

Grade 6

English Language Arts

Examples of  
the Standards  
for Students' Writing

Functional Writing

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Alberta Provincial Achievement Testing

2018

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Follow these steps to access the [Alberta Education](http://www.alberta.ca) website:

Step 1: Type education.alberta.ca.

Step 2: Click on the “Elementary” card.

Step 3: Click on the “Provincial Assessment” card.

Step 4: Scroll down to find and click on the “[English Language Arts K–6](#)” card.

Step 5: Click on “[Provincial Achievement Test \(PAT\)](#).”

On the website, there is a specific link to “[Subject Bulletins](#).” These bulletins provide students and teachers with information about the provincial achievement tests scheduled for the current school year. Please share the contents of the *Grade 6 English Language Arts Subject Bulletin* with your students.

Also on the website, there is a specific 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.

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## Introduction

The written responses in this document are examples of Grade 6 English Language Arts writing that meet or exceed 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 6 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 2017 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 Functional Writing Assignment.

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 achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used to establish expectations for student work in relation to the scoring criteria and ensure that scoring is consistent within and between marking sessions. These committees ensure 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 from various regions of the province. Working group members read a large sample of students' written responses to the Achievement Test and select responses that best match the standards established 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 in the selection of the Training Paper. This paper is 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, the Training Paper may not. This is because students rarely perform with equal ability in every scoring category, and it is necessary to evaluate each scoring category as a distinct skill area.

### Exemplar Validation Working Group

The Exemplar Validation Working Group is composed of experienced teachers from various provincial regions, and it reviews and approves the Exemplars, Training Paper, and Rationales that have been prepared for local marking. The working group ensures that the Rationales accurately reflect the descriptors in the Scoring Guide and verifies 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 students' written responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test when compared with actual student work on the Achievement Test. The working group ensures that the Exemplars, Training Paper, and Rationales are appropriate for central marking, and 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 paper so that inter-rater reliability is maintained. 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 achievement test administration. They 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.

The Exemplars of student writing and the corresponding Rationales in this document exemplify the standards inherent in the scoring criteria. These Exemplars are **not to be shared with students and must be returned to Alberta Education** with the tests.

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. 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 be adjudicated by a third reading, which will 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 for inclusion in portfolios of the year's work. Copies can be made for parents who request them.

The descriptors of each level of student achievement in the scoring guides were revised in 2008–2009. To continue to maximize fairness for all students, and to maintain consistency across all grade levels, the numeric achievement descriptors in the Grade 6 English Language Arts scoring guides were changed from numbers to specific words to describe student achievement in each scoring category. The revised achievement descriptors correspond to the values of the numbers that they replace. Classroom teachers are encouraged to discuss and use the scoring criteria, including the revised achievement descriptors, with their students during the year. When student writing is marked centrally, the revised achievement descriptors are used.

The previously used and the corresponding revised achievement level descriptors are highlighted below:

Previously Used Descriptors	Revised Descriptors
Meets the <i>Standard of Excellence</i> 5	<b>Excellent</b> <b>E</b>
Approaches the <i>Standard of Excellence</i> 4	<b>Proficient</b> <b>Pf</b>
Clearly Meets the <i>Acceptable Standard</i> 3	<b>Satisfactory</b> <b>S</b>
Does Not Clearly Meet the <i>Acceptable Standard</i> 2	<b>Limited</b> <b>L</b>
Clearly Below the <i>Acceptable Standard</i> 1	<b>Poor</b> <b>P</b>

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

A total score for a student's written response may be calculated by a teacher using the following procedure. For the **Narrative 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 Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of *Content* and *Content Management*. Then, multiply these scores by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total Part A: Writing Score**, add the Narrative Writing and Functional Writing scores as follows: **Narrative /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 6 English Language Arts Achievement Test.



