ul style="list-style-type: none"> As shown in “He <i>had</i> planned to go the day before, however, he clearly didn’t stick to it due to his lazy habits of simply staying home,” “And so, an annoyed Calvin drives in down to meet up with his team,” and “‘I’m sorry I’m late.’ He states, with a slight sarcastic tone,” the quality of the writing is sustained because it contains only minor convention errors. Any errors that are present—such as in “Ricky, James, Terry, and John, also attended for” and “‘I would like the apologise to you guys.’ he starts”—as well as in the incorrect presentation of dialogue tags (as in “‘Probably skipping.’ Ricky says, bitterly”) and shifts in verb tense (as in “‘Maybe he’ll come in late?’ Michael states, though it sounded more like a question”)—rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Excellent (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

Hook - imagine a world w/out responsibility

Topics - benefits you, benefit groups, benefited in the past

Thesis - personal responsibility is a key component of how we treat people today

Kicker -

Body #1 - How it benefits yourself

- achieving goals
- maturity (showing you as an individual)
- helping yourself in the future

Body #2 - How it benefits others

- can help them when not good
- can show who you are as a person (good / bad)
- helping the world - environment - community

Body #3 - How it has benefited people today

- responsibility to not stand back & watch
- tackling things
- in general - made us better people

Conclusion

Hook 2

Topics restate -

Thesis restate - people hold themselves responsible to a lot in their lives, it is how we humans are who we are as citizens of society

Kicker -

The Domino Effect of Personal Responsibility

Imagine life without any responsibilities. No rules and no limitations. We would have the freedom to pursue our heart's desires. This may sound like utopia. However, what would happen when individual needs differ and come into conflict with each other? A life without responsibilities could also result in chaos and insecurity. In order to find fulfillment in our lives, we must not only envision the possibilities that lie before us but also anticipate the consequences of our actions. This is especially true of the daily choices we make for ourselves, the relationships we forge with family members, and the impact we have on the society in which we live. Our actions have a domino effect, and we must determine the direction in which the dominoes will fall.

When we are very young, our actions are driven by personal goals that are beneficial to us. Each of us has memories from childhood of when we acted on impulse. For example, a freshly frosted cake glistening on the kitchen counter is irresistible to a child who may eat as much as he wants. Lured by the aged poplar tree in the back yard, an adventurous child might climb to the topmost branches to view the world from new heights. A desire to explore could lead a child to travel beyond the familiar boundaries of home. We are not, however, aware that our actions can be short-sighted. Nausea might result from eating too much of a mouth watering cake, a nasty fall could await a child perched perilously on an insecure tree branch, and a child might get lost in an unfamiliar neighbourhood. If we behave responsibly, we can avoid such pit-falls. Taking personal

responsibility enables us to consider the outcome of our decisions, and allows us to direct our dominoes toward success.

Not all of life's lessons need to be learned by personal trial and error. We are fortunate to have family members to provide guidelines regarding how to behave responsibly. In pursuit of our goals, we may take for granted the unconditional love of our parents or prioritize our own needs when we choose to spend time with friends or pursue personal interests. Our lives are enriched by the opportunities we have to join in the celebration of a close friend's fourteen birthday or the hours we devote to becoming the lead scorer on a championship soccer team. Blind preoccupation with our own concerns could, however, lead us to lose track of time and stay out past 10:00 pm curfew or neglect to study sufficiently and receive a failing grade on a Math test on algebra. If we take responsibility for our actions, we gain maturity and insight into how to earn the respect of family members. We can learn how to balance our individual desires with our personal responsibilities before setting our dominoes in motion.

Our lives are not limited to our own interests or interactions with members of our immediate family. We are invariably also members of our society. In our daily lives, we may need to collaborate with classmates on a school project, participate in a community event, or perform duties assigned by an employer. Personal rewards can be found in being part of a team that wins the Regional Science Fair for its research on symbiosis in natural ecosystems, playing a lead role in a local theatre's production of *Romeo and Juliet*, or ensuring the accuracy of financial reports to be submitted to the owner of a

Boston Pizza franchise. If we behave responsibly, we can avoid the frustration and disappointment that can accompany a failure to contribute positively to a group effort, memorize a character's lines, or accurately document expenses. By assuming responsibility for ourselves and others, we can ensure that each domino in our lives is placed where we intend for it to fall.

It is important to align dominoes so that they will fall where intended. Order or disarray may result. Success is determined by one's ability to anticipate the outcome of an action and its impact. Being able to consider the consequences of our decisions in our own daily lives is crucial in determining the extent to which we are able to assume responsibility for the paths our lives follow. Taking responsibility for our lives in this way will enable us to achieve personal fulfillment, strengthen family bonds, and make a positive contribution to society.

