

Grade 9

English Language Arts

Examples of
the Standards
for Students' Writing

Narrative / Essay Writing

Alberta Provincial Achievement Testing

2018

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Other Information

Follow these steps to access Provincial Achievement Test resources on the [Government of Alberta](http://www.alberta.ca) 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.

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Introduction

The written responses in this document are examples of Grade 9 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 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 2018 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 2018 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 rarely 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**

<p>Excellent</p> <p>E</p>	<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.
<p>Proficient</p> <p>Pf</p>	<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.
<p>Satisfactory</p> <p>S</p>	<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.
<p>Limited</p> <p>L</p>	<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.
<p>Poor</p> <p>P</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.
<p>Insufficient</p> <p>INS</p>	<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

<p>Excellent</p> <p>E</p>	<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.
<p>Proficient</p> <p>Pf</p>	<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.
<p>Satisfactory</p> <p>S</p>	<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.
<p>Limited</p> <p>L</p>	<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.
<p>Poor</p> <p>P</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.
<p>Insufficient</p> <p>INS</p>	<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

<p>Excellent</p> <p>E</p>	<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.
<p>Proficient</p> <p>Pf</p>	<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.
<p>Satisfactory</p> <p>S</p>	<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.
<p>Limited</p> <p>L</p>	<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.
<p>Poor</p> <p>P</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.
<p>Insufficient</p> <p>INS</p>	<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

<p>Excellent</p> <p>E</p>	<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.
<p>Proficient</p> <p>Pf</p>	<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.
<p>Satisfactory</p> <p>S</p>	<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.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • Words and expressions are often used inexactly. • 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.
<p>Poor</p> <p>P</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.
<p>Insufficient</p> <p>INS</p>	<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

<p>Excellent E</p>	<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.
<p>Proficient Pf</p>	<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.
<p>Satisfactory S</p>	<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.
<p>Limited L</p>	<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.
<p>Poor P</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.
<p>Insufficient INS</p>	<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 plus an additional 30 minutes should you need it.

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

2018

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

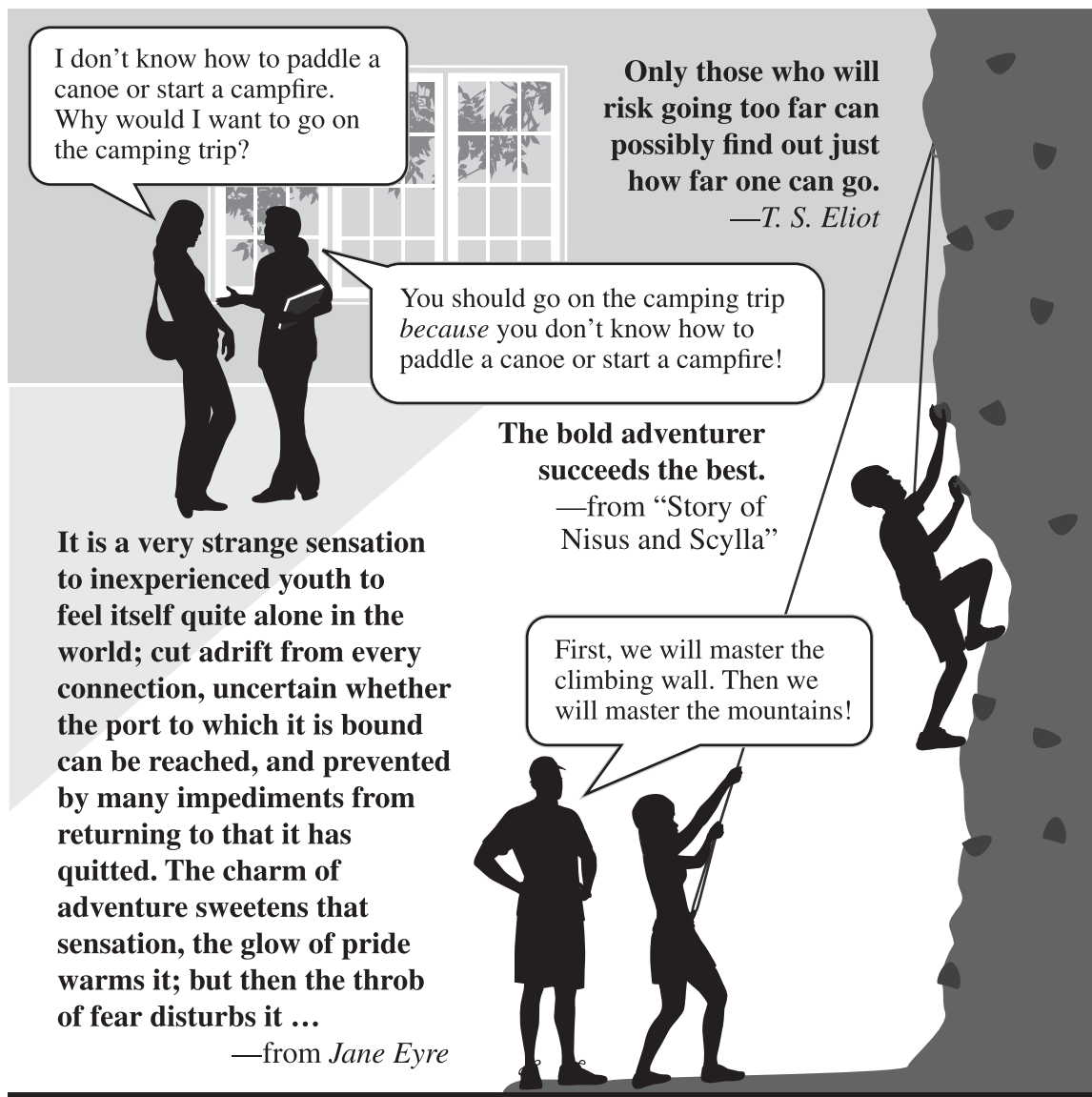
(suggested time—70 minutes)

Assignment

Write either a narrative or an essay about **the importance of seeking adventure in 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.



I don't know how to paddle a canoe or start a campfire. Why would I want to go on the camping trip?

You should go on the camping trip *because* you don't know how to paddle a canoe or start a campfire!

Only those who will risk going too far can possibly find out just how far one can go.
—T. S. Eliot

The bold adventurer succeeds the best.
—from “Story of Nisus and Scylla”

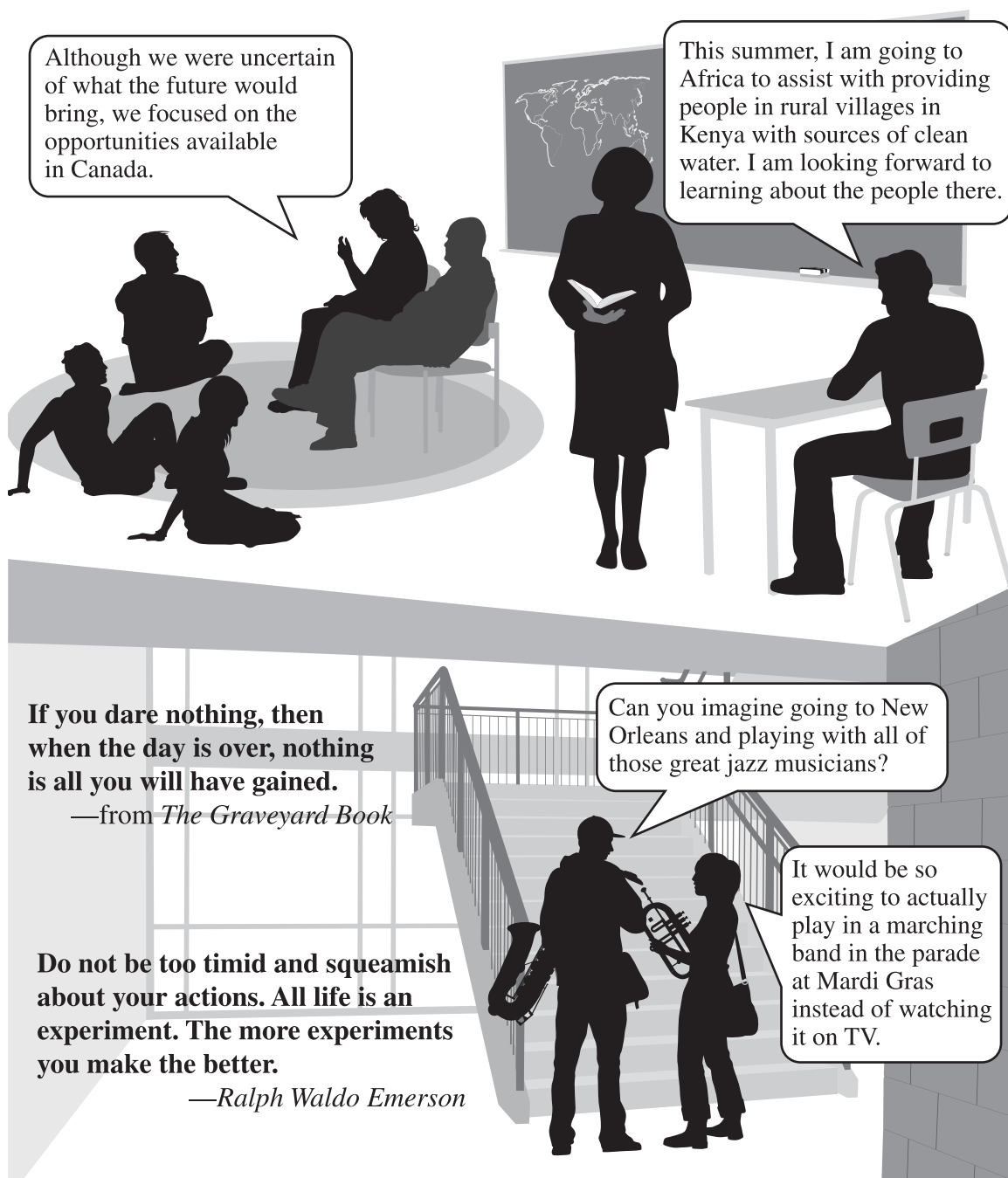
First, we will master the climbing wall. Then we will master the mountains!

It is a very strange sensation to inexperienced youth to feel itself quite alone in the world; cut adrift from every connection, uncertain whether the port to which it is bound can be reached, and prevented by many impediments from returning to that it has quitted. The charm of adventure sweetens that sensation, the glow of pride warms it; but then the throb of fear disturbs it ...
—from *Jane Eyre*

Eliot, T. S. Preface to *Transit of Venus*, by Harry Crosby. Rue Cardinale, Paris: Black Sun Press, 1931.

Ovid. “Story of Nisus and Scylla.” Translated by Croxall. Vol. 1 of *Ovid*. Translated by Dryden, Pope, Congreve, Addison, and Others. New York: Harper & Brothers, 1844.

Brontë, Charlotte [Currer Bell, pseud.]. *Jane Eyre: An Autobiography*. New York: Harper & Brothers, 1864.



Although we were uncertain of what the future would bring, we focused on the opportunities available in Canada.

This summer, I am going to Africa to assist with providing people in rural villages in Kenya with sources of clean water. I am looking forward to learning about the people there.

If you dare nothing, then when the day is over, nothing is all you will have gained.

—from *The Graveyard Book*

Can you imagine going to New Orleans and playing with all of those great jazz musicians?

Do not be too timid and squeamish about your actions. All life is an experiment. The more experiments you make the better.

—Ralph Waldo Emerson

It would be so exciting to actually play in a marching band in the parade at Mardi Gras instead of watching it on TV.

Gaiman, Neil. *The Graveyard Book*. New York: Harper, 2010.

Emerson, Ralph Waldo. *Journals of Ralph Waldo Emerson with Annotations*. Edited by Edward Waldo Emerson and Waldo Emerson Forbes. London: Constable & Co., 1911.

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**

Observations from Standards Confirmation and Central Marking 2018: General Impressions

Throughout the 2018 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 seeking adventure in life.**” This assignment was accessible for students at all levels of achievement. The **literary prompts**—which included quotations from T. S. Eliot and Ralph Waldo Emerson as well as excerpts from “Story of Nisus and Scylla,” *Jane Eyre*, and *The Graveyard Book*—provided many students with a variety of ideas to explore. In both narrative and essay responses, students often discussed the value of seeking adventure in providing opportunities for learning—about one’s environment, abilities, interests, or state of mind. In some responses, students examined character traits that were either requisite to going on an adventure or resultant from an experience undergone. In other responses, students reflected on the risks involved in undertaking an adventure, and examined how the beneficial impact of an experience warrants the risk-taking required. The **visual prompts**—which included two individuals talking to one another about going on a camping trip, three individuals at a climbing wall, a person speaking with a group of individuals about coming to Canada, a student telling a teacher about a planned trip to Africa, and two individuals holding musical instruments talking about performing—also offered students a variety of ideas to explore. In both narrative and essay responses, many students presented commentaries on how adventures may entail physical challenges, while others examined the emotional struggles that may be encountered when a person is confronted by challenging circumstances. Other students spoke of the need to leave the comfort of the familiar in order to extend personal boundaries through a new undertaking, broaden one’s knowledge by travelling to other parts of the world, and acquire skill in performing increasingly difficult tasks. Still others discussed the benefits of seeking adventure in providing individuals with confidence, wisdom, and self-awareness. In most responses, students were successful in presenting their ideas regarding the impact of seeking adventure on people’s lives.