## Scoring Guide—Functional Writing

### Content

#### *Focus*

When marking **Content** appropriate for Grade 6 functional writing, the marker should consider

- effectiveness of development and organization of the news article
- whether the purpose of the assignment is fulfilled with complete and appropriate information
- appropriateness of tone for the assignment and awareness of audience is evident

<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>• The ideas are well developed, and organization of the news article is clear and effective.</li> <li>• Complete information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose of the assignment.</li> <li>• A tone appropriate for the assignment is clearly and effectively maintained.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>• The ideas are generally well developed, and organization of the news article is generally effective.</li> <li>• Complete information is presented, and this information is substantiated by appropriate details that fulfill the purpose of the assignment.</li> <li>• A tone appropriate for the assignment is clearly maintained.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>• The ideas are adequately developed, and organization of the news article is adequate.</li> <li>• Some information is given, and this information is supported by enough details to fulfill the purpose of the assignment.</li> <li>• A tone appropriate for the assignment is generally maintained.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>• The ideas are poorly developed, and organization of the news article is ineffective.</li> <li>• Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled.</li> <li>• A tone appropriate for the assignment is evident but not maintained.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>• The ideas are not developed, and organization of the news article is inadequate.</li> <li>• Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled.</li> <li>• Little awareness of tone appropriate for the assignment is evident.</li> </ul>
<b>Insufficient</b>  <b>INS</b>	<ul style="list-style-type: none"> <li>• The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess <b>Content</b>.</li> </ul>

**Note: Content and Content Management are equally weighted.**

Please advise students that their work must relate to the assignment. Those assignments that are completely off topic will be awarded a mark of Insufficient.

## Content Management

### *Focus*

When marking **Content Management** appropriate for Grade 6 functional writing, the marker should consider

- accuracy and effectiveness of words and expressions
- control of sentence structures, usage, and mechanics (spelling, punctuation, etc.)
- clarity and flow of the communication

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

<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are consistently accurate and effective.</li> <li>• The writing demonstrates confident and consistent control of sentence structure, usage, and mechanics.</li> <li>• Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are usually accurate and effective.</li> <li>• The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics.</li> <li>• Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are generally accurate and occasionally effective.</li> <li>• The writing demonstrates basic control of sentence structure, usage, and mechanics.</li> <li>• Errors that are present occasionally reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are frequently vague and/or imprecise.</li> <li>• The writing demonstrates faltering control of sentence structure, usage, and mechanics.</li> <li>• Errors reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are inaccurate and/or misused.</li> <li>• The writing demonstrates lack of control of sentence structure, usage, and mechanics.</li> <li>• Errors severely reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Insufficient</b>  <b>INS</b>	<ul style="list-style-type: none"> <li>• The writing has been awarded an INS for <b>Content</b>.</li> </ul>

**Section II: Functional Writing** (Suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

**The Situation**

Your name is Taylor Greene and you attend Kindler Elementary School. You are a reporter for your school's newspaper. You attended the opening ceremony for a new city park in Edmonton. It has been named for Alex Decoteau, a First Nations Albertan who had many accomplishments. You want to write an article to inform readers about this heroic First Nations Albertan. You have done research and collected information and pictures about Alex. Now you are ready to write your article.

**Assignment**

Write a news article that will inform the readers about Alex Decoteau. Use the information from your research notes to complete your news article.

When writing your news article, **be sure to**

- **provide** readers with information that will support the purpose of the news article
- **use** a style of writing appropriate for a news article
- **use** a style of writing appropriate for the audience

**Use the information provided on page 12 to assist you as you write your news article.**

**Turn to page 13 to plan your writing. Begin writing your news article on page 14.**

Fold and tear along perforation.