Rationale for Student Exemplar – Excellent (Essay)

Title: “The Domino Effect of Personal Responsibility”

Score	Scoring Category
<p>Excellent</p> <p>E</p>	<p>Content</p> <p>E</p> <ul style="list-style-type: none"> The student’s exploration of the topic in contending that “life without any responsibilities [...] may sound like utopia” but could “result in chaos and insecurity,” establishing that “In order to find fulfillment in our lives, we must not only envision the possibilities that lie before us but also anticipate the consequences of our actions,” and arguing that “This is especially true of the daily choices we make for ourselves, the relationships we forge with family members, and the impact we have on the society in which we live” is insightful. <p>E</p> <ul style="list-style-type: none"> The student’s purpose—in the examination of how “Our actions have a domino effect, and we must determine the direction in which the dominoes will fall” (through the juxtaposition of instances of acting “on impulse” with reflections on why “our actions can be short-sighted,” examples of prioritizing “our own needs” with the detriments of “Blind preoccupation with our own concerns,” and illustrations of the “Personal rewards” of “being part of a team” with “the frustration and disappointment that can accompany a failure to contribute positively to a group effort”)—is deliberate. <p>E</p> <ul style="list-style-type: none"> As demonstrated in the discussion of how “When we are very young, our actions are driven by personal goals that are beneficial to us” which may lead to “pit-falls,” how “If we take responsibility for our actions, we gain maturity and insight into how to earn the respect of family members,” and how “We are invariably also members of our society. In our daily lives, we may need to collaborate with classmates on a school project, participate in a community event, or perform duties assigned by an employer,” the ideas presented by the student are perceptive and carefully chosen. <p>E</p> <ul style="list-style-type: none"> Supporting details related to finding “a freshly frosted cake glistening on the kitchen counter,” climbing “the aged poplar tree in the back yard,” celebrating “a close friend’s fourteen birthday,” “becoming the lead scorer on a championship soccer team,” staying “out past 10:00 pm curfew,” receiving “a failing grade on a Math test on algebra,” researching “symbiosis in natural ecosystems,” “playing a lead role in a local theatre’s production of Romeo and Juliet,” “ensuring the accuracy of financial reports,” and failing to “memorize a character’s lines, or accurately document expenses” are precise. <p>E</p> <ul style="list-style-type: none"> The writing is confident and creative (as seen in “Nausea might result from eating too much of a mouth watering cake, a nasty fall could await a child perched perilously on an insecure tree branch, and a child might get lost in an unfamiliar neighbourhood”), and—through the extension of the analogy related to having the ability to “direct our dominoes toward success,” “learn how to balance our individual desires with our personal responsibilities before setting our dominoes in motion,” and “ensure that each domino in our lives is placed where we intend for it to fall”—holds the reader’s interest.

Score	Scoring Category	
<p>Excellent</p> <p>E</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Organization</p> <ul style="list-style-type: none"> • The introduction—“Imagine life without any responsibilities. No rules and no limitations. We would have the freedom to pursue our heart’s desires. This may sound like utopia. However, what would happen when individual needs differ and come into conflict with each other? A life without responsibilities could also result in chaos and insecurity”—is engaging, and skillfully establishes a focus on the need to “not only envision the possibilities that lie before us but also anticipate the consequences of our actions” in order to “determine the direction in which the dominoes will fall” that is consistently sustained. • Details regarding how “Each of us has memories from childhood of when we acted on impulse” but “We are not, however, aware that our actions can be short-sighted,” how “Not all of life’s lessons need to be learned by personal trial and error” because “We are fortunate to have family members to provide guidelines regarding how to behave responsibly,” and how “Our lives are not limited to our own interests or interactions with members of our immediate family” because “We are invariably also members of our society” are developed in a judicious order, and coherence is maintained. • Transitions (such as in “If we behave responsibly, we can avoid such pit-falls,” “In pursuit of our goals, we may take for granted the unconditional love of our parents or prioritize our own needs when we choose to spend time with friends or pursue personal interests,” and “By assuming responsibility for ourselves and others, we can ensure that each domino in our lives is placed where we intend for it to fall”) fluently connect details within and between sentences and paragraphs. • The closure—provided in “It is important to align dominoes so that they will fall where intended. Order or disarray may result. Success is determined by one’s ability to anticipate the outcome of an action and its impact. Being able to consider the consequences of our decisions in our own daily lives is crucial in determining the extent to which we are able to assume responsibility for the paths our lives follow”—is effective, and the summation (that “Taking responsibility for our lives in this way will enable us to achieve personal fulfillment, strengthen family bonds, and make a positive contribution to society”) is related to the focus.

