

**Examples of the
Standards for
Students' Writing 2016**

**English
Language Arts
Grade 9**

- **Narrative / Essay Writing**

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Other Information

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

Step 1: Type education.alberta.ca

Step 2: Click on the “[Junior High](#)” card

Step 3: Scroll down to find and click on the “[English Language Arts 7–9](#)” card

Step 4: Click on “[Provincial Assessments](#)”

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

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Introduction

The written responses in this document are examples of Grade 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 Achievement Test* in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2016 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 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 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 as a way of developing an individual voice and engaging the reader in ideas and forms that the student has considered. 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 in light of the constraints of the test-writing situation.* Under time constraints, students produce first-draft writing. Given more time, they would be expected to produce papers of considerably 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 Achievement Test, access the *Grade 9 English Language Arts 2016 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—such as 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 students’ papers must be based solely on the scoring criteria with reference to the Exemplars and Rationales. Fairness to all students is the most important requirement of the marking process.

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

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

Maintaining Consistent Standards

For all achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used 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 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 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 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 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 uncertain 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 awarded a score of **Insufficient**.

Organization

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

- focus
- coherent order
- 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 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 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 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 artificial.
<p>Limited 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>	<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 INS</p>	<ul style="list-style-type: none"> • The response has been awarded an INS for 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 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 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 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 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>	<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 INS</p>	<ul style="list-style-type: none"> • The response has been awarded an INS for 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. • The 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. • The 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 awarded an INS for 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 awarded an INS for Content.

Part A: Writing – *Description and Instructions*

Grade 9 Achievement Test

English Language Arts

Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts 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.

This test was developed to be completed in two hours; however, you may take an additional 30 minutes to complete the test.

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

2016

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 striving to fulfill a purpose 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

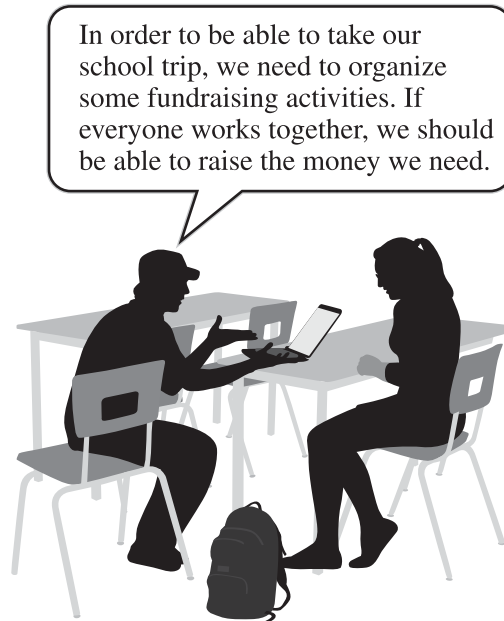
The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider the knowledge and experience you have gained from reading, listening, viewing, discussing, thinking, or imagining.

... [N]othing contributes so much to tranquilize the mind as a steady purpose,—a point on which the soul may fix its intellectual eye.

Mary Shelley

For of all sad words of tongue or pen,
The saddest are these: “It might have been!”

John Whittier



Shelley, Mary. *Frankenstein or The Modern Prometheus*. London: George Routledge and Sons, 1891.

Whittier, John Greenleaf. “Maud Muller.” In *The Poetical Works of John Greenleaf Whittier*. Household Edition. Boston: Houghton, Mifflin and Company, 1888.

This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of Nature instead of a feverish selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.

George Bernard Shaw

If I practice every day and improve my skills in high school, I will be more likely to become a professional athlete.



The only way to get somewhere, you know, is to figure out where you're going before you go there.

John Updike

I really like my part-time job. The experience I am gaining will increase my chances of having a successful career.



We need to protect wildlife habitats from industrial development. There are many plant and animal species that are in danger of becoming extinct. We all have a role to play in ensuring that the environment is preserved for future generations.



Shaw, George Bernard. *Man and Superman: A Comedy and a Philosophy*. New York: Brentano's, 1904.

Updike, John. *Rabbit, Run*. New York: Alfred A. Knopf, 1960.

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 2016: General Impressions

Throughout the 2016 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 written under time constraints.

In the **Narrative/Essay Writing Assignment**, students were required to “Write either a narrative or an essay about **the importance of striving to fulfill a purpose in life.**” This assignment was accessible for students at all levels of achievement. The **literary prompts**—including quotations from works by Mary Shelley (as in “... [N]othing contributes so much to tranquilize the mind as a steady purpose,—a point on which the soul may fix its intellectual eye.”), John Whittier (as in “For of all sad words of tongue or pen, / The saddest are these: ‘It might have been!’ ”), George Bernard Shaw (as in “This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of Nature instead of a feverish selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.”), and John Updike (as in “The only way to get somewhere, you know, is to figure out where you’re going before you go there.”)—provided many students with opportunities to explore ideas related to striving to fulfill a purpose in life.

The **visual prompts**—including a newsperson (announcing that “Today the federal government announced a plan to increase the number of refugees who are allowed to immigrate to Canada.”), two students seated at a table (where one student is saying “In order to be able to take our school trip, we need to organize some fundraising activities. If everyone works together, we should be able to raise the money we need.”), a group of youths playing ice hockey (where one player is saying “If I practice every day and improve my skills in high school, I will be more likely to become a professional athlete.”), a youth speaking to another person in a kitchen (who is saying “I really like my part-time job. The experience I am gaining will increase my chances of having a successful career.”), and two individuals hiking through wilderness (where one person is saying “We need to protect wildlife habitats from industrial development. There are many plant and animal species that are in danger of becoming extinct. We all have a role to play in ensuring that the environment is preserved for future generations.”)—also offered students a variety of ideas to choose to explore in their responses.