City of Edmonton Archives EA-302-82


*Alex Decoteau in police uniform,  
1911*



City of Edmonton Archives EA-302-65

*Track and field meet, July 1915  
(Alex is third from the left.)*

## News Article Notes

<p><b>Who:</b> —Alex Decoteau, a First Nations Albertan</p> <p><b>What:</b> —A new city park has been named after him.</p> <p><b>Where:</b> —Edmonton, Alberta</p> <p><b>Why:</b> —This First Nations Albertan had many important accomplishments.</p> <p><b>Purpose of the news article:</b> —To inform readers about a significant First Nations person in Alberta’s history</p>  <p><i>Alex Decoteau, 1912</i></p>	<p><b>Information About Alex Decoteau:</b> —Born November 19, 1887 —Excellent at long-distance running —Was a Canadian soldier in World War I —Joined Edmonton police force, 1911 —Competed for Canada in the 1912 summer Olympic Games —Born on Red Pheasant Reserve in Saskatchewan —Promoted to police sergeant —Died October 1917 in World War I —Was in charge of his own police station</p> <p><b>Interesting facts:</b> —Canada’s first Aboriginal police officer —Member of First Nations Sports Hall of Fame —First city police officer to use a motorcycle —Buried in Europe —Member of Edmonton City Police Hall of Fame —In 1985, relatives held a Cree burial ceremony to bring his spirit home to Canada —Member of Alberta Sports Hall of Fame —Alex Decoteau Park named in his honour —Named one of “100 Edmontonians of the Century” in 2004 —Member of Saskatchewan Sports Hall of Fame</p>
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**You do not have to use all of the information provided on this page.**

**You may include additional appropriate information in your news article.**

## Student Exemplar—Satisfactory A

If you are using a word processor, staple your News Article here.  
You may make corrections directly on your printed page(s).

A guy to remember.

(Headline)

by Taylor Greene.

Edmonton, AB 2017 A guy named Alex Decoteau  
a first nations Albertan is getting a park  
named after him.

This first nations Albertan had many  
accomplishments.

The purpose of the article is to inform  
readers about a significant First Nations Albertan.

He was born November 19, 1857.

He joined the police force in 1911.

Alex died 1917 in World War I.

He was in charge of his own police  
station.

Alex was Canada's first aboriginal police  
officer. He was the first officer to  
ride a motorcycle. He was buried in  
Europe.

If you want more information  
go on to [www.Canada'sHistory.com](http://www.Canada'sHistory.com).

Thanks you for reading my article  
hope you read others by me.

**GRADE 6 ENGLISH LANGUAGE ARTS  
2018 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Functional—Satisfactory A**

**Headline:** A guy to remember

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>S • The ideas are <b>adequately</b> developed, and organization of the news <b>article</b> is adequate (“A guy named Alex Decouteau a first nations Albertan is getting a park named after him. This first nations Albertan had many accomplishments”).</li> <li>S • <b>Some</b> information is given, and this information is supported by <b>enough</b> details to fulfill the purpose of the assignment (“He was in charge of his own police station. Alex was Canada’s first aboriginal police officer. He was the first officer to ride a motorcycle”).</li> <li>S • A tone appropriate for the assignment is <b>generally</b> maintained (“The purpose of the article is to” and “He was born november 19, 1887”).</li> </ul>
<b>S</b>	<p><b>Content Management</b></p> <ul style="list-style-type: none"> <li>S • Words and expressions used are <b>generally</b> accurate and <b>occasionally effective</b> (“a significant First nations Albertan” and “He joined the police force in 1911”).</li> <li>S • The writing demonstrates <b>basic</b> control of sentence structure, usage, and mechanics (“He was the first officer to ride a motorcycle” and “He was buried in europe”).</li> <li>S • Errors that are present <b>occasionally</b> reduce the clarity or <b>interrupt</b> the flow of the communication (“about,” “accomplishments,” “Alex died 1917 in World war I,” and “buried in europe”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## Student Exemplar—Satisfactory B

If you are using a word processor, staple your News Article here.  
You may make corrections directly on your printed page(s).

By: Taylor Greene Newborn Park  
(Headline)  
Yesterday at 6:00 The city of  
Edmonton, a ceremony of a new park  
happened. The park was named after a  
First Nations man named Alex Decoteau  
for his many accomplishments.

Alex Decoteau was born on November  
19, 1887. He was an excellent long  
distance runner and competed in the 1912  
summer olympic games. He joined the  
Edmonton police force in 1911 and  
was the first Aboriginal police officer.

## Student Exemplar—Satisfactory B

He was also promoted to sergeant and was in charge of his own police station. He was born in Saskatchewan at the Red Pheasant Reserve and died in October, 1917 in world war 1 and was buried in Europe.

Alex Decoteau was also a member of the First Nations Sports Hall of fame. Was also a member of Alberta, and Saskatchewan Sports hall of fame. Named one of "100 Edmontonians of the Century" in 2004. Also In 1985 his relatives held a Cree burial ceremony to bring his spirit back to Canada.