Score	Scoring Category	
<p>Excellent E</p>	<p>E</p> <p>E</p> <p>E</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure (as in “For example, a freshly frosted cake glistening on the kitchen counter is irresistible to a child who may eat as much as he wants,” “We can learn how to balance our individual desires with our personal responsibilities before setting our dominoes in motion,” and “If we behave responsibly, we can avoid the frustration and disappointment that can accompany a failure to contribute positively to a group effort, memorize a character’s lines, or accurately document expenses”) is effectively and consistently controlled. • Sentence type and sentence length—such as in “Taking personal responsibility enables us to consider the outcome of our decisions, and allows us to direct our dominoes toward success,” “Our lives are enriched by the opportunities we have to join in the celebration of a close friend’s fourteen birthday or the hours we devote to becoming the lead scorer on a championship soccer team,” and “It is important to align dominoes so that they will fall where intended. Order or disarray may result”—are consistently effective and varied. • Sentence beginnings are consistently varied, as is evident in “Imagine life without any responsibilities. No rules and no limitations,” “However, what would happen,” “In order to find fulfillment in our lives,” “This is especially true of,” “Each of us has memories,” “Nausea might result from,” “Not all of life’s lessons need to be,” “If we take responsibility for our actions,” “In our daily lives, we may need to,” “By assuming responsibility for ourselves and others,” and “Being able to consider the consequences of our decisions.” <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Excellent E</p>	<p>E</p> <p>E</p> <p>E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions (such as “when individual needs differ and come into conflict with each other,” “the daily choices we make for ourselves, the relationships we forge with family members, and the impact we have on the society in which we live,” “guidelines regarding how to behave responsibly,” “take for granted the unconditional love of our parents or prioritize our own needs,” and “collaborate with classmates on a school project, participate in a community event, or perform duties assigned by an employer”) are used accurately and deliberately. • As seen in “utopia,” “chaos and insecurity,” “envision the possibilities that lie before us,” “anticipate the consequences of our actions,” “acted on impulse,” “perched perilously,” “direct our dominoes toward success,” “balance our individual desires with our personal responsibilities before setting our dominoes in motion,” “ensure that each domino in our lives is placed where we intend for it to fall,” and “achieve personal fulfillment, strengthen family bonds, and make a positive contribution to society,” precise words and expressions are used to enrich details. • The tone created by the student—as in “Lured by the aged poplar tree in the back yard, an adventurous child might climb to the topmost branches to view the world from new heights. A desire to explore could lead a child to travel beyond the familiar boundaries of home” and “Blind preoccupation with our own concerns could, however, lead us to lose track of time and stay out past 10:00 pm curfew or neglect to study sufficiently and receive a failing grade on a Math test on algebra”—is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category	
<p>Excellent</p> <p>E</p>	<p>E</p> <p>E</p>	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of the writing is enhanced—such as in “When we are very young, our actions are driven by personal goals that are beneficial to us” and “Personal rewards can be found in being part of a team that wins the Regional Science Fair for its research on symbiosis in natural ecosystems, playing a lead role in a local theatre’s production of Romeo and Juliet, or ensuring the accuracy of financial reports to be submitted to the owner of a Boston Pizza franchise”—because it is essentially error-free. • Any errors that are present as in “mouth watering,” “pit-falls,” and “10:00 pm” do not reduce clarity and do not interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Excellent (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

A handwritten mind map and notes for planning a narrative. The central theme is "Taking responsibilities for your actions," which branches into "adult expectations" and "Society's expectations." A large quote by Brené Brown is also included, along with a note about a girl's conflicting pressures.

★
When we deny our stories, they define us.
When we run from struggle, we are never free.
So we turn toward the truth and look it in the eye...
We are the authors of our lives.
We write our own during endings
- Brené Brown

adult expectations

Taking responsibilities for your actions:

Society's expectations

Girl is pressured into being a doctor ~~neurosurgeon~~ but she wants to become a famous musician

Breaking the Mold

I am glued to the chair in which I have been seated for the past five hours. My brain throbs from the intensity of my focus on the endless volumes of information to be gleaned from the biology textbooks that loom around me. I gingerly rub my eyelids which feel like sandpaper on my sleep-deprived eyes. The words on the page in front of me begin to blur.

I push my chair back from the desk and wobble unsteadily to my bed, where I collapse on top of the goosedown duvet. Tension releases its grip on my body and mind, and I begin to delicately float off to sleep to the soothing sound of Beethoven's *Moonlight Sonata* playing in my head.

BANG! The bedroom door swings open and I am blinded by the laser-like rays of light from the bulb on the ceiling. "Seraphina!" her voice calls out.

I lie motionless as my mother waltzes uninvited into my room. She plops down beside me on my bed and tosses her glossy brown hair over her shoulder.

"How is my doctor-in-training? Have you finished studying already?"

I cringe at hearing these words. How could she possibly know what I want to do with my life?

With her long, manicured fingers, she holds a white package toward me. Taking it with caution, I unwrap the crackling tissue paper until my fingers contact the smooth spine of a hardcover book. *Introduction to Human Physiology* it reads.

“Do you like it?” my mother queries, presuming my response will be positive. “I’m so proud of you! In less than six months you’ll be off to medical school ...” Her voice trails off as she notices the tight-lipped smile that adorns my face. “Are you not feeling well?”

I want to show her how I really feel. Tell her what I really want to do with my life. As usual, however, I choke on my words as I hesitantly utter, “I’m just tired, I guess.”

“Okay sweetie,” she chirps as she rises and saunters out the door, closing it with a dull thud behind her.

Throwing myself on my bed, I collapse in stifled sobs on my pillow. Seeking to calm myself, I begin to hum *Nocturne in E-flat Major* by Chopin, one of my favorite works. Embraced by the comfortingly familiar melody, I drift into unconscienceness.

The next morning, I enter the bright kitchen in my usual robotic state. My mind is already on the last-minute cramming I plan to do on the ride to school. Startled by a bone-crushing embrace, I wiggle free and turn to face my father’s throaty chuckle. He looks earnestly into my eyes and asks, “Have you decided which university has the medical faculty of your choosing?”

I purse my lips and blood pulses in my ears. Mozarts *Piano Concerto No. 20* begins to play in my mind.

“Seraphina?” Silence fills the room.

Drawn from my reverie, I swallow deeply and reply, “I’m thinking of Stanford or possibly UCLA. I’m just not sure.” My voice falters as I wonder how much longer I can maintain this false image of who I am.

I excuse myself and return to my room. Sitting dejectedly on my bed, I stuff my books into my backpack. I stiffen my back and resolve that tonight I will tell my parents that my true passion is music. Although my parents have spent literally thousands of dollars on piano lessons throughout my youth, they initially regarded my interest as a passing fancy. When I persisted, they saw my efforts as a hobby worthy of my leisure time. Unbeknownst to them, I had found what gave me an indescribable feeling of exhilaration and fulfillment.