As in other years, some students chose to support their ideas with a discussion of the impact of seeking adventure on the lives of professional 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 embrace adventure in pursuit of personal goals that

indelibly impact 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*, and *Romeo and Juliet*) and commented on the experiences undergone by characters seeking or undertaking adventure in their lives.

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 2018 Grade 9 English Language Arts Provincial Achievement Test.

Observations from Standards Confirmation and Central Marking 2018: Qualities of Student Writing That Did Not Meet the Acceptable Standard

In both narrative and essay responses scored “**Poor**” or “**Limited**” in “**Content**,” students typically struggled to convey their thoughts clearly and completely. In some responses, students presented naive illustrations of how seeking adventure allows individuals to have fun, do what they choose, or be happy. In some responses, students quoted randomly from the prompts provided without elaborating on them or connecting them to ideas presented. 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 in the adventure presented. In such responses, students presented largely unsupported generalizations or randomly recounted elements of experiences that were weakly connected to the importance of seeking adventure in life.

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

- “If you wanna do nothing and do the same thing over again like getting a crapy job or just staying home all day and play games or watch t.v. all day than you do that if you wanna or you could go on a adventure. [...] If you don’t like you’re adventure then go find a nother.”
- “Like when i was little i tried to adventure i walked a round the hole house and i saw someone and said hi and told my dad this person was here or so that’s what he told me. [...] When he looked no one was there so when i was little i went on an adventure and saw someone who past away.”
- “John need to see everything before he died so he tried to do everything he could like jumping out of a airplane and climbeing a mountain. [...] That’s when he said I’m glad I got it done he said. Now I can die.”
- “The purpose of life of to make satisfaction to yourself and others witch means that your mind will tell you that it needs adventure in your life so that you can have a purpose. [...] Why its important to have adventure is because its what you need to have a purpose so that you can be happy.”
- “Kevin gets to go fishing but first he has to eat something. There are no fish today till thay finally get some usualy only small fish but some times bigger fish then thay come back and see how big thay are then eat them. Thay get prizes for the person with the biggist fish.”
- “Why just sit there in a room all bored and stuff and realized how trashy every thing is, so just go outside and just go where ever you think is gonna make life a bit better. [...] That’s what you need to do when you don’t know what to do or that thought of oh what’s gonna happen next.”
- “At the peril gates you want to say that youer life was worth it. [...] Advencures are supose to be fun and take youer mind off woers. [...] There is nothin like hangin off the back of a jeep headed twords a cliff to teach you how to un tie a figure eight knot.”
- “Jess laid in bed and asks her self what is aventure? Becuz this bobbled her mind she got mad as time went by she asks her friends they didn’t know ether so she didn’t know what to do. [...] On day she met someone who toled her she needs to find it for her self. So she went to find aventure.”
- “Don went on a bike ride he did what ever he wanted too and saw everthing and had the best life ever. [...] But one day he did not believe in him self and got hert, he was scard to go out side and he had lost his adventure.”

- “It’s so important to go on an adventure because if you don’t go on an adventure you won’t have adventure in your life. [...] Let’s say if you never went on an adventure ever you probably never had any good times, if you had went on an adventure you probably had good times.”

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 undeveloped. The development of events and/or details was not clearly discernible or 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 the student had implicitly addressed the topic and/or prompts, and the response was assessed accordingly. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that the response was “**Insufficient**,” then the floor supervisors in consultation with the examination manager made a final judgment.

Observations from Standards Confirmation and Central Marking 2018: 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 all people encounter adventures in their daily lives and examined the consequences for individuals who accept or decline opportunities to seek adventure. Most students acknowledged that seeking adventure requires facing fears, taking risks, and overcoming obstacles. Some students argued that seeking adventure—something that everyone is capable of doing—is necessary for skill development, personal growth, and a meaningful life. Others reflected on the regret and lost opportunities that may result from being reluctant to seek adventure when afforded a chance. A number of students illustrated how seeking adventure entails interactions with others that enhance social skills and build interpersonal relationships, whereas others commented on circumstances in which a person must venture alone. Still other students examined the need to accept failure and learn from mistakes in order to enhance a person’s prospects of success when seeking adventure.

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

- “When Jessica was in grade 5 she never knew anything about soccer. One day her friend Stacey asked her to play soccer at lunch. Jessica said no thanks because she didn’t like sports. [...] After a few months past Jessica started to get bored of just staying inside all the time, so she went outside. She saw her friends and went to play soccer with them although she didn’t know what to do.”
- “Seeking adventure in life is important for growth of a person. By being bold and taking more risks you can achieve more. It can shape you into a more developed person and help you get ready for the future. [...] Desiring more adventure can make you feel more alive, grow your knowledge, and help you live your life to it’s fullest.”
- “If you saw Tom Williams sitting in his dingy little office you would know he is anything but adventurous. Tom works in a cramped office in a skyscraper in New York as a accountant. Every day it was a chore to get up and go to work. [...] One day Tom knew he could not do his routine forever and that he would have to change. He hoped he could turn his life around.”
- “Do you ever wonder what life would be like without trying new things? It would be pretty boring. Life is about doing what you want to do in life and not letting anyone stop you. [...] Adventuring is a very important aspect to life, if you want to try something new then you should try it. Live your life how you want to live it.”
- “Adventure is described in the dictionary as a daring and exciting activity calling for enterprise and enthusiasm. [...] We need to constantly seek adventure even if we are all different in our own different ways. There is always something for each of us, we just need to try to find it for ourselves.”
- “When Michael and Ruby got back from the hiking trip, they were exited and laughing. They saw Gabriel on the couch playing video games and went over to tell him how much fun it was to go hiking. Gabriel decided the next time they went he would go with them. [...] At the top of the mountain he looked back down the trail and couldn’t believe it he was actually having a great time.”
- “You don’t know what you’re capable of til you try new things. [...] By seeking adventure, you will learn how to do some things you have never done before, you can show other people what you are able to do, and you can discover the kind of person you are.”

- “Everybody goes on an adventure everyday, all of which have consequences whether they are good or bad. How a person deals with the outcomes of their action will impact the decisions they make in life. [...] The experiences we have each day help us develop the skills we will need later on life so we can continue to adventure and grow.”
- “I guilted my friend Robert into coming on a camping trip to Jasper. We have been friends for as long as I can remember and he isn’t much of an outdoors man. [...] Robert couldn’t set up a tent to save his life so I led him through the steps. [...] The next time we set up camp Robert was the first one to get his tent set up. He smiled the widest smile I have ever seen.”
- “Steven put on his swim trunks determined to overcome his fear and headed outside. He stepped on to the dock and walked to the edge. Closing his eyes he took a deep breathe and jumped. [...] He was surprised it was not so bad after all. [...] After that day Steven decided not to let his fear stop him from doing what he wants.”

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**” were characterized by 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.

- gives life meaning
- Makes you feel accomplished
- accomplish
- learn
- explore

The Importance of Seeking Adventure in Life

It is important to seek adventure in life in order to have many different experiences. New experiences are everywhere and provide opportunities for a new adventure to begin. People go out to explore new things to learn more about the world, and accomplish new goals. Seeking adventure can also give you a better understanding of your-self and gives life meaning.

Seeking adventure can reward you in many different ways such as when exploring a new path home from school. If you see a nice looking pathway on the side as you bike along, in your head you are wanting to do it, because you might explore something new. The only problem is that you do not know where it leads to. Any ways you take it, and it ends up leading you more closer to your house. When you get home you feel satisfied, because you tried something new, and it ended up saving you some time.

Going out into the world, and trying new things can lead you to accomplish new goals. For example, your friends are going camping on the spring break, and asked if you wanted to come. You have no idea what camping is like, because you have not done this in your life. You say sure, but are worried about what the guy's will think. However, your friends do not care if you have ever gone camping. They care that you came, and you ended up accomplishing something that you have never done before.

Looking for adventure in life can also teach you something about your-self and gives life meaning. Remember how you felt when you first learned to ride a bike? Even though you didn't succeed at first you keep trying. Your hard work pays off when you can peddle down the road on your own. You gain confidence when you learn about what you are able to do. This shows you that you can do something you planned to do and helps you decide what other activities you want to have in your life.

All of these example's show why seeking adventure is important. It can lead you to explore and learn about the world, and accomplish new goals. It also teaches you about who you are and gives you're life meaning. That's why you should go out there and look for adventure.

Rationale for Student Exemplar – Satisfactory (Essay)

Title: “The Importance of Seeking Adventure in Life”

Score	Scoring Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1398 638"> <p>S • The student’s exploration of the topic—in the discussion of how “Seeking adventure can reward you in many different ways such as when exploring a new path home from school,” how “Going out into the world, and trying new things can lead you to accomplish new goals,” and how “Looking for adventure in life can also teach you something about your-self and gives life meaning”—is clear.</p> <li data-bbox="342 659 1398 842"> <p>S • The student’s purpose (in illustrating that “New experiences are everywhere and provide opportunities for a new adventure to begin”—through the exemplification of taking “a nice looking pathway on the side as you bike along,” “going camping on the spring break,” and learning “to ride a bike”) is evident.</p> <li data-bbox="342 863 1398 1045"> <p>S • The ideas presented by the student with regard to feeling “satisfied, because you tried something new,” “accomplishing something that you have never done before,” gaining “confidence when you learn about what you are able to do,” and deciding “what other activities you want to have in your life” are appropriate and predictable.</p> <li data-bbox="342 1066 1398 1213"> <p>S • Supporting details related to a path that “ends up leading you more closer to your house,” friends who “do not care if you have ever gone camping,” and “hard work” that “pays off when you can peddle down the road on your own” are relevant and generic.</p> <li data-bbox="342 1234 1398 1453"> <p>S • As illustrated by “in your head you are wanting to do it, because you might explore something new. The only problem is that you do not know where it leads to” and “You have no idea what camping is like, because you have not done this in your life. You say sure, but are worried about what the guy’s will think,” the writing is straightforward and generalized, and occasionally appeals to the reader’s interest.</p>

Score	Scoring Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1414 495"> <p>S • The opening provided in “It is important to seek adventure in life in order to have many different experiences. New experiences are everywhere and provide opportunities for a new adventure to begin” in the introduction is functional, and establishes a focus on how “People go out to explore new things” in order to “learn more about the world,” “accomplish new goals,” and gain “a better understanding” of themselves that is generally sustained.</p> <li data-bbox="342 516 1414 737"> <p>S • Details pertaining to “exploring a new path home from school” which “ended up saving you some time,” having “no idea what camping is like” while being “worried about what the guy’s will think,” and remembering “when you first learned to ride a bike” which provided “confidence” in “what you are able to do” are developed in a discernible order, although coherence may falter occasionally.</p> <li data-bbox="342 758 1414 1020"> <p>S • Transitions—such as in “However, your friends do not care if you have ever gone camping. They care that you came, and you ended up accomplishing something that you have never done before” and “This shows you that you can do something you planned to do and helps you decide what other activities you want to have in your life”—tend to be mechanical, and are generally used to connect details within and between sentences and paragraphs.</p> <li data-bbox="342 1041 1414 1251"> <p>S • The closure—in the summation that “All of these examples show why seeking adventure is important. It can lead you to explore and learn about the world, and accomplish new goals. It also teaches you about who you are and gives your life meaning”—is mechanical and related to the focus, and the concluding exhortation (“That’s why you should go out there and look for adventure”) is moralistic.</p>
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1335 1414 1493"> <p>S • As demonstrated in “Seeking adventure can also give you a better understanding of your-self and gives life meaning” and “You gain confidence when you learn about what you are able to do,” sentence structure is generally controlled, but lapses may occasionally impede meaning.</p> <li data-bbox="342 1514 1414 1671"> <p>S • Sentence type and sentence length—as in “When you get home you feel satisfied, because you tried something new, and it ended up saving you some time” and “For example, your friends are going camping on the spring break, and asked if you wanted to come”—are sometimes effective and varied.</p> <li data-bbox="342 1692 1414 1797"> <p>S • Some variety of sentence beginnings (such as in “People go out to explore,” “If you see,” “The only problem is that,” “However, your friends do not,” “Looking for adventure in life can also,” and “This shows”) is evident.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category
S	<p>Vocabulary</p> <ul style="list-style-type: none"> S • Words and expressions (such as “opportunities for a new adventure,” “accomplish new goals,” “gives life meaning,” “Seeking adventure can reward you,” “no idea what camping is like,” and “explore and learn about the world”) are generally used appropriately. S • As shown in “explore new things,” “a nice looking pathway,” “something that you have never done before,” “teach you something,” “hard work pays off,” and “something you planned to do,” general words and expressions are used adequately to clarify meaning. S • The tone created by the student is discernible, as can be seen in “Going out into the world, and trying new things can lead you to accomplish new goals” and “Remember how you felt when you first learned to ride a bike?” <p>Proportion of error to length and complexity of response has been considered.</p>
S	<p>Conventions</p> <ul style="list-style-type: none"> S • The quality of the writing is sustained through generally correct use of conventions, as is evident in “Any ways you take it, and it ends up leading you more closer to your house” and “Even though you didn’t succeed at first you keep trying.” S • Errors (such as in “diffrent,” “expereinces,” “your-self,” “the guy’s,” “peddle down the road,” “example’s,” and “you’re life”) occasionally reduce clarity and sometimes interrupt the flow 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.

learn
flashbacks
Go on a hike leading to adventure
Goes on adventure, accident, learns
stuff

The Lifetime Adventure?

beautiful

(Title)

One Saturday morning, Tim, a young fifteen year old boy was eating his breakfast in his house in the city of Banff Alberta.