**Student Exemplar—Satisfactory B**

We shall remember Alex Decoteau  
for what he did for us.

**GRADE 6 ENGLISH LANGUAGE ARTS  
2018 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Functional—Satisfactory B**

**Headline:** Newborn Park

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• S The ideas are <b>adequately</b> developed, and organization of the news article is <b>adequate</b> (“The park was named after a First Nations man named Alex Decoteau for his many accomplishments” and “He joined the Edmonton police force in 1911 and was the first Aboriginal police officer”).</li> <li>• S <b>Some</b> information is given, and this information is <b>supported</b> by enough details to fulfill the purpose of the assignment (“He was an excellent long distance runner and competed in the 1912 summer olympic games” and “Alex Decouteau was also a member of the First Nations Sports Hall of fame”).</li> <li>• S A tone appropriate for the assignment is <b>generally</b> maintained (“Yesterday at 6:00 The city of Edmonton, a ceremony of a new park happened” and “We shall remember Alex Decoteau for what he did for us”).</li> </ul>
<b>S</b>	<p><b>Content Management</b></p> <ul style="list-style-type: none"> <li>• S Words and expressions used are <b>generally</b> accurate and <b>occasionally effective</b> (“Alex Decoteau was born on November 19,1887” and “He was also promoted to sergeant and was in charge of his own police station”).</li> <li>• S The writing demonstrates <b>basic</b> control of sentence structure, usage, and mechanics (“He was born in Saskatchewan at the Red Pheasant Reserve and died in October, 1917 in world war I” and “Also In 1985 his relatives held a Cree burial ceremony to bring his spirit back to canada”).</li> <li>• S Errors that are present <b>occasionally</b> reduce the clarity or <b>interrupt</b> the flow of the communication (“Was also a member of Alberta, and Saskatchewan Sports hall of fame” and “Named one of ‘100 Edmontonias of the Centary’ in 2004”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## Student Exemplar—Satisfactory C

*If you are using a word processor, staple your News Article here.  
You may make corrections directly on your printed page(s).*

A First Nations Albertan Alex Decoteau  
(Headline)

Alex Decoteau is a First Nations Albertan who was born November 19, 1887 on a Red Pheasant Reserve in Saskatchewan. Alex was a Canadian soldier in World War I, and joined the Edmonton Police force in 1914. There is going to be a new City Park named after him in Edmonton Alberta. Decoteau competed for Canada in the 1912 Summer Olympic games, and died October, 1917 in World War One.

Decoteau was an excellent long distance runner, who was promoted to Police Sergeant, and soon was in charge of his own Police Station. In 1985, relatives held a Cree burial ceremony to bring his spirit home to Canada. Alex was Canada's first aboriginal police officer. He is a member of the Alberta Sports Hall of Fame, the First Nations Sports Hall of Fame, as well as the Saskatchewan Sports Hall of Fame.

## Student Exemplar—Satisfactory C

Alex Decoteau was named one of "100 Edmontonians of the Century" in > 2004. He was the first city police officer to use a motorcycle. Decoteau was buried in Europ. He is a heroic First Nations Albertan, who had many important accomplishments.

= Taylor Greene

Kindler Elementary School.