In responses to the Narrative/Essay Writing Assignment, many students addressed the topic through a discussion of terms synonymous with “striving to fulfill a purpose”—including “seeking to achieve a goal,” “pursuing a passion,” “finding direction,” “making a plan,” “preparing for the future,” and “being able to achieve success”—and often commented on the importance of “knowing what you really need,” “working hard,” and being “determined” in order to fulfill a chosen purpose. When developing their responses, a number of students responded to the

assignment by identifying situations in which individuals have striven to fulfill a purpose. In such responses, students frequently recounted experiences at school of striving to “overcome peer pressure” or “get good marks,” at home with family members while seeking to “earn the respect of our parents” or being able to honour a “promise made to a loved one,” and at athletic competitions “concentrating on winning a medal” or “getting the team to work together.” Other students discussed the attributes required to achieve a purpose (such as being “focused,” “dedicated,” “persistent,” “ambitious,” and “idealistic”) and provided suggestions regarding how to fulfill that purpose (such as to “seek guidance from others who are more experienced,” “make a plan so that you know what you will need to do,” and “work hard for the things you really want”).

In some responses, students examined the negative consequences for individuals who lack a purpose in life—such as “not being able to find a satisfying job,” “being unhappy with your circumstances,” or “the inability to make your life better”—and the indelible impact of lacking the motivation to act, such as “having little to take pride in,” “being powerless to change,” and “feeling depressed and hopeless.” Other responses documented how challenges can be overcome when learning a new concept or becoming skilled at a task, including “solving complex math problems,” “getting a job,” and “learning to play a musical instrument.” Still others commented on the meaningfulness of one’s purpose in relation to building personal relationships, and striving to have a positive influence on others through “giving them advice,” “building their self-esteem,” or “believing in them.” Other students presented ideas related to the rewards of being successful in striving to fulfill a purpose. Some identified how “you gain more confidence in your own abilities,” how “people can learn from mistakes how to go about a task in a more productive way,” and how “once a person is able to achieve one goal, they can set new goals to strive for.” Still others discussed the reciprocal benefits of helping others to fulfill a purpose, which include “paying forward the guidance and support you have received” and “seeing others grow and prosper.”

Some students chose to support their ideas with a discussion of the purpose striven for by professional athletes (such as Muhammad Ali, Michael Jordan, Michael Phelps, Wayne Gretzky, and Sidney Crosby) and popular celebrities (such as Ice Cube, Eminem, Prince, Selena Gomez, and Justin Timberlake). Others spoke of the societal impact 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 fulfill a purpose based on humanitarian values. Other students cited examples from literary works (including *The Wild Children*, *Touching Spirit Bear*, *The Giver*, *To Kill a Mockingbird*, *Ender’s Game*, *The Princess Bride*, *The Hunger Games*, and *Romeo and Juliet*) and commented on the degree of success achieved by characters in their pursuit of a purpose.

The **Narrative/Essay Writing Assignment** provided students with the opportunity to successfully demonstrate their 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 2016 Grade 9 English Language Arts Achievement Test.

Observations from Standards Confirmation and Central Marking 2016: Qualities of Student Writing That Did Not Meet the Acceptable Standard

Student writing scored “**Poor**” or “**Limited**” in “**Content**” was characterized by an exploration of the topic that was tenuous, simplistic, minimal, and/or tangential. For example, some students discussed the topic in absolute terms, through statements such as “With out a perpose life isent worth liveing,” “You either have a purpose or you don’t so you have to chose witch of those people your going to be,” and “Trying to do some thing usual ends in falure that’s why theirs no use to trying.” 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 presented. Some students addressed the topic through circular reasoning, in statements such as “If life didnt have a purpose we wouldt be here but were here and that becuz we have a purpose” and “You need to find out what you want then you will have your perpose, else you won’t find your perpose if you don’t now what you want.” Students at this level of achievement often struggled with developing their ideas clearly in relation to the topic and were not always successful in conveying their thoughts completely.

The following excerpts from student responses illustrate qualities indicative of writing assigned “**Poor**” or “**Limited**” scores:

- “Striving to fufil a purpose in peoples lifes is imposable but its better to keep striving for a goal then just not try at all. [...] Thats the diffrence in how we all have to do what we gotta do to do what we want to do in our lifes.”
- “You can be that smoking hot model dude you can be that supper sweet model dude if you kiss a little butte but it its worth it then if some one makes a rude comment pretend you dont know what they said.”
- “This story is about a kid named Jiff. Jif is 15 years old. He likes to play basket ball with his frend bob at school. Bob is two four older then Jiff. [...] June 28 2056. It is the last day of school. Jiff has a summer job working at the golf cosce he makes 20 dollers an hour he works six days a week 8 hours a day. He works three months. With one week vaction.”
- “Ric was geting chased by a tall dark man like creature. He stoped and looked at the creature, and there he saw black tentales pertruding from the back of this thing. He stared to hear a ringing sound and past out. [...] Eric sat up in his bed. Was it real? he said. He went to close the window and saw the street it was the demon from his night mare. He turned around and it was in his room a couple feet away. [...] Eric more afraid than ever asks himself Is this real? / Six months later his mom and dad are drained of happiness. Eric is disappered.”
- “How do you fulfill a propose? By training and practice. Its easy if you try however it is imposible when slacking around. [...] Isn’t practice and training the same? Practice is when you practice your sport witch leads to success. [...] Ever one can train and practice to be come some thing special.”
- “It all started back when I was seven years old, back when my granpa was around to keep me still in one piece. I still miss him. So where was I, oh yeah back when I was seven years old. Back when my parents use to lock me in my room, no I’m kidding of course but I was one little energetic child and I would try any thing new. Well I better get back on with the story. That was the night my parents told me ‘granpa is on his way out’ I don’t think I have ever yelled that loud. [...] I will never ever forget him.”

- “The importance of a person’s life is when you grow up and get a good education so that you can get a good job. You shouldn’t work for a job you don’t like, you should work for a place that you do like. That way you can do what you want to.”
- “Going to school to prepare for the future is wasting your life. You go to school for about 20 plus years and that’s 20 plus years of your life gone studying for tests, homework. You should live each day to the fullest as much as you can.”
- “Billy always sat at the lunch table with his cool friends and just do what they were doing. He never really did anything he wanted to do, he just followed them around like a puppy. [...] One day Billy saw his friends sitting at the popular table but today he went and sat with the geeks and nerds. He liked them and decided he was gonna do better in school.”
- “Once upon a time there was a boy named Anthony, he was 16 years old and lived in Las Vegas, Nevada. Anthony was about a month in the school year and he decided to get a job he didn’t know what yet. [...] He dropped off his application at a couple different places like McDonalds, Target and Dunkin’. A couple days later he got a call from all 3 places all of them wanted to hire him.”