Tim had short brown hair and was tall and skinny. His mom, Linda was a short blonde hair mid-aged adult. "Hey Tim! We're going hiking today, get your stuff ready. We're leaving in a half-hour," explained Linda. Tim hated hiking but knowing he had to go, he packed his things and headed out the door with his mom towards the hiking trail.

"We're heading for Pike Mountain
because of some unpredictable weather
it's a little dangerous but very amusing
and fun," explained Linda. Tim, angry he
was forced to go, followed his mom past
the road and into the trail towards Pike
Mountain. Birds chirping, animals playing, and
fantastic scenery was all apart of the
adventure of a hike in the mountains.

Tim pranced on, as they entered
the quiet, calm and lovely areas of
the woods. Two hours later, deep in the
trail Tim gazed up at the sky in shock. "Oh my!
it's completely dark! A thunder storm
is coming!" yelled Tim. "Here. Hide behind

this tree. It'll protect us a little," demanded Linda. Slowly the rain started to fall down, it then got heavier and heavier. This was a full storm, thunder shook the ground and the noise was so loud it sounded like a bomb had gone off. "Should we head back down?" asked Tim. "No, it's too slippery. We could injure ourselves, we'll make a shelter and a campfire here," explained Linda. Tim didn't know how to do anything, since he hated hiking. He rarely went and only went when he was forced to like today.

Linda then taught Tim all

the essentials towards camping. Tim knew how to do it all and even had fun while doing it. The storm continued till morning, so Tim and his mom had set up sleeping bags for the night.

Tim woke up, the forest was quiet once again, the trails were wet but you could walk on them without slipping.

"Alright, let's head back home," said Linda. Tim and Linda packed up then walked down the trail and returned to their home in Beaufort. Tim took some time to ponder about his adventure, he learned such vital

tips and survival techniques. He then
said to himself... "I had a great weekend."

Rationale for Student Exemplar – Satisfactory (Narrative)

Title: “The Lifetime Adventure?”

Score	Scoring Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 422 1386 604"> <p>S • The student’s exploration of the topic through the persona of “Tim, a young fifteen year old boy,” who “hated hiking” but “followed his mom past the road and into the trail,” encountered “a thunder storm,” stopped to “make a shelter and a campfire,” learned “all the essentials towards camping,” and realized that he “had a great weekend” is clear.</p> <li data-bbox="342 625 1398 768"> <p>S • The student’s purpose in the portrayal of Tim’s being “angry he was forced to go” and not knowing “how to do anything, since he hated hiking” until he “knew how to do it all and even had fun while doing it” because he “learned such vital tips and survival techniques” is evident.</p> <li data-bbox="342 789 1360 972"> <p>S • The ideas presented by the student—in chronicling how “pike mountain” was “a little dangerous because of some unpredictable weather but very amusing and fun,” how “the sky” turned “completely dark” and “the rain [...] got heavier and heavier,” and how “Tim and his mom had set up sleeping bags for the night”—are appropriate and predictable.</p> <li data-bbox="342 993 1386 1176"> <p>S • In context, the inclusion of supporting details that document how “Tim had short brown hair and was tall and skinny,” how “Linda was a short blonde hair mid-aged adult,” and how “Birds chirping, animals playing and the fantastic scenery was all apart of the adventure of a hike in the mountains” are relevant and generic.</p> <li data-bbox="342 1197 1398 1379"> <p>S • The writing is straightforward and generalized (as seen in “ ‘Hey Tim! We’re going hiking today, get your stuff ready. We’re leaving in a half-hour,’ explained Linda” and “Tim woke up, the forest was quiet once again, the trails were wet but you could walk on them without slipping”), and occasionally appeals to the reader’s interest.</p>

Score	Scoring Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1414 464">S • The exposition (in “One beautiful Saturday morning, Tim, a young fifteen year old boy was eating his breakfast in his house in the city of Banff Alberta”) in the introduction is functional, and establishes a focus—on how “Tim hated hiking but knowing he had to go, he packed his things and headed out the door with his mom”—that is generally sustained. <li data-bbox="342 474 1414 663">S • Events that document when they were “deep in the trail” and “a thunder storm is coming,” when “it’s too slippery” for them to “head back down,” and when “The storm continued” until “Tim woke up” and “the forest was quiet once again” are developed in a discernible order, although coherence may falter occasionally. <li data-bbox="342 674 1414 863">S • As seen in “Tim pranced on, as they entered the quiet, calm and lovely areas of the woods,” “Slowly the rain started to fall down. It then got heavier and heavier,” and “ ‘Alright. Let’s head back home,’ said Linda,” transitions tend to be mechanical, and are generally used to connect events within and between sentences and paragraphs. <li data-bbox="342 873 1414 1062">S • The resolution provided in “Tim and Linda packed up then walked down the trail and returned to their home in Banff” in the closure is related to the focus, and the denouement (in “Tim took some time to ponder about his adventure, he learned such vital tips and survival techniques. He then said to himself ... ‘I had a great weekend’”) is mechanical and moralistic.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1136 1414 1325">S • Sentence structure—such as in “Tim hated hiking but knowing he had to go, he packed his things and headed out the door with his mom towards the hiking trail” and “ ‘Here. Hide behind this tree. It’ll protect us a little,’ demanded Linda”—is generally controlled, but lapses may occasionally impede meaning. <li data-bbox="342 1335 1414 1482">S • Sentence type and sentence length are sometimes effective and varied, as shown in “Two hours later, deep in the trail Tim gazed up at the sky in shock. ‘Oh my! it’s completely dark! a thunder storm is coming!’ yelled Tim” and “He rarely went and only went when he was forced too like today.” <li data-bbox="342 1493 1414 1640">S • Some variety of sentence beginnings is evident in “One beautiful Saturday morning,” “Tim had short brown hair,” “His mom, Linda was,” “Birds chirping, animals playing and the fantastic scenery,” “Slowly the rain started to fall,” “The storm continued,” and “Tim and Linda packed up.” <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category
S	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1398 457">S • Words and expressions are generally used appropriately, as illustrated in “tall and skinny,” “the quiet, calm and lovely areas of the woods,” “a full storm,” “thunder shook the ground and the noise was so loud it sounded like a bomb had gone off,” and “the trails were wet but you could walk on them without slipping.” <li data-bbox="342 478 1398 661">S • General words and expressions—such as “eating his breakfast in his house,” “get your stuff ready,” “packed his things,” “got heavier and heavier,” “didn’t know how to do anything,” “walked down the trail and returned to their home,” and “had a great weekend”—are used adequately to clarify meaning. <li data-bbox="342 682 1398 829">S • As seen in “Tim, angry he was forced to go followed his mom past the road and into the trail towards pike mountain” and “Linda then taught Tim all the essentials towards camping. Tim knew how to do it all and even had fun while doing it,” the voice created by the student is discernible. <p>Proportion of error to length and complexity of response has been considered.</p>
S	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 989 1398 1207">S • As demonstrated in “‘We’re heading for pike mountain its a little dangerous because of some unpredictable weather but very amusing and fun,’ explained Linda” and “‘Should we head back down?’ asked Tim. ‘No, it’s too slippery. We could injure ourselves, we’ll make a shelter and a campfire here,’ explained Linda,” the quality of the writing is sustained through generally correct use of conventions. <li data-bbox="342 1228 1398 1411">S • Errors—such as in “fifteen year old,” “Banff Alberta,” “a short blonde hair mid-aged adult,” “half-hour,” “pike mountain,” “Birds chirping, animals playing and the fantastic scenery was all apart of,” “when he was forced too like today,” and “the essentials towards camping”—occasionally reduce clarity and sometimes interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Observations from Standards Confirmation and Central Marking 2018: 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 state of mind of individuals who seek adventure, recognizing that inherent in undertaking an adventure is a willingness to face uncertainty regarding the outcome of one’s actions. Many students spoke of how individuals may actively seek adventure and of how individuals may find themselves beset by adventures that are not of their choosing. Some students argued that the ability to seek adventure is an innately and uniquely human trait that distinguishes the individuality of each person. Other students reflected on the lasting impact of a decision to seek adventure in determining the course of an individual’s life. Still other students drew analogies related to how seeking adventure adds spice to life, fosters growth, provides a sense of direction, or strengthens one’s defenses against adversity.

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

- “Why do we cling steadfastly to our daily routine? We fear change and unpredictability to the point that stepping out of our routines seems unfathomable. Unfortunately this security provided by the familiar prevents us realizing our true potential. [...] Summoning the courage to step into the unfamiliar will require persistence and determination in order to achieve success. Though hard earned, the rewards reaped will include not only newfound talents but also stronger relationships with others and better insight into one’s own personality.”
- “The urge to seek adventure is what propels humanity toward the discovery of new inventions, advancements in medicine, and technological creations that enhance our insight into the world that surrounds us. [...] While some risks taken result in high rewards, success is not guaranteed. Failure is equally possible, but if we are able to learn from our failures, we have better chances of success should similar circumstances arise.”
- “Becky was surrounded by chaos. Classmates hummed around her typing aggressively on their keyboards, annoyingly bickering and bragging about their high school course selections. Her mind whirled erratically with the uncertainty of the unknown future. [...] Awash with excitement, Becky strode confidently up the concrete steps of Bailey High School. She inhaled the crisp autumn air to ease her anxiety and began the journey that would determine the rest of her life. ‘One step at a time,’ she reminded herself, ‘And I’ll find my way.’”
- “*Welcome to Canada! Bienvenue à Canada!* read a large sign above my head. Elated, I felt free! Canada, at last! My tattered bags dragged behind me as I giddily exited the airport to hail a nearby taxi. [...] The sun retreated behind the horizon for its slumber, the sky bleeding orange, pink, and gold. Sitting at the only peice of furniture in my new apartment, a rickedy wooden desk, I thought of my mother. I clung to the memory of her warm embrace, the scent of roses from her garden lingering in her hair. She sacrificed much to enable me to fulfill my dream and her strength inspires me through my struggles to become accustomed to life in a new land.”
- “Life without *risk*, without *adrenaline*, without *adventure*, is like living in a cardboard box. Securely contained within the habitual walls of this armor, a person feels safe and undisturbed. However, this sanctuary will become a prison which, over time, will become increasingly difficult to escape. [...] Breaking free of the constraints of fear and insecurity, though difficult if not impossible at times, is necessary for a person to confront the uncertainty that is daily life. After all, would living in a cardboard box really be *living*?”