Slowly closing the door to my room, I stagger as I swing my full backpack over my right arm. Tonight, I will tell them. Although I will strive to break it to them gently, I know it will shatter their expectations for me. Could it be worse than the torment I endure each day as I criticize myself for being unable to assume responsibility for my own life?

Darting out the front door, I put in my ear buds and am lifted away by Rachmaninov’s *Piano Concerto No. 2 in C Minor*. At the bus stop, the bus screeches to a halt in front of me, taking me once again toward the future my parents envision for me.

Rationale for Student Exemplar – Excellent (Narrative)

Title: “Breaking the Mold”

Score	Scoring Category
<p>Excellent</p> <p>E</p>	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="456 554 1370 758"> <p>E</p> <ul style="list-style-type: none"> • The student’s exploration the topic—through the reflections of “Seraphina” (a university student who, “In less than six months,” will “be off to medical school”) when her “mother waltzes uninvited” into her bedroom and hands her “a hardcover book” entitled “<i>Introduction to Human Physiology</i>,” when she begins “to hum <i>Nocturne in E-flat Major</i> by Chopin” while “Embraced by the comfortingly familiar melody,” and when she questions “how much longer” she “can maintain this false image” while contemplating how to “shatter their expectations”—is insightful and imaginative. <li data-bbox="456 779 1370 1003"> <p>E</p> <ul style="list-style-type: none"> • The student’s purpose in the portrayal of how Seraphina’s “brain throbs” (when she studies “endless volumes of information” in “biology textbooks”) until her “Tension releases its grip” (when she begins “to delicately float off to sleep to the soothing sound of Beethoven’s <i>Moonlight Sonata</i>”) and how her return to her “usual robotic state” (when her “mind is already on the last-minute cramming” that she plans “to do on the ride to school”) builds to the revelation that her “true passion is music” (which provides her with “an indescribable feeling of exhilaration and fulfillment”) is deliberate. <li data-bbox="456 1024 1370 1249"> <p>E</p> <ul style="list-style-type: none"> • The ideas presented by the student are perceptive and carefully chosen, as is evident in “‘How is my doctor-in-training? Have you finished studying already?’ / I cringe at hearing these words,” “I want to show her how I really feel. Tell her what I really want to do with my life. As usual, however, I choke on my words as I hesitantly utter, ‘I’m just tired, I guess’,” and “He looks earnestly into my eyes and asks, ‘Have you decided which university has the medical faculty of your choosing?’ / I purse my lips and blood pulses in my ears. Mozarts <i>Piano Concerto No. 20</i> begins to play in my mind.” <li data-bbox="456 1270 1370 1474"> <p>E</p> <ul style="list-style-type: none"> • As seen in “I push my chair back from the desk and wobble unsteadily to my bed, where I collapse on top of the goosedown duvet,” “BANG! The bedroom door swings open and I am blinded by the laser-like rays of light from the bulb on the ceiling,” “Her voice trails off as she notices the tight-lipped smile that adorns my face,” “Throwing myself on my bed, I collapse in stifled sobs on my pillow,” and “Darting out the front door, I put in my ear buds and am lifted away by Rachmaninov’s <i>Piano Concerto No. 2 in C Minor</i>,” supporting details are precise and original. <li data-bbox="456 1495 1370 1719"> <p>E</p> <ul style="list-style-type: none"> • The writing is confident and creative—such as in “With her long, manicured fingers, she holds a white package toward me” and “Although my parents have spent literally thousands of dollars on piano lessons throughout my youth, they initially regarded my interest as a passing fancy. When I persisted, they saw my efforts as a hobby worthy of my leisure time”—and holds the reader’s interest through the narrator’s introspection (as in “Could it be worse than the torment I endure each day as I criticize myself for being unable to assume responsibility for my own life?”) regarding her dilemma.

Score	Scoring Category	
<p>Excellent</p> <p>E</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Organization</p> <ul style="list-style-type: none"> • The opening—“I am glued to the chair in which I have been seated for the past five hours. My brain throbs from the intensity of my focus on the endless volumes of information to be gleaned from the biology textbooks that loom around me. I gingerly rub my eyelids which feel like sandpaper on my sleep-deprived eyes. The words on the page in front of me begin to blur”—in the introduction is engaging, and skillfully establishes a focus on the conflict faced by Seraphina (which stems from her parents’ expectations regarding her being a “doctor-in-training”) that is consistently sustained. • Events that delineate how Seraphina’s discomfort when her mother “plops down” on her bed (as in “I cringe at hearing these words. How could she possibly know what I want to do with my life?”) and her ambivalence when asked about her choice of “medical faculty” (as in “I swallow deeply and reply, ‘I’m thinking of Stanford or possibly UCLA. I’m just not sure.’ My voice falters as I wonder how much longer I can maintain this false image of who I am”) culminate in a decisive moment when she is “Sitting dejectedly” on her bed (as in “I stiffen my back and resolve that tonight I will tell my parents that my true passion is music”) are developed in a judicious order, and coherence is maintained. • Transitions fluently connect events within and between sentences and paragraphs, as shown in “Taking it with caution, I unwrap the crackling tissue paper until my fingers contact the smooth spine of a hardcover book. <i>Introduction to Human Physiology</i> it reads,” “‘Okay sweetie,’ she chirps as she rises and saunters out the door, closing it with a dull thud behind her,” “Startled by a bone-crushing embrace, I wiggle free and turn to face my father’s throaty chuckle,” and “Slowly closing the door to my room, I stagger as I swing my full backpack over my right arm.” • The narrator’s final reflections—in “Tonight, I will tell them. Although I will strive to break it to them gently, I know it will shatter their expectations for me. Could it be worse than the torment I endure each day as I criticize myself for being unable to assume responsibility for my own life?”—in the closure are effective, and the denouement (“Darting out the front door, I put in my ear buds and am lifted away by Rachmaninov’s <i>Piano Concerto No. 2 in C Minor</i>. At the bus stop, the bus screeches to a halt in front of me, taking me once again toward the future my parents envision for me”) is related to the focus.