**GRADE 6 ENGLISH LANGUAGE ARTS  
2018 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Functional—Satisfactory C**

**Headline:** A First Nations Albertan Alex Decoteau

Score	Reporting Category
<b>S</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>S</b> • The ideas are <b>adequately</b> developed, and organization of the news article is <b>adequate</b> (“Alex was a Canadian soldier in World War I, and joined the Edmonton Police force in 1911” and “Decoteau was an excellent long distance runner, who was promoted to Police Sergeant, and soon was in charge of his own Police Station”).</li> <li><b>S</b> • <b>Some</b> information is given, and this information is supported by <b>enough</b> details to fulfill the purpose of the assignment (“There is going to be a new city Park named after him in Edmonton Alberta” and “He is a member of the Alberta Sports Hall of Fame, the First Nations Sports Hall of Fame, as well as the Saskatchewan Sports Hall of Fame”).</li> <li><b>S</b> • A tone appropriate for the <b>assignment</b> is generally maintained (“Decoteau competed for Canada” and “He is a heroic First Nations Albertan, who had many important accomplishments”).</li> </ul>
<b>S</b>	<p><b>Content Management</b></p> <ul style="list-style-type: none"> <li><b>S</b> • Words and expressions used are <b>generally</b> accurate and <b>occasionally effective</b> (“In 1985, relatives held a cree burial ceremony to bring his spirit home to Canada” and “Alex Decoteau was named one of ‘100 Edmontonians of the Century’ in 2004”).</li> <li><b>S</b> • The writing demonstrates <b>basic</b> control of sentence structure, usage, and mechanics (“was promoted to Police Sergeant, and soon was in charge of his own Police Station,” “Alex was Canada’s first aboriginal police officer,” and “He was the first city police officer to use a motorcycle”).</li> <li><b>Pf</b> • Errors that are present <b>rarely reduce</b> the clarity or interrupt the flow of the communication (“Alex Decoteau is a First Nations albertan who was born Novembre 19, 1887 on a Red Pheasant Reserve in Saskatchewan” and “Dectoteau was buried in Europ”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## Student Exemplar—Proficient

If you are using a word processor, staple your News Article here.  
You may make corrections directly on your printed page(s).

### New Park Named After Alex Decoteau

(Headline)

Next week, a new city park in Edmonton is going to be named after Alex Decoteau, a former First Nations Albertan, because he had many important accomplishments.

Decoteau has done many things for the police force. He joined the Edmonton police force in 1911, where he was the first ever city police officer to use a motorcycle, and is a member of the Edmonton City Police Hall of Fame. He was also a Canadian soldier in World War I, where he died fighting for our country in October of 1917. He was also Canada's first Aboriginal police officer, and was promoted to a police sergeant.

Outside his career, Alex Decoteau had an interesting life. He was excellent at long distance running, so he competed for Canada in the 1912 summer Olympic Games. He is a member of the Alberta and Saskatchewan Sports Hall of Fame. He was buried in Europe, and in 1985, his relatives held a Cree burial ceremony to bring his spirit home to Canada.

Alex Decoteau was a very important man, who completed many important things, and to find out more about him, go to [WWW.AlexDecoteau.com](http://WWW.AlexDecoteau.com)

**GRADE 6 ENGLISH LANGUAGE ARTS  
2018 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Functional—Proficient**

**Headline:** New Park Named After Alex Decoteau

Score	Reporting Category
<b>Pf</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>Pf</b> • The ideas are <b>generally well developed</b>, and organization of the news article is <b>generally</b> effective (“Next week, a new city park in Edmonton is going to be named after Alex Decoteau,” “Decoteau has done many things,” and “Outside his Carreer, Alex Decoteau had an interesting life”).</li> <li><b>Pf</b> • <b>Complete</b> information is presented, and this information is substantiated by <b>appropriate</b> details that fulfill the purpose of the assignment (“He joined the Edmonton police force in 1911, where he was the first ever city police officer to use a motorcycle, and is a member of the Edmonton City Police Hall of Fame” and “He was also a Canadian soldier in World War I, where he died fighting for our country”).</li> <li><b>Pf</b> • A tone <b>appropriate</b> for the assignment is <b>clearly maintained</b> (“Next week, a new city park in Edmonton” and “Alex Decoteau was a very important man, who completed many important things, and to find out more about him, go to <a href="http://WWW.AlexDecoteau.com">WWW.AlexDecoteau.com</a>”).</li> </ul>
<b>Pf</b>	<p><b>Content Management</b></p> <ul style="list-style-type: none"> <li><b>Pf</b> • Words and expressions used are <b>usually accurate</b> and effective (“Outside his Carreer, Alex Decoteau had an interesting life” and “He was buried in Europe, and in 1985, his relatives held a Cree burial ceremony to bring his spirit home to Canada”).</li> <li><b>Pf</b> • The writing demonstrates <b>competent</b> and <b>generally consistent</b> control of sentence structure, usage, and mechanics (“He was also Canadas first Aboriginal police officer, and was promoted to a police sergeant” and “He was excellent at long distance running, so he competed for Canada in the 1912 summer Olympic Games”).</li> <li><b>Pf</b> • Errors that are present <b>rarely reduce</b> the clarity or interrupt the flow of the communication (“Canadas first Aboriginal police officer” and “<a href="http://WWW.AlexDecoteau.com">WWW.AlexDecoteau.com</a>”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## Student Exemplar—Excellent

*If you are using a word processor, staple your News Article here.  
You may make corrections directly on your printed page(s).*

### Grand Opening of Decoteau Park! (Headline)

Today, Decoteau Park in Edmonton will be opened to honor Alex Decoteau for everything he has done for his country.