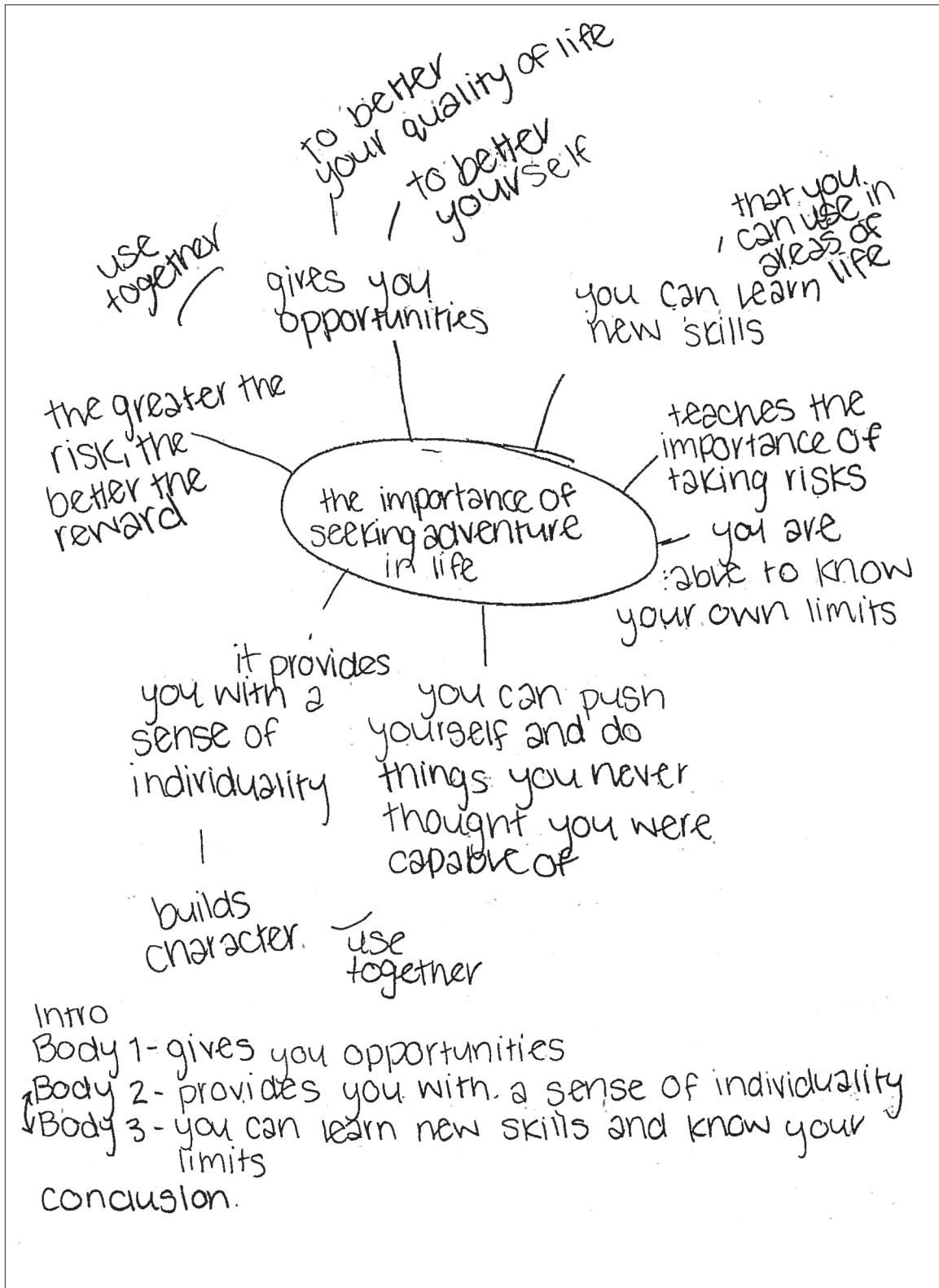
- “Adventure comes with uncertainty and challenge. It is only through adventure that a child born into the world becomes human. Through experiences and adventures, children challenge limitations and develop into the people they will be as adults. [...] Throughout one’s formative years, the wisdom gained through adventure provides the foundation of a person’s character. These defining characteristics distinguish the uniqueness of the person each of us becomes.”
- “My life is a complete waste of oxygen, thought Lily. I go nowhere, I do very little. At this point, I have given up trying. What’s the use? All I ever face is disappointment and rejection at every turn. I feel I am standing at the edge of a cliff looking down into the cavernous depths below. [...] Relief sweeps over me as I realize that I have been victimized by my own insecurities. Only *I* can change the course of my life and determine the direction I venture in.”
- “Dread settled into Sarah’s stomach. Viola? She couldn’t play Viola – Viola was the lead! Her shallow breathing waned. Although the drama room was air conditioned, her cheeks flushed and she started to perspire. [...] When Sarah stepped into the unsympathetic glare of the stage lights, she uttered an inaudible whisper. For an eternity, time stood still. She stood motionless, eyes fixated on the tattered rags that were her clothes. Sarah thought of the shipwreck that had separated Viola from her twin brother Sebastian, who was feared dead, and then – inexplicably – the words ‘What country, friends, is this?’ could be heard throughout the auditorium.”
- “But, dad! You said that I would do something great, and now I can do it! Why won’t you let me come?’ / ‘Because, April, it’s far too dangerous. You could get hurt, or worse. If that happened I couldn’t live with myself!’ [...] I’d said good-bye the next day, and he told me he’d see me soon. I’d watched it take off into the endless abyss of sky. And then I’d watched it explode, and with it, my dreams, and my father. [...] I had wanted to go with him, for I had been sixteen at the time, and had been to the moon and back twice. He insisted that I stay, though, to finish school. Scribbling down the last few labels for a rocket liftoff system, I set down my pencil and closed my workbook.”
- “Adventure. It is a genre of movies and books. It has formed the basis of great epics such as Homer’s *Odyssey* and Melville’s *Moby Dick*. Timeless fairy tales such as *Little Red Riding Hood* and *Peter Pan* contain annals of the great rewards achieved despite the perils encountered. However, how is this possible when our society favours those who conform to the norm? [...] I hope to believe some day that I have lived my life adventurously, but I struggle to deviate from the planned course of my day to day existence.”

In responses receiving scores of “**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**” student work 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.



Adventure is Out There

“If you dare nothing, then when the day is over, nothing is all you have gained.” These wise words still ring true to this very day. Seeking adventure is one of the sole thrills in life that can be experienced by everyone. It is important, in my opinion, to seek adventure because it can give us opportunities of many kinds, which enable us to learn new skills, through which we gain a sense of individuality.

Opportunities don't always come knocking on the door. Most often, opportunities arise from pursuing a adventure. For example, had I not learned how to ski, I would not have the chances that I have in my life now to ski in Jasper and Banff, to stay active and fit, or teach my friends how to ski. It is important to have the courage to put myself in a position that is not necessarily in my comfort zone, and have the courage to take a risk. After all, the greater the risk that is taken, the greater the reward that will be received. The risks and opportunities that I take are the pathway to some of the greatest adventures of my life.

In order to make the most of the opportunities that arise from our pursuit of adventure, we have to learn the skills that apply. When I went rock climbing for the very first time, I was not physically capable of making it to the top of

the wall. But, with perseverance and the development of skill through the knowledge I gained from my friends, I was able to reach the top of the wall. I pushed my limit, which was the inability to reach the top of the wall, and I stretched it further than I believed was possible to attain that goal. I believe learning skill and pushing limits is a huge advantage to seeking adventure in our lives.

Opening doors of exciting undertakings in life by pursuing adventure and gaining skills and strengths through doing so, it establishes our individuality. To be an individual is to be someone who finds their own unique way of being. The adventures that I have undertaken have helped to define the kind of person I am. I realize that activities such as skiing and rock climbing reflect my desire to be physically active in the outdoors and sharing these experiences with friend's. The path that everyone takes in life is different. Different trials, different choices, different personality traits all lead to different outcomes, resulting in every single person having their own way of seeking adventure. It is not guaranteed that what we decide to do in life will be easy, but this builds the character and individuality of a person.

Pursuing adventure has never proven to be an easy task. It requires great risk, focus and most importantly perseverance. Along with the new

opportunities that are provided for us, seeking adventure aids us in becoming our own individual, as well as teaching us how to use and develop skills to push and stretch our limits. I believe that having a sense of adventure and following that instinct is one of the best, most rewarding ways to a fulfilling life, a life that everyone is capable of having.

Rationale for Student Exemplar – Proficient (Essay)

Title: “Adventure is Out There”

Score	Scoring Category
Pf	<p>Content</p>
	<p>Pf • The student’s exploration of the topic (from the standpoint that “Seeking adventure is one of the sole thrills in life that can be experienced by everyone”) in the arguments that “In order to make the most of the opportunities that arise from our pursuit of adventure, we have to learn the skills that apply” and that “It is not guaranteed that what we decide to do in life will be easy, but this builds the character and individuality of a person” is adept and plausible.</p>
	<p>Pf • The student’s purpose—in the discussion of how “opportunities arise from pursuing a adventure,” how “learning skill and pushing limits is a huge advantage to seeking adventure in our lives,” and how “Opening doors of exciting undertakings in life by pursuing adventure and gaining skills and strengths through doing so [...] establishes our individuality”—is intentional.</p>
	<p>Pf • As is evident in “The risks and opportunities that I take are the pathway to some of the greatest adventures of my life,” “with perseverance and the development of skill through the knowledge I gained from my friends, I was able to reach the top of the wall,” and “The adventures that I have undertaken have helped to define the kind of person I am,” the ideas presented by the student are thoughtful and sound.</p>
	<p>Pf • Supporting details related to being able “to ski in Jasper and Banff, to stay active and fit, or teach my friends how to ski,” overcoming “the inability to reach the top of the wall” when “rock climbing,” and acknowledging that “Different trials, different choices, different personality traits all lead to different outcomes, resulting in every single person having their own way of seeking adventure” are apt.</p>
<p>Pf • The writing is considered and elaborated (as illustrated in “It is important to have the courage to put myself in a position that is not necessarily in my comfort zone, and have the courage to take a risk. After all, the greater the risk that is taken, the greater the reward that will be received”), and the personalization of the discussion—as in “I realize that activities such as skiing and rock climbing reflect my desire to be physically active in the outdoors and sharing these experiences with friend’s”—draws the reader’s interest.</p>	

Score	Scoring Category
Pf	<p>Organization</p> <p>Pf • The opening (“ ‘If you dare nothing, then when the day is over, nothing is all you have gained.’ These wise words still ring true to this very day. Seeking adventure is one of the sole thrills in life that can be experienced by everyone”) in the introduction is purposeful, and clearly establishes a focus—on the benefits of seeking adventure in providing “opportunities of many kinds, which enable us to learn new skills, through which we gain a sense of individuality”—that is capably sustained.</p> <p>Pf • Details related to how “Opportunities don’t always come knocking on the door” and “Most often [...] arise from pursuing a adventure,” how “to make the most of the opportunities that arise from our pursuit of adventure, we have to learn the skills that apply,” and how “To be an individual is to be someone who finds their own unique way of being” are developed in a sensible order, and coherence is generally maintained.</p> <p>Pf • Transitions clearly connect details within and between sentences and paragraphs, as can be seen in “For example, had I not learned how to ski, I would not have the chances that I have in my life now to ski in Jasper and Banff, to stay active and fit, or teach my friends how to ski” and “When I went rock climbing for the very first time, I was not physically capable of making it to the top of the wall.”</p> <p>Pf • The closing ruminations (in “Pursuing adventure has never proven to be an easy task. It requires great risk, focus and most importantly perseverance”) and restatement of ideas (in “Along with the new opportunities that are provided for us, seeking adventure aids us in becoming our own individual, as well as teaching us how to use and develop skills to push and stretch our limits”) in the closure are appropriate, and the final contention—that “having a sense of adventure and following that instinct is one of the best, most rewarding ways to a fulfilling life, a life that everyone is capable of having”—is related to the focus.</p>

Score	Scoring Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Sentence Structure</p> <p>Pf • Sentence structure (such as in “It is important, in my opinion, to seek adventure because it can give us opportunities of many kinds, which enable us to learn new skills, through which we gain a sense of individuality” and “But, with perseverance and the development of skill through the knowledge I gained from my friends, I was able to reach the top of the wall”) is consistently controlled.</p> <p>Pf • Considering the length and complexity of the response, sentence type and sentence length—as in “After all, the greater the risk that is taken, the greater the reward that will be received,” “I realize that activities such as skiing and rock climbing reflect my desire to be physically active in the outdoors and sharing these experiences with friends,” and “Pursuing adventure has never proven to be an easy task”—are usually effective and varied.</p> <p>Pf • As shown in “These wise words,” “Opportunities don’t always,” “For example, had I not,” “It is important to have,” “In order to make the most of,” “I believe,” “To be an individual is to be,” “The adventures that I have undertaken have helped to,” “It is not guaranteed that,” and “Along with the new opportunities that are provided for us,” sentence beginnings are often varied.</p> <p>Proportion of error to length and complexity of response has been considered.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Vocabulary</p> <p>Pf • Words and expressions (such as “the courage to put myself in a position that is not necessarily in my comfort zone,” “opportunities that arise from our pursuit of adventure,” “not physically capable of making it to the top,” “a huge advantage to seeking adventure,” “define the kind of person I am,” and “builds the character and individuality of a person”) are often used accurately.</p> <p>Pf • As illustrated in “one of the sole thrills in life that can be experienced by everyone,” “learn new skills, through which we gain a sense of individuality,” “to ski in Jasper and Banff, to stay active and fit, or teach my friends how to ski,” and “one of the best, most rewarding ways to a fulfilling life, a life that everyone is capable of having,” specific words and expressions show some evidence of careful selection.</p> <p>Pf • The tone created by the student—such as in “I pushed my limit, which was the inability to reach the top of the wall, and I stretched it further than I believed was possible to attain that goal” and “The path that everyone takes in life is different. Different trials, different choices, different personality traits all lead to different outcomes, resulting in every single person having their own way of seeking adventure”—is distinct.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category
<p style="font-size: 2em; font-weight: bold; margin: 0;">Pf</p>	<p data-bbox="391 212 1430 268">Conventions</p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 478"> <p data-bbox="391 268 1430 325">Pf • The quality of the writing is sustained—as seen in “The risks and opportunities that I take are the pathway to some of the greatest adventures of my life” and “Opening doors of exciting undertakings in life by pursuing adventure and gaining skills and strengths through doing so, it establishes our individuality”—because it contains only minor convention errors.</p> <li data-bbox="391 478 1430 646"> <p data-bbox="391 478 1430 535">Pf • Any errors that are present (such as “opportunitites,” “pursuing a adventure,” “someone who finds their own unique way,” “experiences with friend’s,” and “having a sense of adventure and following that instinct is”) rarely reduce clarity and seldom interrupt the flow of the response.</p> <p data-bbox="391 646 1430 722">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

- camping trip
- marching band - too shy
- best friend joins
- goes on a trip
- gets a scholarship

The Trigger of Something Great (Title)

Quickly walking past the band room, my heart longed to join the students making such beautiful music. Playing the alto saxophone was my passion but I was too shy to join my ^{school's} marching band. Every flyer I walked past, every fundraiser I saw made me wish I could be a part of something that seemed so wonderful.

"Hey Tessa!" someone shouted from down the hall. My friend Thomas was

barraging down the hall,
dodging people with a
maniacal look in his eye, trying to
reach me. Thomas was out-going and
crazy all the time so it was not
unusual for this situation to occur.

“I joined the marching band!”

This had not been the announcement I
was expecting. He rattled on, telling me
all the details such as that new members
who could already play ^{an instrument} were invited to
go on a trip to Florida if they learned
the repertoire in time. The thought of
joining fluttered through my mind as
I leaned against my locker door.