Score	Scoring Category
<p>Excellent E</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="459 321 1352 495">E • Sentence structure—such as in “I lie motionless as my mother waltzes uninvited into my room. She plops down beside me on my bed and tosses her glossy brown hair over her shoulder,” “The next morning, I enter the bright kitchen in my usual robotic state. My mind is already on the last-minute cramming I plan to do on the ride to school,” and “I excuse myself and return to my room. Sitting dejectedly on my bed, I stuff my books into my backpack”—is effectively and consistently controlled. <li data-bbox="459 516 1336 716">E • As shown in “‘Do you like it?’ my mother queries, presuming my response will be positive. ‘I’m so proud of you! In less than six months you’ll be off to medical school ...’,” “‘Seraphina?’ Silence fills the room. / Drawn from my reverie, I swallow deeply and reply, ‘I’m thinking of Stanford or possibly UCLA. I’m just not sure’,” and “Unbeknownst to them, I had found what gave me an indescribable feeling of exhilaration and fulfillment,” sentence type and sentence length are consistently effective and varied. <li data-bbox="459 737 1352 936">E • Sentence beginnings (as in “My brain throbs from the intensity of my focus,” “The words on the page in front of me,” “I push my chair back from the desk and wobble unsteadily to my bed,” “BANG! The bedroom door swings open,” “With her long, manicured fingers,” “As usual, however, I choke on my words,” “Throwing myself on my bed,” “Startled by a bone-crushing embrace, I wiggle free,” “He looks earnestly into my eyes,” “My voice falters as I wonder,” “Although my parents have spent,” and “Slowly closing the door to my room”) are consistently varied. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Excellent E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="459 1056 1341 1287">E • Words and expressions are used accurately and deliberately, as demonstrated in “glued to the chair in which I have been seated for the past five hours,” “endless volumes of information to be gleaned from the biology textbooks that loom around me,” “tosses her glossy brown hair over her shoulder,” “holds a white package,” “choke on my words as I hesitantly utter,” “Drawn from my reverie,” “regarded my interest as a passing fancy,” “an indescribable feeling of exhilaration and fulfillment,” “stagger as I swing my full backpack over my right arm,” and “shatter their expectations.” <li data-bbox="459 1308 1341 1539">E • Precise words and expressions (as in “gingerly rub my eyelids which feel like sandpaper on my sleep-deprived eyes,” “words on the page in front of me begin to blur,” “wobble unsteadily to my bed,” “blinded by the laser-like rays of light from the bulb on the ceiling,” “unwrap the crackling tissue paper until my fingers contact the smooth spine of a hardcover book,” “chirps as she rises and saunters out the door, closing it with a dull thud behind her,” “collapse in stifled sobs,” “my father’s throaty chuckle,” and “stiffen my back and resolve”) are used to create vivid images and to enrich details. <li data-bbox="459 1560 1357 1759">E • As seen in “Tension releases its grip on my body and mind, and I begin to delicately float off to sleep to the soothing sound of Beethoven’s <i>Moonlight Sonata</i> playing in my head,” “Seeking to calm myself, I begin to hum <i>Nocturne in E-flat Major</i> by Chopin, one of my favorite works. Embraced by the comfortingly familiar melody, I drift into unconscienceness,” and “I purse my lips and blood pulses in my ears. Mozarts <i>Piano Concerto No. 20</i> begins to play in my mind,” the voice created by the student is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category	
<p>Excellent</p> <p>E</p>	<p>E</p> <p>E</p>	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of the writing is enhanced because it is essentially error-free, as can be seen in “‘Seraphina!’ her voice calls out,” “Her voice trails off as she notices the tight-lipped smile that adorns my face. ‘Are you not feeling well?’,” and “When I persisted, they saw my efforts as a hobby worthy of my leisure time.” • Any errors that are present—as in “goosedown,” “unconscienceness,” “Mozarts,” and “Unbeknowst”—do not reduce clarity and do not interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Appendix: Marker Training Papers

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

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

Reminders for marking:

- When a student’s work exhibits characteristics of two scoring criteria, a marker must use professional judgment to apply the scoring criterion that most accurately and appropriately describes the features of the paper. Usually, the appropriate criterion is the one from which there are **the most descriptors that “fit”** the student’s work.
- Be objective in your marking. Mark according to the **Scoring Guide** and **Exemplars ONLY**.
- Before marking each scoring category, read the **focus information** to help you to focus on the **key words and phrases** of each scoring category that help to distinguish differences among scoring levels.
- Student work must be related to the assignment. An INSUFFICIENT paper demonstrates no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**. A NO RESPONSE paper has absolutely nothing written, drawn, or highlighted.
- Information provided by a student on the **planning page** can be used to inform a marker’s judgments but is **not directly scored**.
- Do not be misled by the physical appearance of a response. Poorly handwritten or word-processed responses are not necessarily poorly constructed, just as neatly handwritten or word-processed responses are not necessarily of quality and substance.
- Score each bullet within each scoring category separately, and then assign an overall score for that category. For example, if two of the three bullets in a scoring category are scored as “Pf” and the third bullet as “S,” assign an overall score of “Pf” in this scoring category. You will encounter papers that, according to the scoring guide, are at the high end or low end of the range of a given scoring level; nonetheless, **a single score must be awarded** for each scoring category.
- Be careful **not to penalize** a student **twice**. If, for example, you have noted inconsistent use of end punctuation and assigned the appropriate mark in **Conventions**, do not mark the paper down in **Sentence Structure** for lack of control.
- A student response **does not have to be perfect** to receive a score of **Excellent** in any one or all of the scoring categories.

Marker Training Paper A (Essay)

Assignment I: Planning

Use this page to plan in whatever way you choose.

- Mental health
- Initiative/leadership complex

Personal responsibility, at some point in everyone's life the term has appeared at least once. A terse moment where you may think to yourself, "do I know responsibility"? It's feeble to think that people know the importance to take responsibility for one's own antics at even a young age. Self responsibility is a learned default, but once put in action it's an immediate reaction. Personal responsibility is shown through many different ways, and it's vital because not only does it show initiative and leadership in someone's person, it can help improve mental health, and proves that you care about outcomes.

Taking responsibility for your actions shows initiative. When you pull yourself up out of the umbral cocoon you've formed within your bedroom and immediately traverse to volunteer for a local cause it proves you've got some drive inside you. Showing people that you can be a leader, and that you have the urge to serve for a greater cause puts out a better outer appearance of your person for new individuals. If someone can look at you and see a trustworthy individual, it makes you an immediate candidate for guidance.

Being a helpful person doesn't take that much effort, and it benefits everyone in the long run.

Mental health will always be a necessity. Though it's not physical, it's important to care for yourself on the inside, too. Responsibility for your internal feelings can be difficult for some to deal with, but when you can look in the mirror and think positive thoughts on yourself because of actions you've done it truly does make a difference. Serotonin and dopamine are two chemicals in the brain that help balance mood and the way a person functions, when you do something that makes you feel good these chemicals are released. When they are prosperous in keeping you working right, you know you're on the right track for the way you feel on your choices. Not having regret by knowing what you've done is good and important is relaxing and reassuring. Everyone deserves to feel ecstatic to start a new day, and being responsible is one of the steps on the road to a happy outlook on life.

Not caring about the outcomes of situations you took part in may not seem like the most detrimental action in life, but really it can come across as laziness and a lack of lust for life. However, when you do seem to care about outcomes, people take it that this is

important to you and that it matters. People around you find respite in knowing that you're someone who cares, and it adds on to the vision of being a natural born leader even if you're self taught. When someone cannot relax around you because they think that whatever happens will be another fifty pounds of weight on their shoulders, it makes their mind take on a state of solitude. Nobody wants that, so considering a more lively take on things is a great choice.

In conclusion, personal responsibility is an important factor in life. Not only does it show leadership, it can help with the improvement of mental health, and it shows a sense of caring. Take responsibility for your actions, and make responsible ones at that, and you're sure to be successful some day. Be responsible, take good care, and show that you can do anything when you try. Even the littlest accomplishments matter if you make them count.

Rationale for Marker Training Paper A (Essay)

Title:

Score	Scoring Category	
<p>Proficient Pf</p>		<p>Content</p>
	<p>Pf</p>	<ul style="list-style-type: none"> The student’s exploration of the topic in relation to how “Personal responsibility” is “vital because not only does it show initiative and leadership in someone’s person, it can help improve mental health, and proves that you care about outcomes”—in terms of showing “you’ve got some drive inside you,” “knowing what you’ve done is good and important is relaxing and reassuring,” and caring “about outcomes, [so that] people take it that this is important to you and that it matters”—is plausible.
	<p>Pf</p>	<ul style="list-style-type: none"> The student’s purpose in examining the benefits of “Self responsibility” as “a learned default” in relation to “When you pull yourself up out of the umbral cocoon you’ve formed within your bedroom and immediately traverse to volunteer,” “when you can look in the mirror and think positive thoughts on yourself because of actions you’ve done,” and when “People around you find respite in knowing that you’re someone who cares, and it adds on to the vision of being a natural born leader even if you’re self taught” is intentional.
	<p>S</p>	<ul style="list-style-type: none"> The ideas presented by the student regarding how “If someone can look at you and see a trustworthy individual, it makes you an immediate candidate for guidance,” how “when you do something that makes you feel good [...] chemicals are released” that keep “you working right,” and how “Not caring about the outcomes of situations you took part in [...] can come across as laziness and a lack of lust for life” are appropriate and predictable.
	<p>S</p>	<ul style="list-style-type: none"> Supporting details such as those related to showing “initiative” by volunteering for “a local cause,” “Serotonin and dopamine” which let “you know you’re on the right track for the way you feel on your choices,” and “When someone cannot relax around you because they think that whatever happens will be another fifty pounds of weight on their shoulders” are relevant and generic.
	<p>Pf</p>	<ul style="list-style-type: none"> As shown in “Showing people that you can be a leader, and that you have the urge to serve for a greater cause puts out a better outer appearance of your person for new individuals,” “Being a helpful person doesn’t take that much effort, and it benefits everyone in the long run,” and “Though it’s not physical, it’s important to care for yourself on the inside, too. Responsibility for your internal feelings can be difficult for some to deal with,” the writing is considered and elaborated, and draws the reader’s interest.