In student responses that warranted scores of “**Poor**” or “**Limited**” in “**Content**,” such as those from which these excerpts were taken, the purpose was vague or insubstantial. Ideas presented were superficial, ambiguous, overgeneralized, and/or underdeveloped. Supporting details were imprecise, abbreviated, irrelevant, and/or scant. The writing was uncertain, incomplete, confusing, and/or lacking in validity with little appeal to the reader’s interest. In “**Organization**,” the introduction lacked purpose and was obscure, ineffective, and/or not functional. The development of events and/or details was haphazard, incoherent, and/or not clearly discernible. Transitions were lacking, indiscriminately used, absent, and/or inappropriately used to connect events and/or details within and/or between sentences and/or paragraphs. Closure was abrupt, contrived, unrelated to the focus, 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. Imprecise and/or ineffective words and expressions were used inexactly or inaccurately. The voice or tone created by the student was indistinct, not clearly established, indiscreet, and/or not evident. Errors in conventions weakened or impaired communication, blurred or reduced clarity, and interrupted or impeded the flow of the response.

As is often the case each year, 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 assessable. 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 2016: Qualities of Student Writing That Met the Acceptable Standard

In many responses that received a score of “**Satisfactory**” in “**Content**,” students presented ideas stemming from the stance that “Everyone has a purpose that they want to fulfill in life.” Some students suggested that “having a purpose is what helps us to move forward with our lives” and that “you should never give up when pursuing a goal.” Others presented examples of individuals whose purpose was to become accustomed to living in a new city, province, or country, work together with members of a club or sports team, or attain advanced educational training. A number of students examined the need to “set a target,” “be patient,” “keep trying,” and “have a positive attitude” when attempting to fulfill a purpose. Still other students purported that striving to fulfill a purpose requires “knowing what matters most to you,” “the willingness to try something new,” and “the inspiration to get through hard times.” In some responses, students spoke of how the pursuit of a purpose enables individuals to “gain experience and wisdom,” “get somewhere when you grow up,” or “make a difference in the world.” In other responses, students commented on how “the purpose you choose says a lot about the kind of person you are” and how “others will gain respect for you and look up to you.” In addition, a number of students acknowledged that “you really need to be honest with yourself” and some emphasized the importance of being able to “believe in yourself even when other people don’t believe in you.”

The following excerpts illustrate some of the ideas in student responses that warranted “**Satisfactory**” scores:

- “Eileen was on her deathbed, she knew it, her family knew it. It did not frighten her though. She felt unfulfilled in her life because she felt like she had not done enough to say that her life had a purpose. Those thoughts were making her feel sad in her last days of life. So she looked back on what she had done.”
- “It is important to strive to fulfill a purpose in life because it helps you focus on your goal to give you a better chance of succeeding, it will make it easier in the long run of being able to actually fulfill that goal, and helps you become a role model for the younger generation.”
- “After I had rose to fame I thought my life couldn’t get better and guess what, it did. I became a volley ball coach to teach other players they can become like me some day and will succeed. [...] I always kept in mind of what my mom had always told me, to never give up because no dream is too big or small and nothing is impossible.”
- “All of my life goals have had a big part in my life. They have always given me something to look forward to. [...] I’m working hard in school to get good grades so that I can go to a good university. [...] I hope to get a well paying job that I like doing. [...] I will then be able to have a good quality of life. [...] Goals are important in giving you something to strive for. All goals need to be worked for and some take a while but it will be worth it in the end.”
- “Dan was a small kid who always dreamt of being a professional hockey player. He was pretty good but he was always the smallest player and got tossed around quite a bit on the ice. This was something Dan was getting tired of. [...] That year he spent everyday on the ice or in the weight room getting better and stronger than ever. [...] Dan was drafted to the NHL because he followed his dream and never gave up. He knew he could make it where ever he wanted to.”
- “Striving to fulfill a purpose in our life is important. As teenagers, we need to gain knowledge, develop our own skills and stay focussed on our goal. [...] We can be an example for others to follow when they are striving to fulfill the same goal and give them the support we got when we were trying to achieve our goals.”