The bell for third period broke me out of my reverie but for once the thought to join stuck. Unlike before I couldn't quite convince myself that I didn't want to join. Math was a daze, excitement bubbling inside me at the opportunity that had arisen and the excitement was so great that the anxiety could not over power it. At lunch, my decision was made. Taking an application form, I hurriedly filled it out before I could stop myself. I drew in a deep breath and slipped the form into the band teacher's

mailbox. There was no going back.

The next week was a blur, learning the entire repertoire by heart. Everyone was amazed at how good I was and many wondered aloud why hadn't I joined sooner. My parents were so proud and thrilled that all the lessons had ^{finally} paid off. I was enjoying it so much and finally coming out of my shell that I also wished I would have worked up the courage ^{when I started high school two years ago.} For once I was excited every morning to go to school, with my head held high and it was an amazing feeling to have ^{so many} people say "hi" in the halls.

All the band kids were so out-going I could feel it rubbing off. When finally the day came to board the plane to Florida, I almost felt like a new person. I could not believe that without Thomas' excitement about joining the band, I would not be seeing our city from way up in the clouds. To top off the most extraordinary experience of my life, my teacher, without telling me, had applied me for a scholarship which I had been granted! I could become a musician, a career I had only dreamt of because I believed I was too much of an introvert to even consider it. Somethings in

life take time to realize and no matter
how soon you learn an important life
lesson, you always wish you had learned
it sooner.

Rationale for Student Exemplar – Proficient (Narrative)

Title: “The Trigger of Something Great”

Score	Scoring Category
Pf	<p>Content</p> <p>Pf • The student’s exploration of the topic—in the portrayal of the manner in which the conflict faced by “Tessa” (as in “Playing the alto saxophone was my passion but I was too shy to join my school’s marching band”) is overcome when she learned that a friend named Thomas “joined the marching band,” discovered that “the thought to join stuck,” took “an application form” and “filled it out,” learned “the entire repertoire by heart,” and boarded “the plane to Florida”—is adept and plausible.</p> <p>Pf • As seen in how Tessa’s “heart longed to join the students making such beautiful music,” how “The thought of joining fluttered through” her mind, how her “decision was made,” and how she “drew in a deep breath and slipped the form into the band teacher’s mailbox” which led to when she “was excited every morning to go to school” and “almost felt like a new person,” the student’s purpose is intentional.</p> <p>Pf • The ideas presented by the student (as in “He rattled on, telling me all the details such as that new members who could already play an instrument were invited to go on a trip to Florida if they learned the repertoire in time,” “Everyone was amazed at how good I was and many wondered aloud why hadn’t I joined sooner,” and “I could not believe that without Thomas’ excitement about joining the band, I would not be seeing our city from way up in the clouds”) are thoughtful and sound.</p> <p>Pf • Supporting details such as in “My friend Thomas was barraling down the hall, dodging people with a maniacal look in his eye, trying to reach me,” “Math was a daze, excitement bubbling inside me at the opportunity that had arisen,” “My parents were so proud and thrilled that all the lessons had finally paid off,” and “it was an amazing feeling to have so many people say ‘hi’ in the halls” are specific and apt.</p> <p>Pf • The writing is considered and elaborated—as shown in “Thomas was out-going and crazy all the time so it was not unusual for this situation to occur” and “This had not been the announcement I was expecting”—and draws the reader’s interest through the omniscience into Tessa’s thoughts regarding how she wishes that she “would have worked up the courage” when she “started high school two years ago” and concludes that “no matter how soon you learn an important life lesson, you always wish you had learned it sooner.”</p>

Score	Scoring Category
Pf	<p>Organization</p> <p>Pf • The exposition—“Quickly walking past the band room, my heart longed to join the students making such beautiful music. Playing the alto saxophone was my passion but I was too shy to join my school’s marching band”—in the introduction is purposeful, and clearly establishes a focus on the dilemma faced by the narrator (in “Every flyer I walked past, every fundraiser I saw made me wish I could be a part of something that seemed so wonderful”) that is capably sustained.</p> <p>Pf • Events that delineate the change in Tessa’s character as she overcomes her self-doubt (as in “The thought of joining fluttered through my mind as I leaned against my locker door,” “Unlike before I couldn’t quite convince myself that I didn’t want to join,” and “I was enjoying it so much and finally coming out of my shell that I also wished I would have worked up the courage when I started high school two years ago”) are developed in a sensible order, and coherence is generally maintained.</p> <p>Pf • Transitions—such as in “ ‘Hey Tessa!’ someone shouted from down the hall,” “The bell for third period broke me out of my reverie but for once the thought to join stuck,” “I drew in a deep breath and slipped the form into the band teacher’s mailbox,” and “All the band kids were so out-going I could feel it rubbing off”—clearly connect events within and between sentences and paragraphs.</p> <p>Pf • The resolution of the conflict—in “I could become a musician, a career I had only dreamt of because I believed I was too much of an introvert to even consider it. Some things in life take time to realize and no matter how soon you learn an important life lesson, you always wish you had learned it sooner”—in the closure is appropriate and related to the focus.</p>

Score	Scoring Category
Pf	<p>Sentence Structure</p> <p>Pf • As demonstrated in “He rattled on, telling me all the details such as that new members who could already play an instrument were invited to go on a trip to Florida if they learned the repertoire in time” and “When finally the day came to board the plane to Florida, I almost felt like a new person,” sentence structure is consistently controlled.</p> <p>Pf • Sentence type and sentence length—as in “At lunch, my decision was made. Taking an application form, I hurriedly filled it out before I could stop myself,” “There was no going back,” and “For once I was excited every morning to go to school, with my head held high and it was an amazing feeling to have so many people say ‘hi’ in the halls”—are usually effective and varied.</p> <p>Pf • Sentence beginnings (such as in “Quickly walking past the band room,” “Playing the alto saxophone,” “My friend Thomas was,” “The thought of joining fluttered,” “Unlike before,” “I drew in a deep breath and slipped the form,” “The next week was a blur,” “Everyone was amazed at,” and “Some things in life take time to realize”) are often varied.</p> <p>Proportion of error to length and complexity of response has been considered.</p>
Pf	<p>Vocabulary</p> <p>Pf • As shown in “someone shouted from down the hall,” “it was not unusual for this situation to occur,” “couldn’t quite convince myself that I didn’t want to join,” “filled it out before I could stop myself,” “wished I would have worked up the courage when I started high school,” and “too much of an introvert to even consider it,” words and expressions are often used accurately.</p> <p>Pf • Specific words and expressions—such as “my heart longed to join,” “too shy to join my school’s marching band,” “dodging people with a maniacal look in his eye,” “He rattled on,” “broke me out of my reverie,” “with my head held high,” and “without Thomas’ excitement about joining the band, I would not be seeing our city from way up in the clouds”—show some evidence of careful selection and some awareness of connotative effect.</p> <p>Pf • The voice created by the student (as in “Every flyer I walked past, every fundraiser I saw made me wish I could be a part of something that seemed so wonderful,” “Math was a daze, excitement bubbling inside me at the opportunity that had arisen and the excitement was so great that the anxiety could not over power it,” and “To top off the most extraordinary experience of my life, my teacher, without telling me, had applied me for a scholarship which I had been granted!”) is distinct.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="391 279 1430 464"> <p>Pf • The quality of the writing is sustained because it contains only minor convention errors, as illustrated in “My friend Thomas was barraling down the hall, dodging people with a maniacal look in his eye, trying to reach me” and “Unlike before I couldn’t quite convince myself that I didn’t want to join.”</p> <li data-bbox="391 478 1430 590"> <p>Pf • Any errors that are present—such as “out-going,” “could not over power it,” “hurridly,” and “had applied me for a scholarship”—rarely reduce clarity and seldom interrupt the flow of the response.</p> <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.

How is seeking adventure important or beneficial -

Steve Irwin → success for future generations

Neil Armstrong → advancing technology
Neil knowledge

Dr. Tony Lazzara → gave up everything
Lazzara → improving

Going Boldly Forward

Human beings are born with a natural curiosity about the world into which they have entered. By exploring their environment, they gain an understanding of aspects of the natural world that they inhabit. Venturing forward, they form relationships with others as they become members of the human community. Through collaboration and innovation, they learn to go beyond the limits of the world we know. Anything is possible if we follow our passions, make personal sacrifices, and are willing take risks.

For many people, the natural world is a perilous place, filled with unknown dangers. However, adventuring into nature’s flora and fauna will enable them to overcome their fears. Such was the goal of a man named Steve Irwin. Born in Melbourne, Australia, in 1962, Steve Irwin grew up studying and caring for animals on a wildlife park that his parents owned. Renowned as the “Crocodile Hunter,” his passion for wild animals helped him to enhance his knowledge of how to interact with even the most dangerous of predators, including deadly snakes, spiders, lizards, and of course crocodiles. Why, many would ask, would anyone do so? He shared his experiences in order to inform people the world over of how to live in harmony with nature. Despite his tragic death on September 4, 2006 when stung by a sting-ray while filming a television program, Steve Irwin is remembered for his steadfast pursuit of adventure. He

was a tireless advocate for wildlife education and conservation. Just as he had benefitted from his father's mentorship, Irwin's daughter Bindi Irwin now shares what she has learned from her father in order to reduce people's fears of inhabitants of our planet.

We must not only learn to venture into the environment in which we live. As members of the human race, we have the added responsibility of contributing to the society that we are part of. We can significantly improve our lives and the lives of others if we are willing to seek adventure. This belief is what motivated a successful doctor, Dr. Anthony Lazzara, to leave his comfortable life in the United States to provide aid to poor and handicapped children in Peru. He left his academic position at Emory University in 1983 to set up a home for poverty-stricken children near Lima. Why did he make such a sacrifice? Aspiring to follow the example of St. Francis of Assisi, he directs the provision of care for sick children whose parents cannot afford medical treatment. Dr. Lazzara is to be admired for his concern for the health and well-being of others, and putting his thoughts into actions. His work bears testament to his spirit of adventure.

Although the world beyond our planet may seem an impenetrable mystery to some, others have ventured as far as the moon. Doing so requires that a person be willing to face risks and forge the way to discovering the universe. Who most embodies such a pioneering spirit? Neil Armstrong, the first man to walk on the

moon. Armstrong transcended the boundaries of the small Ohio town where he was born in 1930. He began his military service in the navy, fought in the Korean War, and spent much of his career as an engineer, test pilot, and ultimately an astronaut with the National Aeronautics and Space Administration. Among his many notable achievements, he was the spacecraft commander for Appollo 11 and was the first man to land on the moon and step on its surface. Neil Armstrong's contribution to space exploration has paved the way for further discoveries and advancements. It is believed by some that adventures to Mars may soon become a reality.

The natural world. The human world. The world beyond. Our modern world has resulted from humankind's continual efforts to solve the mysteries of nature. Our efforts can make the world a better place for ourselves and others who share our planet. We can also go beyond the confines of our globe to explore the universe beyond. Although we may not become an environmentalist, a humanitarian, or an astronaut, we can all be adventurers in our own way.

Rationale for Student Exemplar – Excellent (Essay)

Title: “Going Boldly Forward”

Score	Scoring Category
E	<p>Content</p> <p>E • The student’s exploration of the topic in examining the innate desire of “Human beings” to seek “an understanding of aspects of the natural world that they inhabit,” “form relationships with others as they become members of the human community,” and “learn to go beyond the limits of the world we know”—through the examples of Steve Irwin (who advocated “for wildlife education and conservation”), Dr. Anthony Lazzara (who chose “to provide aid to poor and handicapped children in Peru”), and Neil Armstrong (who was “the first man to walk on the moon”)—is insightful.</p> <p>E • The student’s purpose (through the arguments that “For many people, the natural world is a perilous place, filled with unknown dangers. However, adventuring into nature’s flora and fauna will enable them to overcome their fears,” that “We can significantly improve our lives and the lives of others if we are willing to seek adventure,” and that “Although the world beyond our planet may seem an impenetrable mystery to some, others have ventured as far as the moon. Doing so requires that a person be willing to face risks and forge the way to discovering the universe”) is deliberate.</p> <p>E • The ideas presented by the student—as in “Renowned as the ‘Crocodile Hunter,’ his passion for wild animals helped him to [...] inform people the world over of how to live in harmony with nature,” “Dr. Lazzara is to be admired for his concern for the health and well-being of others, and putting his thoughts into actions,” and “Armstrong transcended the boundaries of the small Ohio town where he was born in 1930” to become “the first man to land on the moon and step on its surface”—are perceptive and carefully chosen.</p> <p>E • Supporting details such as “Born in Melbourne, Australia, in 1962, Steve Irwin grew up studying and caring for animals on a wildlife park that his parents owned,” “He left his academic position at Emory University in 1983 to set up a home for poverty-stricken children near Lima,” and “He began his military service in the navy, fought in the Korean War, and spent much of his career as an engineer, test pilot, and ultimately an astronaut with the National Aeronautics and Space Administration” are precise.</p> <p>E • The writing is confident (as demonstrated in “Despite his tragic death on September 4, 2006 when stung by a sting-ray while filming a television program, Steve Irwin is remembered for his steadfast pursuit of adventure,” “Aspiring to follow the example of St. Francis of Assisi, he directs the provision of care for sick children whose parents cannot afford medical treatment,” and “Neil Armstrong’s contribution to space exploration has paved the way for further discoveries and advancements”) and holds the reader’s interest in asking “Why, many would ask, would anyone do so?,” “Why did he make such a sacrifice?,” and “Who most embodies such a pioneering spirit?”</p>