Score	Scoring Category	
<p>Satisfactory</p> <p>S</p>	<p>Pf</p> <p>S</p> <p>S</p> <p>S</p>	<p>Organization</p> <ul style="list-style-type: none"> • The introduction (“Personal responsibility, at some point in everyone’s life the term has appeared at least once. A terse moment where you may think to yourself, ‘do I know responsibility’? It’s feeble to think that people know the importance to take responsibility for one’s own antics at even a young age. Self responsibility is a learned default, but once put into action it’s an immediate reaction”) is purposeful, and clearly establishes a focus—on why “Personal responsibility” shows “initiative and leadership,” “can help improve mental health,” and “proves that you care about outcomes”—that is capably sustained. • Details related to “Showing people that you can be a leader, and that you have the urge to serve for a greater cause,” knowing “you’re on the right track for the way you feel on your choices,” and enabling “People around you [to] find respite in knowing that you’re someone who cares” are developed in paragraphs in a discernible order. • As seen in “Taking responsibility for your actions shows initiative,” “Everyone deserves to feel ecstatic to start a new day, and being responsible is one of the steps on the road to a happy outlook on life,” and “Nobody wants that, so considering a more lively take on things is a great choice,” transitions tend to be mechanical and are generally used to connect details within and between sentences and paragraphs. • The summation—“In conclusion, personal responsibility is an important factor in life. Not only does it show leadership, it can help with the improvement of mental health, and it shows a sense of caring”—in the closure is mechanical and related to the focus, and the concluding exhortations (“Take responsibility for your actions, and make responsible ones at that, and you’re sure to be successful some day. Be responsible, take good care, and show that you can do anything when you try. Even the littlest accomplishments matter if you make them count”) are moralistic.
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p> <p>Pf</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure—such as in “Personal responsibility is shown through many different ways, and it’s vital because not only does it show initiative and leadership in someone’s person, it can help improve mental health, and proves that you care about outcomes,” “Not having regret by knowing what you’ve done is good and important is relaxing and reassuring,” and “When someone cannot relax around you because they think that whatever happens will be another fifty pounds of weight on their shoulders, it makes their mind take on a state of solitude”—is consistently controlled. • As demonstrated in “When you pull yourself up out of the umbral cocoon you’ve formed within your bedroom and immediately traverse to volunteer for a local cause it proves you’ve got some drive inside you,” “Responsibility for your internal feelings can be difficult for some to deal with, but when you can look in the mirror and think positive thoughts on yourself because of actions you’ve done it truly does make a difference,” and “Take responsibility for your actions, and make responsible ones at that, and you’re sure to be successful some day,” sentence type and sentence length are usually effective and varied. • Sentence beginnings (such as “Taking responsibility for your actions,” “If someone can look at you and see a trustworthy individual,” “Though it’s not physical,” “When they are,” “Everyone deserves to feel,” “However, when you do seem to care about outcomes,” “People around you,” “Nobody wants that,” “Be responsible,” and “Even the littlest accomplishments matter”) are often varied. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category	
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>Pf</p> <p>S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> As illustrated in “at some point in everyone’s life,” “shown through many different ways,” “proves you’ve got some drive inside you,” “in the long run,” “something that makes you feel good,” “keeping you working right,” “the road to a happy outlook,” and “a more lively take on things,” words and expressions are generally used appropriately. Specific words and expressions (as in “A terse moment,” “It’s feeble to think that people know,” “one’s own antics,” “a learned default,” “the umbral cocoon you’ve formed within your bedroom,” “an immediate candidate for guidance,” “Serotonin and dopamine,” “chemicals in the brain that help balance mood and the way a person functions,” “relaxing and reassuring,” “people take it that this is important to you and that it matters,” and “find respite in knowing”) show some evidence of careful selection. The pretentious tone created by the student—in statements such as “Mental health will always be a necessity. Though it’s not physical, it’s important to care for yourself on the inside, too” and “Not caring about the outcomes of situations you took part in may not seem like the most detrimental action in life, but really it can come across as laziness and a lack of lust for life”—is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Proficient</p> <p>Pf</p>	<p>Pf</p> <p>Pf</p>	<p>Conventions</p> <ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor convention errors, as demonstrated in “Personal responsibility, at some point in everyone’s life the term has appeared at least once,” “Showing people that you can be a leader, and that you have the urge to serve for a greater cause puts out a better outer appearance of your person for new individuals,” and “Serotonin and dopamine are two chemicals in the brain that help balance mood and the way a person functions, when you do something that makes you feel good these chemicals are released.” Any errors that are present (such as in “know the importance to take responsibility,” “Self responsibility,” “think positive thoughts on yourself,” “a natural born leader,” “self taught,” and “When someone cannot relax around you because they”) rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Marker Training Paper B (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

main Character: Alex

She blows off studying to go to a party

Setting: school

Should of Studied

(Title)

"Hey Alex!" someone shouted behind me "Wait up!" I turned to see who the familar voice calling me was. It was my longtime friend Amanda "Hey, what's up?" I greeted her "Wanna go to library later? To study for the test Monday?" "I would! but I can't im going to Danielles party, you should come" "I would love to but I should really study for this, I got to go my moms waiting see ya!" she shouted waving her hand.