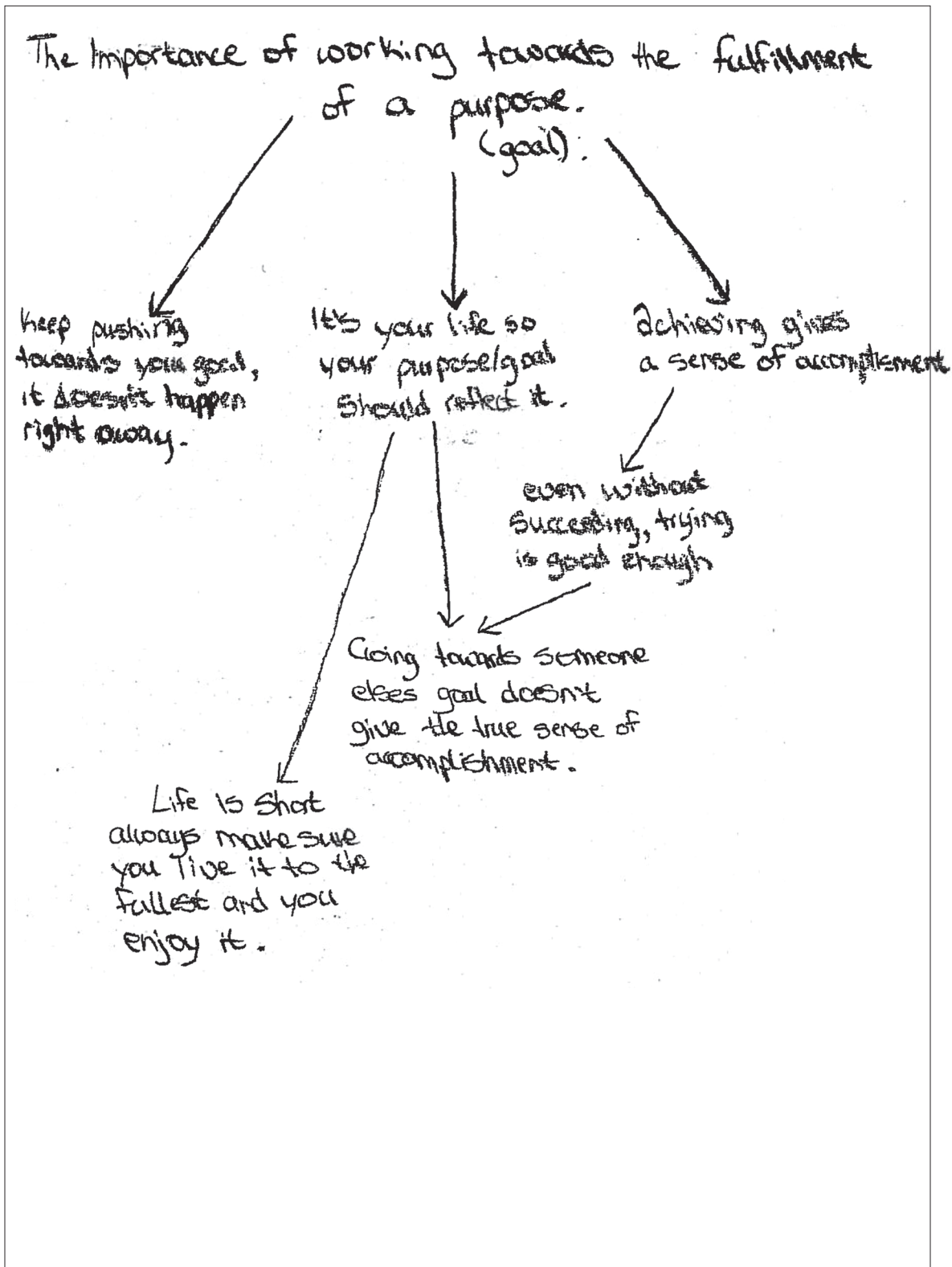
- “Fulfilling a purpose in life means reaching a goal in life that you never thought that you would or can reach. [...] You need to work hard to achieve a goal. [...] Striving for our goals is a choice we have, and theirs a decision to make. What you decide can impact you in a positive or negative way. [...] Striving for your goals can also impact your friends, family, and your surroundings in many ways. [...] Just remember, it’s all worth it at the end.”
- “The quality of your life depends on choices you make. What ever your goal is in life, you must push yourself towards that point in order to accomplish it. Striving to achieve a purpose is important because you will gain life skills, you will find happiness, and you can have a successful future. [...] The quality of your life is in your hands, you just have to decide if it will be positive or negative.”
- “I am Jamie Sanders and I am in grade 10 attending a High School in Russia. All my life I’ve had a passion for Track and Field. Also I love to watch the Summer Olympics and I practice every day. I am always active and train a lot with others. My friends, family and coaches they all help me get better every day. In any sports, I am dedicated and I will always give my best effort day in, day out. [...] The day I decided I was trying this sport it changed my life.”
- “Jake enters the pool for warm up and he swims around two and a half kms. Only one thought was in his head the whole entire time. ‘I will make my dad proud today, it’s important that I do. The Olympics are coming up soon and it’s my job to fulfil my promise I made to him when he died.’ [...] The day of the trials, Jake never gave up and pushed himself harder than ever. He came in first and is going to the Olympics. His father would have been proud.”

In narrative and essay responses deemed “**Satisfactory**” in “**Content**,” such as those from which these excerpts were taken, the students’ exploration of the topic was clear and/or logical, the purpose was evident, ideas were appropriate and/or predictable, details were relevant and/or generic, 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 artificial closure that was related to the focus. Student responses scored “**Satisfactory**” in “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” contained 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.



The importance of a purpose in life.

In life it is important to have something to strive towards, whether it may be a purpose or a goal. You need to pick a goal that is suited to you. As well there should be a challenge you overcome to fulfill your purpose. You should also be proud of never giving up. Having a purpose is all that matters.

When it's your goal, not your family's or your friends' purpose or goal should reflect yourself or your interests. Without this you won't get the full sense of accomplishment, that we'll talk about later. Your life is short and you want to enjoy it to its fullest potential and enjoy that. Your purpose or goal should make you feel this. For example, sports. Your purpose could be to become a member of a basketball team, learn to play together with the other players and play in tournaments. If you stick with what interests you, you will achieve your purpose.

Your purpose should be a challenge, if not you won't feel like you've fully succeeded. You have to know what you are capable of and then you need to try to do something even bigger. It's just like when you first rode a tricycle but then wanted to ride a bike and even though you fall when you first tried, if you kept trying you eventually succeeded in doing it. Because you had to learn to do something you never did before.

Even if your goal happens to take up your whole life without completely achieving your goal you get the sense you tried, and never gave up. This feeling is close enough because you are responsible and insightful. Knowing that you didn't give up gives you a feeling of accomplishment. This can be when you are working towards getting good marks in high school so you can get into university and pursue the career you want to get and have the life you want. It could take along time for you to get where you want.

All these reasons are important for being successful and happy in your future because they are all linked to one another. Without one you won't get the other. With these three reasons you should have an understanding on how to pursue and be happy on successfully completing your goal or purpose.

Rationale for Student Exemplar – Satisfactory (Essay)

Title: “The importance of a purpose in life.”