Alex was born on November 19, 1887, and he was born on the Red Pheasant Reserve in Saskatchewan. In 1911, he decided to join the Edmonton police force. He was the first ever Aboriginal police officer in Canada and the first city police officer ever to use a motorcycle. Soon enough, he got promoted to a police sergeant for his excellent work and after that became the boss of a police station. He remains today one of the best police officers Edmonton has ever seen.

Alex was great at sports, as well. He was an excellent long-distance runner, and competed in the 1912 summer Olympic Games. But soon after those Olympics World War I started, and he became a soldier. Then, sadly, in October 1917, he died from the war. His body was transported to Europe, where it was buried.



## Student Exemplar—Excellent

In 1985 his relatives held another burial, this time a Cree burial, to bring his spirit home to Canada. Alex DeCouteau was a very important man, and he is named one of "100 Edmontonians of the Century". He is also a member of the Saskatchewan Sports Hall of Fame, and a member of the Alberta Sports Hall of Fame. Those are the reasons why the new park is being named after DeCouteau.  
We all honor DeCouteau!

Taylor Greene, Kindler Elementary School

**GRADE 6 ENGLISH LANGUAGE ARTS  
2018 ACHIEVEMENT TEST  
RATIONALE FOR STUDENT EXEMPLAR**

**Functional—Excellent**

**Headline:** Grand Opening of Decouteau Park!

Score	Reporting Category
<b>E</b>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li><b>E</b> • The ideas are <b>well developed</b>, and organization of the news article is <b>clear</b> and <b>effective</b> (“Today, Decouteau Park in Edmonton will be opened to honor Alex Decouteau for everything he has done for his country,” “In 1911, he decided to join the Edmonton police force,” “Soon enough, he got promoted to a police sergeant,” and “Then, sadly, in October 1917, he died from the war”).</li> <li><b>E</b> • <b>Complete</b> information is presented, and this information is <b>enhanced</b> by precise and appropriate details that effectively fulfill the purpose of the assignment (“He was the first ever Aboriginal police officer in Canada, and the first city police officer ever to use a motorcycle. Soon enough, he got promoted to a police sergeant for his excellent work,” and “He was an excellent long-distance runner, and competed in the 1912 summer Olympic Games”).</li> <li><b>E</b> • A tone appropriate for the assignment is <b>clearly</b> and <b>effectively</b> maintained (“Today, Decouteau Park in Edmonton will be opened” and “He remains today one of the best police officers Edmonton has ever seen”).</li> </ul>
<b>E</b>	<p><b>Content Management</b></p> <ul style="list-style-type: none"> <li><b>E</b> • Words and expressions used are <b>consistently</b> accurate and effective (“Then, sadly, in October 1917, he died,” “His bodied was transported to Europe, where it was buried,” and “We all honor Decouteau”).</li> <li><b>E</b> • The writing demonstrates <b>confident</b> and <b>consistent</b> control of sentence structure, usage, and mechanics (“But soon after those Olympics, World War I started and he became a soldier,” “In 1985, his relatives held another burial, this time a Cree burial, to bring his spirit home to Canada,” and “Alex Decouteau was a very important man, and he is named one of ‘100 Edmontonians of the Century’”).</li> <li><b>E</b> • Errors, if present, <b>do not reduce</b> the clarity or interrupt the flow of the communication (“Alex was born on November 19, 1887, and he was born on the Red Pheasant Reserve in Saskatchewan” and “after that became the boss of a police station”).</li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>

## *Credits*

City of Edmonton Archives, EA-302-82  
City of Edmonton Archives, EA-302-65  
City of Edmonton Archives, EA-10-2072