Score	Scoring Category
E	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1414 611"> <p>E • The opening (“Human beings are born with a natural curiosity about the world into which they have entered”) and overview of ideas—in “By exploring their environment, they gain an understanding of aspects of the natural world that they inhabit. Venturing forward, they form relationships with others as they become members of the human community. Through collaboration and innovation, they learn to go beyond the limits of the world we know”—in the introduction is engaging, and skillfully establishes a focus (on how “Anything is possible if we follow our passions, make personal sacrifices, and are willing [to] take risks”) that is consistently sustained.</p> <li data-bbox="342 632 1414 884"> <p>E • Details related to how “For many people, the natural world is a perilous place, filled with unknown dangers,” how “We must not only learn to venture into the environment in which we live. As members of the human race, we have the added responsibility of contributing to the society that we are part of,” and how “Although the world beyond our planet may seem an impenetrable mystery to some, others have ventured as far as the moon” are developed in a judicious order, and coherence is maintained.</p> <li data-bbox="342 905 1414 1230"> <p>E • Transitions (such as in “Just as he had benefitted from his father’s mentorship, Irwin’s daughter Bindi Irwin now shares what she has learned from her father in order to reduce people’s fears of inhabitants of our planet,” “This belief is what motivated a successful doctor, Dr. Anthony Lazzara, to leave his comfortable life in the United States to provide aid to poor and handicapped children in Peru,” and “Among his many notable achievements, he was the spacecraft commander for Appollo 11 and was the first man to land on the moon and step on its surface”) fluently connect details within and between sentences and paragraphs.</p> <li data-bbox="342 1251 1414 1545"> <p>E • The conclusion (“The natural world. The human world. The world beyond. Our modern world has resulted from humankind’s continual efforts to solve the mysteries of nature. Our efforts can make the world a better place for ourselves and others who share our planet. We can also go beyond the confines of our globe to explore the universe beyond”) in the closure is effective, and the summation—that “Although we may not become an environmentalist, a humanitarian, or an astronaut, we can all be adventurers in our own way”—is related to the focus.</p>

Score	Scoring Category
E	<p data-bbox="399 222 659 254">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="337 279 1419 533">E • Sentence structure—as in “Renowned as the ‘Crocodile Hunter,’ his passion for wild animals helped him to enhance his knowledge of how to interact with even the most dangerous of predators, including deadly snakes, spiders, lizards, and of course crocodiles,” “He left his academic position at Emory University in 1983 to set up a home for poverty-stricken children near Lima,” and “Doing so requires that a person be willing to face risks and forge the way to discovering the universe”—is effectively and consistently controlled. <li data-bbox="337 554 1419 808">E • Sentence type and sentence length are consistently effective and varied, as can be seen in “Why, many would ask, would anyone do so? He shared his experiences in order to inform people the world over of how to live in harmony with nature,” “Aspiring to follow the example of St. Francis of Assisi, he directs the provision of care for sick children whose parents cannot afford medical treatment,” and “Armstrong transcended the boundaries of the small Ohio town where he was born in 1930.” <li data-bbox="337 829 1419 1083">E • Sentence beginnings (such as in “Human beings are born with,” “By exploring their environment,” “Through collaboration and innovation,” “Anything is possible if,” “For many people, the natural world,” “However, adventuring into,” “Such was the goal,” “Born in Melbourne,” “Despite his tragic death,” “He was a tireless advocate for,” “We must not only,” “This belief is what motivated,” “Although the world beyond our planet may seem,” and “Among his many notable achievements”) are consistently varied. <p data-bbox="399 1104 1289 1163">Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1414 533">E • Words and expressions (such as “follow our passions, make personal sacrifices,” “a perilous place, filled with unknown dangers,” “a tireless advocate for wildlife education and conservation,” “reduce people’s fears of inhabitants of our planet,” “left his academic position at Emory University,” “the provision of care for sick children whose parents cannot afford medical treatment,” and “an engineer, test pilot, and ultimately an astronaut”) are used accurately and deliberately. <li data-bbox="342 554 1414 808">E • As shown in “a natural curiosity,” “members of the human community,” “the most dangerous of predators, including deadly snakes, spiders, lizards, and of course crocodiles,” “leave his comfortable life in the United States to provide aid to poor and handicapped children in Peru,” “an impenetrable mystery,” “transcended the boundaries,” and “an environmentalist, a humanitarian, or an astronaut,” precise words and expressions are used to enrich details. <li data-bbox="342 829 1414 1157">E • The tone created by the student—in statements such as “Despite his tragic death on September 4, 2006 when stung by a sting-ray while filming a television program, Steve Irwin is remembered for his steadfast pursuit of adventure,” “Dr. Lazzara is to be admired for his concern for the health and well-being of others, and putting his thoughts into actions. His work bears testament to his spirit of adventure,” and “Neil Armstrong’s contribution to space exploration has paved the way for further discoveries and advancements. It is believed by some that adventures to Mars may soon become a reality”—is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 1314 1414 1493">E • The quality of the writing is enhanced—as in “Such was the goal of a man named Steve Irwin,” “We can significantly improve our lives and the lives of others if we are willing to seek adventure,” and “Who most embodies such a pioneering spirit? Neil Armstrong, the first man to walk on the moon”—because it is essentially error-free. <li data-bbox="342 1514 1414 1619">E • Any errors that are present (such as “Australia,” “sting-ray,” “St. Francis of Assissi,” and “Appollo 11”) 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.

2 best friends ^{Scarlet / Beth} want to get to Broadway

- I does everything she needs to get the job
- joins the choir
- the other simply dreams
- doesn't get the job
- as her friend performs in the musical, she is at ~~the~~ a Broadway ~~creation~~ musical

The Stage is Set

(Title)

Beth and I have always dreamt of Broadway. From the moment we could focus on an image, we were hooked. The music, the dance, the theatrics of it all spoke to us. We used to make our parents sit through our "performances;" Beth would write a script and ~~choreograph~~^{choreograph}, and I was our hype man. The whole thing was pitifully out of tune, but we loved it. The spotlight, the swelling tunes... I couldn't wait until the day I was really on that stage...

"Scarlet!" Beth waved her hand in front of my face, breaking my ~~movie~~^{movie} ~~reel~~^{reel}. "You're day dreaming again."

"I know," I sighed, dramatically throwing my hand to my head, "I simply can't help it!" We collapsed into giggles at my theatrics.

"Wait, stop." Beth attempted to stifle her laughter, face growing serious. "I need some help with memorizing." I rolled my eyes.

"You're no fun. Fine, fine, show me what you got!" Beth began to recite her script for ~~the~~^{our} upcoming middle school musical as I lazily scrolled through my phone, checking all of my favourite stars' tweets.

"Oh, my prince," ~~she~~^{she's} really getting into it, I thought, casually glancing up at her. "The witch told me we would never meet again, but I know she lied! How dare - SCARLET!" I jumped at her outburst, hastily shutting off my phone. "Yeah? Yeah, what?"

"Are you even listening to me? I need to know if I have the lines right." She seemed dejected, almost deflated, as if I'd sucked out all of her enthusiasm.

"Do you know how badly I want this?"

I scoffed, saying, "Do you know how bad I want Broadway? I was checking up on all the stars." To my surprise, Beth shook her head in disappointment. usually, Beth was all for my mild obsessions.

"Scarlet! ~~Why do you do this because I want Broadway, too.~~ Following an actor on Instagram won't matter on stage, ~~you know.~~"

My face flushed with indignation, and I shot out of my chair.

"So you think your stupid middle school play is going to matter?! It's useless! I'm going to watch a play on Broadway." Beth's eyes grew wide with wonder, and that only fueled my fire. "It's on the night of that idiotic musical." Boom. Beth looked as if she'd been shot.

"You're- you're going without me?" The pain in her face was palpable, but I had no sympathy for her.

"Of course. You can prepare in your way, and I'll prepare in mine!" I screamed the words, slamming her bedroom door behind me and rushing home.

~~Why do you do this because I want Broadway, too.~~ "Come to my stupid play." Scarlet, "I muttered under my breath, squaring my shoulders. A small, quiet corner of my brain begged me to look back, but I stifled it under the weight of my anger.

Years passed, and Beth and I stayed firmly apart. At school, I was forced to suffer through her solos in choir, to clap for her acting in the high school's award winning musical. She's blind, I told myself as I glared at her bouquet of roses. For every, "Wow, Beth, you're such a good singer!" I bought myself another ticket to

"I don't have to. Just ditch that stupid thing!"
Beth's look of disappointment deepened.
"I don't have a understudy. I'm the lead!"
I can't just not show up."
My expression hardened.

another show. Every drama teacher that sang her praises was a front row seat. I refused to stop dreaming, to stop being propelled forward by my unrelenting wish. My entire life led up to the day after graduation: the day of the auditions.

"Broadway!" I read the flyer to the open air. "New talent needed! Do you have what it takes?" The building was so familiar to me, and stepping through the glorious double doors was like an embrace from an old friend. I strode confidently to the end of the line, just behind a woman ~~quietly~~ ^{beautifully} practicing her song.

This is it, I thought, as the woman reached the chorus. This is my moment. The woman began to do scales. I'll show Beth what it really takes... Louder and louder the woman sang. I'll be the star.

"Will you shut up?!" I was done with the lady and her unending song. I was not about to let my day be fractured by her falsetto. "I can't even hear myself—" my sentence dropped off, taking my confidence with it.

"Scarlet!" Beth exclaimed, beaming at me with annoyingly perfect teeth. "I'm so glad you're here! I've been waiting for hours, and you were here to talk to all along!" I was awestruck. The slightly awkward ~~girl~~ girl that I had once known was now a gorgeous scarlet, with ~~the~~ voice that matched. I suddenly began to feel the shadow of doubt. My mildly frumpy appearance had not changed since our last meeting, and I felt a strong desire to curl up on the floor and evaporate.

"Are you here to audition?"

"Yes," I stated with false confidence, voice only slightly too loud. "I am." ~~Just~~ just please turn around.

"Oh! That's fantastic. I really do hope we both get in." The sincerity that was buried in her voice was a harsh contrast from the malice I had spoken with. My gut felt heavy with guilt as I began to realize how much I had missed in favour of shows and fan pages. Maybe now we would have time to catch up...

"Next, please!" the usher called, pushing Beth toward the stage. Toward our dream.

"Wish me luck!"

Beth stood, barely phased, in front of the panel of judges, and began her piece. She kept around like a delicate deer, singing with a fullness and emotion that almost brought tears to my eyes. With a flourish, the song ended, and she began to act, practically putting on a show of her own, every character carefully tailored. ~~completely~~ The three judges stood to applaud her, and she bowed. Her talent was astounding, and seeing it in action was a privilege. However, I was not able to feel this happiness for long.

"Next, please."

My feet were glued to the floor.

"Next."

My heart began to pound out of my chest as the realization hit me.

"Get on stage!"

I had nothing. No voice, no dance training, no skill in acting. Nothing. All that time I had spent blowing my money on shows... I should have spent it practicing. I should have been like Beth. My lifelong

dream had blinded me, and now I stood in front of three judges, watching 18 years of wasted dreams fall through my fingers ~~like~~ ^{like} sand.

"And what do you have for us today, young lady?"

"Nothing," I responded, tears flowing from my eyes. "All I have is a dream ~~and~~ ... and apparently tunnel vision." I chuckled ~~at myself~~ ^{without} humor.

"I have absolutely nothing."

As I stood, staring stone-faced at the judges, I swore to myself that a wild dream would never blind me again.