Score		Reporting Category
S		Content
	S	<ul style="list-style-type: none"> The student’s exploration of the topic in the discussion of the premise that “it is important to have something to strive towards” in terms of having “a purpose or a goal” that is “suited to you,” will pose “a challenge you overcome,” and enable a person to be “proud of never giving up” is clear.
	S	<ul style="list-style-type: none"> In the analysis of how “If you stick with what interests you, you will achieve your purpose,” how “Your purpose should be a challenge, if not you won’t feel like you’ve fully succeeded,” and how “Even if your goal happens to take up your whole life without completely achieving your goal you get the sense you tried, and never gave up,” the student’s purpose is evident.
	S	<ul style="list-style-type: none"> The ideas presented by the student (such as “When it’s your goal, not your family or your friends your purpose or goal should reflect yourself or your interests,” “You have to know what you are capable of and then you need to try to do something even bigger,” and “Knowing that you didn’t give up gives you a feeling of accomplishment”) are appropriate and predictable.
	S	<ul style="list-style-type: none"> Supporting details—including those related to learning “to play together with the other players [on “a basketball team”] and play in tournaments,” riding “a tricycle” and then “a bike and even though you fall when you first tried, if you kept trying you eventually succeeded,” and “working towards getting good marks in high school so you can get into university and pursue the career you want to get”—are relevant and generic.
S	<ul style="list-style-type: none"> The writing is straightforward and generalized—as seen in “Having a purpose is all that matters” and “Your life is short and you want to enjoy it to its fullest potential and enjoy that”—and occasionally appeals to the reader’s interest through engaging the reader in the discussion (as in “It could take along time for you to get where you want”). 	

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1414 464">S • The opening statement (“In life it is important to have something to strive towards, whether it may be a purpose or a goal”) in the introduction is functional, and establishes a focus—on the need to “pick a goal that is suited to you,” have “a challenge you overcome to fulfill your purpose,” and be “proud of never giving up”—that is generally sustained. <li data-bbox="342 478 1414 695">S • Details pertaining to how a purpose should “reflect yourself or your interests,” “be a challenge,” and provide a “feeling of accomplishment” from “Knowing that you didn’t give up” are developed in a discernible order, although coherence may falter occasionally, as seen in the interjection “Without this you won’t get the full sense of accomplishment, that we’ll talk about later.” <li data-bbox="342 709 1414 863">S • Transitions—such as in “Your life is short and you want to enjoy it to its fullest potential and enjoy that. Your purpose or goal should make you feel this”—tend to be mechanical and are generally used to connect details within and between sentences and paragraphs. <li data-bbox="342 877 1414 1094">S • The concluding statements (“All these reasons are important for being successful and happy in your future because they are all linked to one another. Without one you won’t get the other”) in the closure are related to the focus, and the final moralization (“With these three reasons you should have an understanding on how to pursue and be happy on successfully completing your goal or purpose”) is mechanical.
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1178 1414 1325">S • As illustrated in “Having a purpose is all that matters,” and “This feeling is close enough because you are responsible and insightful,” sentence structure is generally controlled, but lapses (such as in “For example, sports”) may occasionally impede meaning. <li data-bbox="342 1339 1414 1535">S • Sentence type and sentence length—as in “You have to know what you are capable of and then you need to try to do something even bigger” and “Even if your goal happens to take up your whole life without completely achieving your goal you get the sense you tried, and never gave up”—are sometimes effective and varied. <li data-bbox="342 1549 1414 1703">S • Some variety of sentence beginnings is evident in “In life it is important to,” “You need to,” “As well there should be,” “You should also be,” “Without this,” “Your purpose or goal should,” “It’s just like when,” “This can be when,” “All these reasons are,” and “With these three reasons.” <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1382 457">S • Words and expressions (such as “pick a goal that is suited to you,” “a challenge you overcome,” “proud of never giving up,” “you won’t feel like you’ve fully succeeded,” “what you are capable of,” “you eventually succeeded,” and “successful and happy in your future”) are generally used appropriately. <li data-bbox="342 478 1409 661">S • General words and expressions—as in “something to strive towards,” “all that matters,” “the full sense of accomplishment,” “enjoy it to its fullest potential,” “stick with what interests you,” “something even bigger,” “getting good marks,” and “have the life you want”—are used adequately to clarify meaning. <li data-bbox="342 682 1393 829">S • As shown in “Your purpose could be to become a member of a basketball team, learn to play together with the other players and play in tournaments” and “Knowing that you didn’t give up gives you a feeling of accomplishment,” the tone created by the student is discernible. <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;">S</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 989 1409 1136">S • The quality of the writing is sustained through generally correct use of conventions, as seen in “When it’s your goal, not your familys or your friends your purpose or goal should reflect yourself or your interests” and “It could take along time for you to get where you want.” <li data-bbox="342 1157 1414 1304">S • Errors that include “wiether it may be,” “wont,” “trycyle,” “even though you fall when you first tried,” “Because you had to learn to do something you never did before,” “completly,” “persue,” and “an understanding on how” occasionally reduce the clarity of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Satisfactory (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

- I'm failing grade 12
- School's almost over
- I have to pull my marks up fast
- I have a tutor
- I want to graduate but I can't with the marks I have.

Achieving My Grade 12 Goals (Title)

Second semester was starting and I still haven't pulled my marks up. I was a bit scared because school was ending soon and with the marks I have there's no way I'd be able to graduate grade 12 and get a diploma. Ever since I was little I wanted to become a doctor. I started realizing that if I didn't pull my marks up now then there would be no way I'd graduate and become the doctor I've always dreamed of becoming.

NEARLY Around 5:30 I decided it was time I got myself a tutor. I told my mom and she thought it was a brilliant idea too. So she got me my own ~~personal~~ personal tutor that came to my house every weekday from 4:30 - 8:30. I was a bit frustrated that I had no time to hang out with my friends but it was worth it.

I was alot more serious about school now. I dropped out of all the school sports I was in because I had no time for sports or anything else. Second semester was really near by and if I didn't straighten up my act and pull up my marks I wouldn't graduate or go to university. My parents really want me to graduate, go to university, and become a doctor too. However, achieving goals can be really difficult sometimes ~~but~~ but once you stay focused on your goal it's not so difficult.

Second semester began and things were alot more different now. I sat in the front in all my classes now, raised up my hand continuously, and participated in all class discussions. Previously I sat in the back and talked throughout the whole class. Lots of kids/teachers noticed I changed drastically.

This semester was a really big change for me. I barely hung out with my friends, since I was so focused on my school work. I was a lot more quiet and to myself. I kind of liked the new me since I was getting good marks and doing good in school. I was previously in the lower classes but since I changed up my act/ my marks my counicer thought it was best if I were in the higher classes so he transferred me. I was so happy and excited!