Monday very quickly rolled around
and I only realized well I was sitting
in Mr. Sanforde's room that I didn't
study at all, not one bit. Saturday
was the party, and I spent all day
Sunday at the mall with Danelle.

Algebra was my worst subject, there was
no way I was going to pass this,
especially without studying. I really
should of studied with Amanda when
I had the chance.

Rationale for Marker Training Paper B (Narrative)

Title: “Should of Studied”

Score	Scoring Category	
<p>Limited</p> <p>L</p>	<p>L</p> <p>S</p> <p>S</p> <p>L</p> <p>L</p>	<p>Content</p> <ul style="list-style-type: none"> • The student’s exploration of the topic in outlining the experiences of “Alex” (who chooses to not “study for the test Monday” and spends “Saturday” at a “party” and “all day Sunday at the mall with Danelle”) is simplistic. • The student’s purpose in documenting how Alex’s declining of the invitation to join Amanda at the “library later” because she is “going to Danielles party” results in her “sitting in Mr. Sanfords room” and realizing that she “didn’t study at all, not one bit” is evident. • The ideas presented by the student—in observations such as “I turned to see who the familiar voice calling me was. It was my longtime friend Amanda” and “Algebra was my worst subject, there was no way I was going to pass this, especially without studying”—are appropriate and predictable. • Supporting details pertaining to the events that culminate in Alex’s realization that she “really should of studied with Amanda” when she “had the chance” are imprecise and abbreviated. • The writing is unsubstantiated and incomplete—as seen in “‘I would love to but I should really study for this, I got to go my moms waiting see ya!’ she shouted waving her hand”—and does not appeal to the reader’s interest.
<p>Satisfactory</p> <p>S</p>	<p>S</p> <p>L</p> <p>L</p> <p>S</p>	<p>Organization</p> <ul style="list-style-type: none"> • The opening (“‘Hey Alex!’ someone shouted behind me ‘Wait up!’ I turned to see who the familiar voice calling me was. It was my longtime friend Amanda ‘Hey, what’s up?’ I greeted her”) in the introduction is functional in establishing a focus—on the conflict that arises when Alex declines the invitation to “go to [the] library later”—that is generally sustained. • The development of events regarding how Alex “didn’t study at all” because “Saturday was the party” and she “spent all day Sunday at the mall with Danelle” is not clearly discernible, and coherence falters frequently. • Transitions—such as in “‘I would! but I can’t im going to Danielles party, you should come’ ‘I would love to but I should really study for this, I got to go my moms waiting see ya!’ she shouted waving her hand” and “Monday very quickly rolled around”—are lacking or indiscriminately used to connect events within and between sentences and paragraphs. • Alex’s realization when she “was sitting in Mr. Sanfords room” (as in “Algebra was my worst subject, there was no way I was going to pass this, especially without studying”) in the closure is related to the focus, and her self-recrimination (as in “I really should of studied with Amanda when I had the chance”) is moralistic.

Score	Scoring Category	
<p>Limited L</p>	<p>S</p> <p>L</p> <p>L</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure is generally controlled (such as in “‘Hey Alex!’ someone shouted behind me ‘Wait up!’ I turned to see who the familiar voice calling me was. It was my longtime friend Amanda” and “Saturday was the party, and I spent all day Sunday at the mall with Danelle”), but lapses may occasionally impede meaning. • Sentence type and sentence length—as in “‘I would! but I can’t im going to Danielles party, you should come’ ‘I would love to but I should really study for this, I got to go’”—are seldom effective or varied; syntactic structures such as these are frequently awkward. • As seen in “I turned to see,” “It was,” “I got to,” “Saturday was,” “Algebra was,” and “I really should,” there is little variety of sentence beginnings. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Satisfactory S</p>	<p>S</p> <p>S</p> <p>S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions—such as in “‘Hey Alex!’ someone shouted behind me,” “you should come,” “I would love to but I should really study for this,” “Saturday was the party,” and “Algebra was my worst subject”—are generally used appropriately. • As illustrated in “I turned to see,” “my longtime friend Amanda,” “she shouted waving her hand,” “all day Sunday at the mall,” and “no way I was going to pass this, especially without studying,” general words and expressions are used adequately to clarify meaning. • The voice created by the student (as in “‘Hey, what’s up?’ I greeted her,” “Monday very quickly rolled around and I only realized well I was sitting in Mr. Sanfords room that I didn’t study at all, not one bit,” and “I really should of studied with Amanda when I had the chance”) is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
<p>Limited L</p>	<p>L</p> <p>L</p>	<p>Conventions</p> <ul style="list-style-type: none"> • As shown in “Wanna go to library later? To study for the test Monday?” and “‘I got to go my moms waiting see ya!’ she shouted waving her hand,” the quality of the writing is weakened by the frequently incorrect use of conventions. • Errors—such as in “Should of Studied,” “who the familiar voice calling me was,” “im going to Danielles party,” and “well I was sitting in Mr. Sanfords room”—blur clarity and interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>