Rationale for Student Exemplar – Excellent (Narrative)

Title: “The Stage is Set”

Score	Scoring Category
<p style="font-size: 2em; font-weight: bold; margin: 0;">E</p>	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="332 401 1422 758"> <p>E • As seen in how the contrasting approaches to be in the “spotlight” on “Broadway” taken by “Beth”—who “would write a script and choreograph,” memorized “her script” for the “upcoming middle school musical,” and performed “in the high school’s award winning musical”—and “Scarlet”—who served as “hype man,” “lazily scrolled through” her “phone, checking [...] stars’ tweets,” went “to watch a play on Broadway,” and “refused to stop dreaming”—result in Beth’s becoming “a gorgeous starlet, with a voice that matched” and Scarlet’s remaining “mildly frumpy” with “No voice, no dance training, no skill in acting,” the student’s exploration of the topic is insightful and imaginative.</p> <li data-bbox="332 783 1422 1108"> <p>E • The student’s purpose in the juxtaposition of how Beth’s conscientiousness (as in “I need to know if I have the lines right,” “Scarlet! I do this because I want Broadway, too,” and “I’m the lead! I can’t just not show up”) is rewarded (when “Her talent was astounding, and seeing it in action was a priviledge”) and how Scarlet’s nonchalance (as in “I was checking up on all the stars,” “She’s blind, I told myself as I glared at her bouquet of roses,” and “I strode confidently to the end of the line”) proves to be ineffective (when “the realization hit” her that, instead of spending time “blowing” her “money on shows,” she “should have spent it practicing”) is deliberate.</p> <li data-bbox="332 1134 1422 1381"> <p>E • The ideas presented by the student (such as in “Usually, Beth was all for my mild obsessions. To my surprise, Beth shook her head in disappointment,” “A small, quiet corner of my brain begged me to look back, but I stifled it under the weight of my anger,” “I was not about to let my day be fractured by her falsetto. ‘I can’t even hear myself -’ My sentence dropped off, taking my confidence with it,” and “My gut felt heavy with guilt as I began to realize how much I had missed in favour of shows and fun pages”) are carefully chosen.</p> <li data-bbox="332 1407 1422 1654"> <p>E • Supporting details—as in “I jumped at her outburst, hastily shutting off my phone,” “She seemed dejected, almost deflated, as if I’d sucked out all of her enthusiasm,” “My face flushed with indignation, and I shot out of my chair,” “The building was so familiar to me, and stepping through the glorious double doors was like an embrace from an old friend,” “I felt a strong desire to curl up on the floor and evaporate,” and “She leapt around like a delicate deer, singing with a fullness and emotion that almost brought tears to my eyes”—are precise.</p> <li data-bbox="332 1680 1422 1927"> <p>E • The writing is confident and creative—as is evident in “Beth’s eyes grew wide with wonder, and that only fueled my fire. ‘It’s on the night of that idiotic musical.’ Boom. Beth looked as if she’d been shot” and “This is it, I thought, as the woman reached the chorus. This is my moment. The woman began to do scales. I’ll show Beth what it really takes ... Louder and louder the woman sang. I’ll be the star”—and holds the reader’s interest through the narrator’s omniscience into how she “should have been like Beth.”</p>

Score	Scoring Category
E	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1398 611"> <p>E • The exposition provided in the introduction—in “Beth and I have always dreamt of Broadway. From the moment we could focus on an image, we were hooked. The music, the dance, the theatrics of it all spoke to us. We used to make our parents sit through our ‘performances.’ Beth would write a script and choreograph and I was our hype man. The whole thing was pitifully out of tune, but we loved it. The spotlight, the swelling tune ... I couldn’t wait until the day I was really on that stage”—is engaging, and skillfully establishes a focus on the narrator’s propensity for “day dreaming” that is consistently sustained.</p> <li data-bbox="342 632 1398 993"> <p>E • Events that portray how the conflict (established in “ ‘You can prepare in your way, and I’ll prepare in mine!’ I screamed the words, slamming her bedroom door behind me and rushing home”) intensifies (as in “Years passed, and Beth and I stayed firmly apart” and “For every, ‘Wow, Beth, you’re such a good singer!’ I bought myself another ticket to another show. Every drama teacher that sang her praises was a front row seat”) until the narrator feels a “shadow of doubt” (when reflecting on how her “mildly frumpy appearance had not changed”) and realizes that she has “nothing” (while concluding that she “should have been like Beth”) are developed in a judicious order, and coherence is maintained.</p> <li data-bbox="342 1014 1398 1346"> <p>E • As demonstrated in “ ‘You’re - you’re going without me?’ The pain in her face was palpable, but I had no sympathy for her. / ‘I don’t have to. Just ditch that stupid thing.’ / Beth’s look of disappointment deepened,” “ ‘Scarlet!’ Beth exclaimed, beaming at me with annoyingly perfect teeth. ‘I’m so glad you’re here! I’ve been waiting for hours, and you were here to talk to all along!’ I was awestruck,” and “With a flourish, the song ended, and she began to act, practically putting on a show of her own, every character carefully tailored,” transitions fluently connect events within and between sentences and paragraphs.</p> <li data-bbox="342 1367 1398 1656"> <p>E • The resolution of the conflict (in “My lifelong dream had blinded me, and now I stood in front of three judges, watching 18 years of wasted dreams fall through my fingers like sand. / ‘And what do you have for us today, young lady?’ / ‘Nothing,’ I responded, tears flowing from my eyes. ‘All I have is a dream ... and apparently tunnel vision.’ I chuckled without humor. / ‘I have absolutely nothing’ ”) in the closure is effective, and the concluding reflection (“As I stood, staring stone-faced at the judges, I swore to myself that a wild dream would never blind me again”) is related to the focus.</p>

Score	Scoring Category
E	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1382 569"> <p>E • As shown in “ ‘Scarlet!’ Beth waved her hand in front of my face, breaking my reverie. ‘You’re day dreaming again.’ / ‘I know,’ I sighed, dramatically throwing my hand to my head, ‘I simply can’t help it!’;” “So you think your stupid middle school play is going to matter?! It’s useless!,” and “ ‘Are you here to audition?’ / ‘Yes,’ I stated with false confidence, voice only slightly too loud. ‘I am.’ Just please turn around. / ‘Oh! That’s fantastic. I really do hope we both get in’,” sentence structure is effectively and consistently controlled.</p> <li data-bbox="342 590 1382 842"> <p>E • Sentence type and sentence length (as in “ ‘Oh, my prince.’ She’s really getting into it, I thought, casually glancing up at her. ‘The witch told me we would never meet again, but I knew she lied! How have – SCARLET!’,” “ ‘Will you shut up?!’ I was done with the lady and her unending song,” and “ ‘Maybe now we would have time to catch up ... / ‘Next, please!’ the usher called, pushing Beth toward the stage. Toward our dream. / ‘Wish me luck!’ ”) are consistently effective and varied.</p> <li data-bbox="342 863 1382 1157"> <p>E • Sentence beginnings—such as in “From the moment we could focus on an image,” “Beth began to recite her script,” “Are you even listening to me?,” “Usually,” “To my surprise, Beth shook her head,” “At school, I was forced to suffer through,” “The building was so familiar to me,” “The slightly awkward girl that I had once known,” “I suddenly began to feel,” “My gut felt heavy with guilt,” “With a flourish, the song ended,” “No voice, no dance training, no skill in acting. Nothing,” “All that time I had spent blowing my money,” and “As I stood, staring stone-faced at the judges”—are consistently varied.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Scoring Category
E	<p>Vocabulary</p> <p>E • Words and expressions—such as “The music, the dance, the theatrics of it all spoke to us,” “breaking my reverie,” “casually glancing up at her,” “my mild obsessions,” “The pain in her face was palpable,” “‘Come to my stupid play, Scarlet,’ I muttered under my breath, squaring my shoulders,” “to suffer through her solos in choir, to clap for her acting,” “beaming at me with annoyingly perfect teeth,” and “every character carefully tailored”—are used accurately and deliberately.</p> <p>E • Precise words and expressions (as in “lazily scrolled through my phone,” “She seemed dejected, almost deflated, as if I’d sucked out all of her enthusiasm,” “face flushed with indignation,” “shot out of my chair,” “Beth’s eyes grew wide with wonder, and that only fueled my fire,” “Boom. Beth looked as if she’d been shot,” “the weight of my anger,” “‘Broadway!’ I read the flyer to the open air,” “like an embrace from an old friend,” “fractured by her falsetto,” “curl up on the floor and evaporate,” “leapt around like a delicate deer,” “watching 18 years of wasted dreams fall through my fingers like sand,” and “stood, staring stone-faced”) are used to create vivid images and to enrich details.</p> <p>E • As illustrated in “We collapsed into giggles at my theatrics. / ‘Wait, stop.’ Beth attempted to stifle her laughter, face growing serious. ‘I need some help with memorizing.’ I rolled my eyes. / ‘You’re no fun. Fine, fine, show me what you got,’” “I refused to stop dreaming, to stop being propelled forward by my unrelenting wish. My entire life led up to the day after graduation: the day of the auditions,” and “The sincerity that was buried in her voice was a harsh contrast from the malice I had spoken with,” the voice created by the student is convincing.</p> <p>Proportion of error to length and complexity of response has been considered.</p>
E	<p>Conventions</p> <p>E • The quality of the writing is enhanced (such as in “‘Do you know how badly I want this?’ / I scoffed, saying, ‘Do you know how bad I want Broadway?’,” “‘I don’t have an understudy. I’m the lead! I can’t just not show up.’ / My expression hardened,” and “However, I was not able to feel this happiness for long. / ‘Next, please.’ / My feet were glued to the floor. / ‘Next.’ / My heart began to pound out of my chest as the realization hit me. / ‘Get on stage!’”) because it is essentially error-free.</p> <p>E • As shown in “Beth and I have always dreamt of Broadway,” “Beth stood, barely phased, in front of the panel of judges, and began her piece,” and “Her talent was astounding, and seeing it in action was a privilege,” any errors that are present do not reduce clarity and do not interrupt the flow of the response.</p> <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/word-processed responses are not necessarily poorly constructed, just as neatly handwritten/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.

A large, empty rectangular box with a thin black border, intended for students to use for planning their essay. The box occupies most of the page's vertical space.

Fortune

(Title)

"Fortune favors the bold". This quote is one of my most favorite quotes. The reason for this is that I believe it means if you be courageously brave and adventurous enough in life you will be rewarded with the best gift of all; life. I also believe that it goes well with this essays theme of being adventurous in life.

My first point is that it is better to say I did that rather than I should have done that. Many people wait too long to be adventurous in their life, and miss the opportunity to do all great things in life.

Can you imagine how the world would be if no one were adventurous? We still wouldn't know about half of our world. And all the great scientific and technological achievements there would be none.

My last point is that we need to be adventurous for the experience and knowledge that we will need all through our entire life. We

will need to pass down the knowledge
and experiences with the next generation.
So that they can strive to be adventureuse

Things are just some of the many reasons
on why it is extremely important to
have adventure in your life. To just say I did
that and not regret not doing it, or to help
better all of mankind. And to continue to
pass down knowledge to the next generation.

Rationale for Marker Training Paper A (Essay)

Title: “Fortune”

Score		Scoring Category
L		Content
	L	<ul style="list-style-type: none"> The student’s exploration of the topic in the discussion of how “if you be courageous, brave and adventures enough in life you will be rewarded with the best gift of all; life” is simplistic.
	S	<ul style="list-style-type: none"> The student’s purpose in examining the “theme of being adventures in life” (in reference to “people [who] wait to long to be adventures in their life,” “great scientific and technological achievements,” and “the experience and knowledge that we will need all throught our entire life”) is evident.
	L	<ul style="list-style-type: none"> The ideas presented by the student regarding how “it is better to say I did that rather than I should have done that,” how “We still wouldn’t know about half of our world,” and how “We will need to pass down the knowledge and experiences” are superficial.
	L	<ul style="list-style-type: none"> Supporting details related to “the oppertunity to do all great things in life,” “the world [...] if no one were adventures,” and the ability of “the next generation” to “strive to be adventures” are imprecise and abbreviated.
L	<ul style="list-style-type: none"> The discussion of the “reasons on why it is extremly important to have adventure in your life” in the writing is unsubstantiated and incomplete, and does not appeal to the reader’s interest. 	

Score	Scoring Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 279 1398 499">L • The introduction—“‘Fortune favors the bold’. This quote is one of my most favorite quotes. The reason for this is that I believe it means if you be courageous, brave and adventures enough in life you will be rewarded with the best gift of all; life”—is not functional in that any focus established (regarding how the quotation “goes well with this essays theme of being adventures in life”) provides little direction. <li data-bbox="342 520 1398 667">S • Details pertaining to “the opportunity to do all great things in life,” “how the world would be if no one were adventures,” and the “need to pass down the knowledge and experiences with the next generation” are developed in a discernible order, although coherence may falter occasionally. <li data-bbox="342 688 1398 867">S • As demonstrated in “My first point is that it is better to say I did that rather than I should have done that” and “My last point is that we need to be adventures for the experience and knowledge that we will need all through our entire life,” transitions tend to be mechanical and are generally used to connect details within and between sentences and paragraphs. <li data-bbox="342 888 1398 1066">S • The closure—“thoughts are just some of the many reasons on why it is extremely important to have adventure in your life”—is related to the focus, and the restatement of ideas (in “To just say I did that and not regret not doing it. or to help better all of mankind. And to continue to pass down knowledge to the next generation”) is mechanical.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1140 1398 1287">S • Sentence structure is generally controlled—as seen in “I also believe that it goes well with this essays theme of being adventures in life” and “Can you imagine how the world would be if no one were adventures?”—but lapses may occasionally impede meaning. <li data-bbox="342 1308 1398 1455">S • As demonstrated in “Many people wait too long to be adventures in their life, and miss the opportunity to do all great things in life” and “We will need to pass down the knowledge and experiences with the next generation,” sentence type and sentence length are sometimes effective and varied. <li data-bbox="342 1476 1398 1581">L • Little variety of sentence beginnings is evident in “This quote is,” “The reason for this is,” “My first point is,” “We still wouldn’t,” “My last point is,” and “thoughts are.” <p>Proportion of error to length and complexity of response has been considered.</p>

Score		Scoring Category
S	S	<p>Vocabulary</p> <ul style="list-style-type: none"> As shown in “rewarded with the best gift of all,” “great scientific and technological achievements,” “the experience and knowledge that we will need,” “pass down the knowledge,” and “So that they can strive to be adventurous,” words and expressions are generally used appropriately.
	S	<ul style="list-style-type: none"> General words and expressions (such as “better to say I did that,” “should have done that,” “Many people,” “all great things in life,” “there would be none,” and “the next generation”) are used adequately to clarify meaning.
	S	<ul style="list-style-type: none"> The tone created by the student is discernible—as seen in expressions such as “I believe it means,” “we need to be adventurous,” and “it is extremely important to have adventure in your life.” <p>Proportion of error to length and complexity of response has been considered.</p>
L	L	<p>Conventions</p> <ul style="list-style-type: none"> The quality of the writing is weakened by the frequently incorrect use of conventions, evident in “To just say I did that and not regret not doing it. or to help better all of mankind. And to continue to pass down knowledge to the next generation.”
	L	<ul style="list-style-type: none"> Errors (such as in “qoutes,” “if you be courageous,” “adventurus,” “this essays theme,” “adventureus,” “rather then,” “wait to long,” “their life,” “imagen,” “throught,” “thougs,” and “extremly”) blur clarity and 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.