Achieving my goals weren't as hard as I thought! Although it did take lots of effort/time. I was finally able to graduate grade 12, get a diploma, go to university and get a doctor degree.

Rationale for Student Exemplar – Satisfactory (Narrative)

Title: “Achieving My Grade 12 Goals”

Score		Reporting Category
S		Content
	S	<ul style="list-style-type: none"> The student’s exploration of the topic through the experiences of the narrator—who was “a bit scared” that she would not “be able to graduate grade 12,” “decided it was time” to get “a tutor,” became “alot more serious about school,” and started “getting good marks”—is clear.
	S	<ul style="list-style-type: none"> The student’s purpose in the portrayal of how the conflict faced by the narrator (identified in “Second semester was starting and I still have’nt pulled my marks up”)—which stems from a childhood desire (to “become the doctor i’ve always dreamed of becoming”)—prompts changes in the narrator’s behaviour (as in “I had no time to hang out with my friends” and “I was alot more quiet and to myself”) that lead to success (as seen in “I changed up my act/my marks”) is evident.
	S	<ul style="list-style-type: none"> The ideas presented by the student—as in “I stared realizing that if I didn’t pull my marks up now then there would be no way i’d graduate,” “acheiving goals can be really difficult sometimes but once you stay focused on your goal it’s not so difficult,” and “Achieving my goals weren’t as hard as I thought!”—are appropriate and predictable.
	S	<ul style="list-style-type: none"> Supporting details (such as “Ever since I was little I wanted to become a doctor,” “I dropped out of all the school sports I was in because I had no time for sports or anything else,” and “I sat in the front in all my classes now, raised up my hand continuously, and participated in all class disscusions”) are relevant and generic.
S	<ul style="list-style-type: none"> As demonstrated in “My parent’s really want me to graduate, go to university, and become a doctor too,” the writing is straightforward and generalized, and occasionally appeals to the reader’s interest through the inclusion of reflections such as “Previously I sat in the back and talked throughout the whole class. Lots of kidse/teachers noticed I changed drastically.” 	

Score	Reporting Category
S	<p>Organization</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1414 464">S • The introduction—“Second semester was starting and I still have’nt pulled my marks up. I was a bit scared because school was ending soon and with the marks I have there’s no way i’d be able to graduate grade 12 and get a diploma”—is functional, and establishes a focus on the narrator’s intention to “pull” her “marks up” that is generally sustained. <li data-bbox="342 474 1414 663">S • Events that delineate how the narrator “got [...] a tutor,” “dropped out of all the school sports,” “participated in all class discussions,” was “doing good in school,” and was “happy and excited” when “transferred” to “the higher classes” are developed in a discernible order, although coherence may falter occasionally. <li data-bbox="342 674 1414 863">S • Transitions (as in “So she got me my own personal tutor that came to my house every weekday from 4:30 – 8:30” and “Second semester began and things were alot more different now”) 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 concluding reflections (“Achieving my goals weren’t as hard as I thought! Although it did take lots of effort/time”) in the closure are related to the focus, and the final summation (“I was finally able to graduate grade 12, get a diploma, go to university and get a doctor degree”) is mechanical and artificial.
S	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="342 1136 1414 1325">S • Sentence structure—as in “I told my mom and she thought it was a brilliant idea too” and “I was previously in the lower classes but since I changed up my act/my marks my counciler thought it was best if I were in the higher classes so he transferred me”—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 can be seen in “Second semester was really near by and if I didn’t straighten up my act and pull up my marks I wouldn’t graduate or go to university” and “This semester was a really big change for me.” <li data-bbox="342 1493 1414 1640">S • As shown in “Second semester was starting,” “Ever since I was,” “Around 5:30,” “So she got me,” “My parent’s really want me,” “Second semester began,” “Previously I sat in the back,” and “Achieving my goals,” some variety of sentence beginnings is evident. <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="342 275 1406 457"> <p>S • As demonstrated in “there’s no way i’d be able to graduate,” “no way i’d graduate and become the doctor i’ve always dreamed of becoming,” “serious about school,” “dropped out of all the school sports,” “it’s not so difficult,” and “raised up my hand continuously,” words and expressions are generally used appropriately.</p> <li data-bbox="342 478 1406 661"> <p>S • General words and expressions (such as “pulled my marks up,” “got my self a tutor,” “she got me my own personal tutor,” “no time for sports or anything else,” “straighten up my act and pull up my marks,” “a really big change,” “hung out with,” and “changed up my act/my marks”) are used adequately to clarify meaning.</p> <li data-bbox="342 682 1406 829"> <p>S • The voice created by the student is discernible—as shown in statements such as “I was abit frusturated that I had no time to hang out with my friends, but it was worth it” and “I kind of liked the new me since I was getting good marks and doing good in school.”</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;">S</p>	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="342 989 1406 1094"> <p>S • The quality of the writing is sustained—as in “I was alot more serious about school now” and “I barley hung out with my friends, since I was so focused on my school work”—through generally correct use of conventions.</p> <li data-bbox="342 1115 1406 1297"> <p>S • Errors such as in “have’nt,” “I stared realizing,” “i’ve,” “brillant,” “abit frusturated,” “My parent’s really want,” “become a doctor too; However,” “Second semeter,” “were alot more different now,” “disscusions,” “Lots of kidse/teachers,” “counciler,” “transfered,” and “Achieving my goals weren’t” occasionally reduce the clarity of the response.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Observations from Standards Confirmation and Central Marking 2016: Qualities of Student Writing That Met the Standard of Excellence

Students whose responses received scores of “**Proficient**” or “**Excellent**” in “**Content**” often purported that when striving to fulfill a purpose, “individuals will discover their true values, gain wisdom from efforts made to find success, and mentor others who may choose to follow your example.” Others examined how “personal sacrifices may be needed but it is through such hardship that we discover our hidden strengths” and how “risk-taking is necessary when aspiring to new heights of achievement.” Some students presented ideas related to being “focused on long-term goals rather than seeking instant gratification,” “leaving a legacy for future generations,” or “putting the needs of others before ourselves.” Other students discussed the “peace of mind attained by those who have no regrets regarding opportunities missed in the past” or the desire “to live in servitude to a higher purpose” by “striving to promote efforts to reduce greenhouse gas emissions to slow global warming.” Some students spoke metaphorically about how “Striving to fulfill a purpose will open doors that have been previously locked,” how “on the journey of life, it may be necessary to find a detour around a roadblock” in order to “reach the finish line,” or how “a purpose can light a spark in your heart” with which “you can illuminate the path to fulfillment.”