- nothing ventured, nothing gained

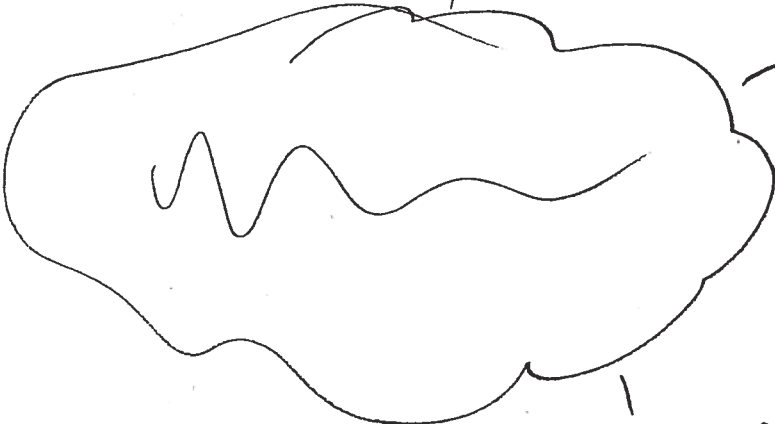
- old person

- debating a trip

old man
didn't have adventure
when he was
younger

grandson
is debating
a charity
trip

explaining how
the war
changed him



Alive, not Living

(Title)

"Pa..." I said hesitantly, holding the crisp letter tightly. The old man never had that great of hearing, but he swiveled in his chair, facing me silently. I took a seat on the old, musty carpet, taking a deep breath.

"You know that trip I told you about? The one to Africa?" I asked slowly, not meeting his eyes. "Er... it's a go. I won that sponsorship."

His face split in a toothy grin, one I hadn't seen in years. Not since grandma passed away.

"That's good for you, son... Daniel Kelly,
off to build in Africa. My grandson." He let
out a hearty chuckle, folding his hands
over his chest. I smiled weakly, taking
in a shaky breath.

"The thing is, grandpa... I'm not too
sure anymore. I loved the idea, but now
that I'm actually going... I dunno. Adventure
isn't my thing."

My grandpa just smiled with a faraway
look in his eye, laughing to himself. Like
he knew a secret.

"I was just like you, boy..." he took
in a rattling breath. He'd always been

a smoker, and at 81, his lungs weren't doing him too much good anymore." My uncle Rob - say, he's your great-great uncle then, huh - he'd always been a bit distant from his family. Didn't see him often. On my seven-teenth birthday, he came for a little visit. Completely unexpected, everyone was surprised to see him there...

"Told me he had a present for me. See, he'd run into a little money, and he was about to go on a trip to India. Wanted to take me."

"You never told me you went to India,"

I interrupted, eyes wide in fascination.

He chuckled, shaking his head.

"I didn't," he rasped. "Told him I had

school to focus on." He smiled, a hint

of melancholy in his expression.

"'School comes first', everyone told me,

and so for me, it did. Got into a nice

law school in British Columbia, right

by the water. Aced all my classes. But

sometimes..." he reached a digit towards

the window, tapping the glass with a

finger nail, "I'd look out the window, at

the water, and wonder what I'd be

doing if I said yes."

He closed his eyes peacefully, and I thought he'd gone to sleep, but he opened his mouth to speak again.

"I had a successful life. Graduated, got a job, made lots of money. I had the envied lifestyle, the life everyone wanted.

But I wasn't happy." He inhaled shakily, continuing. "One night I sat down and said to myself, 'why aren't you happy?'

And I counted my blessings. I had money, I had a job, a nice house..."

"I got a letter that week, from my aunt Sophia. Uncle Rob had passed. My only real memory of him was from my

seventeenth birthday, when he asked me to go to India with him... and something clicked inside my head when I finished reading that letter. I knew what I was missing."

"Adventure?" I asked, chin cupped in my hands.

"The unfamiliar," he almost-whispered, as if it was the most wonderful secret to exist. "All my life I'd stayed within the boundaries, hardly leaving the comfort of my home. Yes, I had good grades and a well-paying job... oh, but I was hopelessly boring. I'd been

alive for thirty-six years... but
I'd never lived. Not until the day I
bought a boat ticket to Europe... the
day I met your grandmother." He pulled
a crumpled piece of paper out of his
shirt pocket, smiling at it fondly.
"I want you to go on that trip,
boy. I want you to have the adventure
I never did, and take the opportunities
I was too foolish to decline."
I nodded, almost in awe. "Yes, sir... I
mean, thanks, grandpa." I held the
letter out to ~~read~~ it, as I had
hundreds of times before.

The plane left August 18, it said, and that was the day my life would change.

Rationale for Marker Training Paper B (Narrative)

Title: “Alive, not Living”

Score	Scoring Category
E	<p>Content</p>
	<p>E • As seen in how the ambivalence felt by “Daniel Kelly” (regarding a “trip [...] to Africa” for which he has “won” a “sponsorship”) and his self-doubt (evident in “I loved the idea, but now that I’m actually going ... I dunno. Adventure isn’t my thing”) are overcome when he learns of his grandfather’s experiences (when he did not “go on a trip to India” because he “had school to focus on,” “Got into a nice law school” because he wanted to achieve “the envied lifestyle, the life everyone wanted,” and discovered that he “wasn’t happy” because his life “was hopelessly boring”), the student’s exploration the topic is insightful.</p>
	<p>E • The student’s purpose—given the manner in which Daniel’s feeling that he is “not too sure anymore” about going to Africa is assuaged by his grandfather’s reflections (regarding how his belief that “School comes first” and his achievement of “money, [...] a job, a nice house” led him to realize that he had “stayed within the boundaries” and had missed “opportunities” that he had been “foolish to decline”) which leads Daniel to hold “the letter out to read it” as he “had hundreds of times before” in anticipation of “the day” that his “life would change”—is deliberate.</p>
	<p>Pf • The ideas presented by the student (as in “‘Daniel Kelly, off to build in Africa. My grandson.’ He let out a hearty chuckle, folding his hands over his chest,” “My only real memory of him was from my seven-teenth birthday, when he asked me to go to India with him ... and something clicked inside my head when I finished reading that letter,” and “I’d been alive for thirty-six years ... but I’d never <u>lived</u>”) are thoughtful and sound.</p>
	<p>Pf • Supporting details such as in “holding the crisp letter tightly,” “the old, musty carpet,” “a rattling breath,” “My uncle Rob – say, he’s your great-great uncle then, huh – he’d always been a bit distant from his family. Didn’t see him often,” “He smiled, a hint of melancholy in his expression,” “I had a successful life. Graduated, got a job, made lots of money,” and “He pulled a crumpled piece of paper out of his shirt pocket, smiling at it fondly” are specific and apt.</p>
<p>E • The writing is confident—as is evident in “His face split in a toothy grin, one I hadn’t seen in years. Not since grandma passed away” and “‘But sometimes ...’ he reached a digit towards the window, tapping the glass with a fingernail, ‘I’d look out the window, at the water, and wonder what I’d be doing if I said yes’ ”—and holds the reader’s interest through the omniscience into the narrator’s internal thoughts (as in “I smiled weakly, taking in a shakey breath,” “I interrupted, eyes wide in fascination,” and “I nodded, almost in awe”).</p>	

Score	Scoring Category
Pf	<p>Organization</p> <p>Pf • The introduction—in “ ‘Pa ...’ I said hesitantly, holding the crisp letter tightly. The old man never had that great of hearing, but he swiveled in his chair, facing me silently. I took a seat on the old, musty carpet, taking a deep breath. ‘You know that trip I told you about? The one to Africa?’ I asked slowly, not meeting his eyes. ‘Er ... it’s a go. I won that sponsorship’ ”—is purposeful, and clearly establishes a focus on the conflict faced by “Daniel Kelly,” who has been invited to go “off to build in Africa,” that is capably sustained.</p> <p>Pf • Events that document how Daniel feels “not too sure anymore” about “actually going” (as in “I dunno. Adventure isn’t my thing”) until his grandfather’s recollections (as in “Yes, I had good grades and a well-paying job ... oh, but I was hopelessly boring”) and advice (as in “I want you to have the adventure I never did, and take the opportunities I was too foolish to decline”) strengthen Daniel’s resolve (as in “I nodded, almost in awe. ‘Yes, sir ... I mean, thanks, grandpa’ ”) are developed in a sensible order, and coherence is generally maintained.</p> <p>E • As demonstrated in “My grandpa just smiled with a faraway look in his eye, laughing to himself. Like he knew a secret,” “ ‘You never told me you went to India,’ I interrupted, eyes wide in fascination. / He chuckled, shaking his head. / ‘I didn’t,’ he rasped,” and “He inhaled shakily, continuing. ‘One night I sat down and said to myself, “why aren’t you happy?” And I counted my blessings. I had money, I had a job, a nice house,’ ” transitions fluently connect events within and between sentences and paragraphs.</p> <p>Pf • The grandfather’s concluding reflections (in “ ‘I’d been alive for thirty-six years ... but I’d never <u>lived</u>. Not until the day I bought a boat ticket to Europe ... the day I met your grandmother.’ He pulled a crumpled piece of paper out of his shirt pocket, smiling at it fondly. ‘I want you to go on that trip, boy’ ”) in the closure are appropriate, and the denouement (“I held the letter out to read it, as I had hundreds of times before. / The plane left August 18, it said, and that was the day my life would change”) is related to the focus.</p>

Score	Scoring Category
E	<p data-bbox="402 222 667 258">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="337 275 1393 533"> <p data-bbox="337 275 367 310">E</p> <ul style="list-style-type: none"> <li data-bbox="402 275 1393 533">• As shown in “ ‘School comes first’, everyone told me, and so for me, it did. Got into a nice law school in British Columbia, right by the water. Aced all my classes” and “I got a letter that week, from my aunt Sophia. Uncle Rob had passed. My only real memory of him was from my seven-teenth birthday, when he asked me to go to India with him ... and something clicked inside my head when I finished reading that letter,” sentence structure is effectively and consistently controlled. <li data-bbox="337 552 1406 772"> <p data-bbox="337 552 367 588">E</p> <ul style="list-style-type: none"> <li data-bbox="402 552 1406 772">• Sentence type and sentence length (as in “On my seven-teenth birthday, he came for a little visit. Completely unexpected, everyone was surprised to see him there,” “Told me he had a present for me. See, he’d run into a little money, and he was about to go on a trip to India. Wanted to take me,” and “He closed his eyes peacefully, and I thought he’d gone to sleep, but he opened his mouth to speak again”) are consistently effective and varied. <li data-bbox="337 791 1411 974"> <p data-bbox="337 791 367 827">Pf</p> <ul style="list-style-type: none"> <li data-bbox="402 791 1411 974">• Sentence beginnings—such as in “ ‘Pa ...’ I said hesitantly,” “The old man never had,” “You know that trip,” “Not since grandma,” “I loved the idea, but now,” “ ‘But sometimes ...’ he reached a digit towards the window,” “One night I sat down and said to myself,” “All my life I’d,” and “The plane left August 18”—are often varied. <p data-bbox="402 993 1294 1058">Proportion of error to length and complexity of response has been considered.</p>

Score		Scoring Category
Pf	Pf	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions—such as “swiveled in his chair, facing me silently,” “I asked slowly, not meeting his eyes,” “let out a hearty chuckle, folding his hands over his chest,” “look out the window, at the water, and wonder,” “hardly leaving the comfort of my home,” “hopelessly boring,” and “I’d been alive for thirty-six years ... but I’d never <u>lived</u>”—are often used accurately.
	Pf	<ul style="list-style-type: none"> • Specific words and expressions (as in “His face split in a toothy grin,” “smiled weakly, taking in a shakey breath,” “smiled with a faraway look in his eye, laughing to himself,” “He chuckled, shaking his head,” “He inhaled shakily,” and “pulled a crumpled piece of paper out of his shirt pocket, smiling at it fondly”) show some evidence of careful selection.
	E	<ul style="list-style-type: none"> • As illustrated in “ ‘I was just like you, boy ...’ he took in a rattling breath. He’d always been a smoker, and at 81, his lungs weren’t doing him too much good anymore,” “ ‘I didn’t,’ he rasped. ‘Told him I had school to focus on.’ He smiled, a hint of melancholey in his expression,” and “ ‘Adventure?’ I asked, chin cupped in my hands. / ‘The unfamiliar,’ he almost whispered, as if it was the most wonderful secret to exist,” the voice created by the student is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>
E	E	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of the writing is enhanced (such as in “That’s good for you, son,” “The thing is, grandpa ... I’m not too sure anymore,” “I had the envied lifestyle, the life everyone wanted. But I wasn’t happy,” and “I knew what I was missing”) because it is essentially error-free.
	E	<ul style="list-style-type: none"> • Any errors that are present—as in “shakey,” “seven-teenth,” “melancholey,” “lots of money,” and “as if it was”—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>