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

- “My mom and dad had tried to brainwash me since I was a small child, but I refused to succumb to their wishes. They are so preoccupied with their social status and personal possessions that sometimes I feel that I don’t matter to them. [...] They treat their friends, who are doctors, lawyers, and accountants, like celebrities. I, however, have no interest in these people. Their superficial and materialistic lives seem so meaningless to me.”
- “Swish. The rickety old basketball once again made the pathway through the old dirty netting on the basketball hoop. David had been practicing for hours since the sun had sneaked out from behind the hills. He had to practice because today the tryouts were finally here. He could smell the fresh coffee brewing in the same old pot his Dad had gotten many years ago for Christmas. That Christmas. When the basketball he held in his hands, was given to him. Who would have thought that gift opened up a whole new world for him.”
- “Each person views the world differently. However, one thing that is consistent among all humans is that, without a purpose, people often find themselves feeling hopeless, depressed, or insignificant. To avoid this, individuals must reflect on their personal priorities to identify a purpose they wish to achieve. [...] People who succeed in attaining their goals can then have an impact on the lives of others by giving advice and assistance. By working together, we can make a difference in our own lives, the lives of others, and in the world.”
- “As society continues to evolve and technology becomes more and more abundant, young people may be distracted from finding a purpose in life. They may be preoccupied with the here and now of social media and forget to set goals and make plans, and as a result, are unprepared for the future. [...] However, with a direction in mind and the motivation to work hard, these youths can determine the path they take on their journey into adulthood.”
- “Drew grew up dreaming of playing in the NHL, but no one believed in his dream as much as he did. People scoffed at his optimism, but that didn’t stop him. [...] When Drew entered the NHL, a huge step toward being in the NHL, the dream-crushers who ridiculed him when he was younger started to recognize his talent and praised him for his success. [...] By shutting out all the negativity and reeling in all the positivity, Drew achieved what few people thought was possible. He looked down at the NHL logo on his jersey with a fulfilled smile.”

- “Striding down the cold, stone grey hallway that she had passed through for three years now, Jeanine felt a growing sense of panic. So much stress was weighing upon her shoulders, stress that did not seem to be affecting anyone else. It was her last week of Grade 12 and she still did not know how her life was going to play out. Her purpose in life was unclear and her interests were few. She was scared. Life would be an open book for her to explore. But how would she turn the pages of her future if she had no direction in which to go?”
- “The choices we make now will determine whether or not we are able to fulfill any given purpose we set out to achieve. This is particularly true when going to school. There are those individuals who have little interest in doing well and put forth limited effort. They have few plans for the future, and will likely struggle to meet their needs for the rest of their lives. [...] Others, however, strive to learn are willing to work towards that goal, with the intention of being able to choose a career that is both personally and financially rewarding.”
- “One’s purpose in life is a buried treasure, waiting to be discovered by one brave enough to venture into the depths of the unknown. Our hearts encase our most valued thoughts, dreams, and memories. For some, the lock on their chest of dreams is rusted and unopenable. For others, the key to opening the lock lies in being able to discover their innermost desires. If we remain true to our selves, we will be able to let our strengths shine through and pursue those goals that will enable us to become the best version of ourselves possible.”
- “Stacey John glanced out the window of the F450 dually truck. She held the steering wheel with a white knuckled grip, as rain pounded the windshield. Sheets of rain fell from the sky and connected with such force that the noise overwhelmed Stacey. She was aware that she had to get home safely. Behind the dually trailed a thirty-five foot living quarters horse trailer. The box stall in the trailer contained Storm Warning, a sleek, bay horse. Storm was a barrel horse that set records and he was Stacey’s only chance at becoming world champion.”
- “Gliding and twirling atop the smooth surface of the ice, feeling the cold air brush past her face, Cassy felt like a child again. Her mom had put her on skates as soon as she could walk, and Cassy had fallen in love with the sport the moment her blades touched the frozen water. The ice formed an unbreakable bond between them. A fixture at the boards, her mom shared her expertise, choreographed Cassy’s programs, and gave her endless encouragement. Then one day it all changed. [...] Cassy was jolted awake by the scream of sirens and was blinded by the lights that flashed crazily before her eyes. Disoriented, she strained to turn her neck to the left where she saw her mother’s lifeless body.”

In responses assigned scores of “**Proficient**” or “**Excellent**” in “**Content**,” such as those from which these excerpts were taken, students explored the topic in an adept, plausible, insightful, and/or imaginative manner. The purpose was intentional or deliberate. Ideas presented were thoughtful, sound, perceptive, and/or carefully chosen. Supporting details were specific, apt, precise, and/or original. The writing was considered, elaborated, 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.

Intro

- goals Are Everywhere
- introduce the subject
- ~~the~~ Def. of goal

1 para present

- you feel like you are moving forward and useful improve yourself

(2)

- your self (independant, confident)

- ~~getting~~ good grades

2 para future

- help others with goals, leave a better world
- help you become ~~the~~ a better person

(3)

3 para past

- personal experience

(1)

conc

- have reward in mind
- set harder goals

Fulfilling the Purpose of Our Lives

“The only way to get somewhere, you know, is to figure out where you’re going before you go there.” To fulfill a purpose we set out to achieve, we need to learn how to do what we need to do to achieve the goal we want. As children we gain these skills through the guidance of our parents. We mature and pursue goals on our own as we reach adulthood. With the lessons we have learned and the experience we have gained we can help others to achieve their own purpose in life.

From the time we are born we learn to survive from our parents. They guide us in the right direction by teaching us valuable lessons. They help us to set goals in order to get what we want in life. When we set our mind on a specific goal, we have a purpose for our actions and are motivated to figure out how to get what we want. For example, learning how to drive a car is a significant event in every young person’s life. Studying all the rules of the road and writing a test is just the beginning. Time spent in the vehicle with your parents lets you learn how to stop, start and steer the car. Having the support of parents when pursuing a purpose will help you succeed in reaching your goal.

Once we are on our own in the real world, we must determine by our selves what direction our lives will take. Our parents have given us all we need to set our sights on any purpose we choose. If we want a career that will help us to have a positive impact on other people, being a doctor could be a goal you choose. It will take years of studying at university and cost alot of money. How will you pay for this? A student loan can help and you could get a job on weekends in a restaurant or selling goods in a store. If you want to achieve your purpose bad enough you will keep trying. You will need to use the skills gained all through your life to overcome challenges standing in the way of your success.

The best way to show our appreciation for the people who helped us achieve a purpose is to help others set goals for them selves in order to help them find their way. It seems only fair. A person could volunteer at a school and help little children to learn how to read. On a bigger scale we could help build houses for habitat for humanity. Even if you don't know anything about building a house there are tasks you can do. You could haul lumber or paint a room. Having a purpose and helping others achieve theirs can give you the feeling that you have made the world a better place.

During a human beings lifetime there will several occasions where we will have to work our hardest to achieve the purpose we want. We can get help from our parents which helps us achieve what we want on our own. We can use what we know to help other people fulfill their goals so that they can succeed. Nobody said achieving a purpose was easy but as long as you know where you're going, you will get to your destination.

Rationale for Student Exemplar – Proficient (Essay)

Title: “Fulfilling the Purpose of Our Lives”

Score	Reporting Category
Pf	<p>Content</p> <p>Pf • The student’s exploration of the topic in supporting the central premise (“To fulfill a purpose we set out to achieve, we need to learn how to do what we need to do to achieve the goal we want”) with the reasoning (that we “gain these skills through the guidance of our parents,” “mature and pursue goals on our own as we reach adulthood,” and “help others to achieve their own purpose in life”) is adept and plausible.</p> <p>Pf • The student’s purpose—in the examination of how “Having the support of parents when pursuing a purpose will help you succeed in reaching your goal,” how “Once we are on our own in the real world [...] Our parents have given us all we need to set our sights on any purpose we choose,” and how “Having a purpose and helping others achieve theirs can give you the feeling that you have made the world a better place”—is intentional.</p> <p>Pf • As demonstrated in “From the time we are born we learn to survive from our parents. They guide us in the right direction by teaching us valuable lessons,” “If we want a career that will help us to have a positive impact on other people, being a doctor could be a goal you choose,” and “The best way to show our appreciation for the people who helped us achieve a purpose is to help others set goals for them selves in order to help them find their way,” the ideas presented by the student are thoughtful and sound.</p> <p>Pf • Supporting details related to “Studying all the rules of the road and writing a test,” spending time “in the vehicle with your parents,” learning “how to stop, start and steer the car,” spending “years of studying at university,” working “in a restaurant or selling goods in a store,” offering to “volunteer at a school and help little children to learn how to read,” and being able to “haul lumber or paint a room” are apt.</p> <p>Pf • The writing is considered and elaborated (as seen in “When we set our mind on a specific goal, we have a purpose for our actions and are motivated to figure out how to get what we want”), and draws the reader’s interest by engaging in a dialogue with the reader (through the inclusion of questions such as “How will you pay for this?” and suggestions such as “A student loan can help and you could get a job on weekends”).</p>

Score	Reporting Category
Pf	<p data-bbox="391 212 1430 268">Organization</p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 583"> <p data-bbox="391 268 1430 325">Pf</p> <p data-bbox="391 325 1430 583">• The citation of the literary prompt (in “The only way to get somewhere, you know, is to figure out where you’re going before you go there”) and the opening contention (that “To fulfill a purpose we set out to achieve, we need to learn how to do what we need to do to achieve the goal we want”) in the introduction are purposeful, and clearly establish a focus—on how the “guidance of our parents” enables individuals to “pursue goals on our own as we reach adulthood” and “help others to achieve their own purpose”—that is capably sustained.</p> <li data-bbox="391 583 1430 825"> <p data-bbox="391 583 1430 640">Pf</p> <p data-bbox="391 640 1430 825">• Details regarding “Having the support of parents when pursuing a purpose,” being “on our own in the real world” and determining “by our selves what direction our lives will take,” and showing “our appreciation for the people who helped us achieve a purpose” by helping “others set goals for them selves in order to help them find their way” are developed in a sensible order, and coherence is generally maintained.</p> <li data-bbox="391 825 1430 1035"> <p data-bbox="391 825 1430 882">Pf</p> <p data-bbox="391 882 1430 1035">• As shown in “If you want to achieve your purpose bad enough you will keep trying. You will need to use the skills gained all through your life to overcome challenges standing in the way of your success” and “On a bigger scale we could help build houses for habitat for humanity,” transitions clearly connect details within and between sentences and paragraphs.</p> <li data-bbox="391 1035 1430 1333"> <p data-bbox="391 1035 1430 1092">Pf</p> <p data-bbox="391 1092 1430 1333">• The restatement of ideas (in “During a human beings lifetime there will several occasions where we will have to work our hardest to achieve the purpose we want. We can get help from our parents which helps us achieve what we want on our own. We can use what we know to help other people fulfill their goals so that they can succeed”) in the closure is appropriate, and the final contention—that “Nobody said achieving a purpose was easy but as long as you know where you’re going, you will get to your destination”—is related to the focus.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">Pf</p>	<p>Sentence Structure</p> <p>Pf • Sentence structure is consistently controlled, as seen in “They help us to set goals in order to get what we want in life,” “Time spent in the vehicle with your parents lets you learn how to stop, start and steer the car,” and “Having a purpose and helping others achieve theirs can give you the feeling that you have made the world a better place.”</p> <p>Pf • As illustrated in “For example, learning how to drive a car is a significant event in every young person’s life,” “If we want a career that will help us to have a positive impact on other people, being a doctor could be a goal you choose,” and “The best way to show our appreciation for the people who helped us achieve a purpose is to help others set goals for them selves in order to help them find their way. It seems only fair,” sentence type and sentence length are usually effective and varied.</p> <p>Pf • Sentence beginnings—such as in “To fulfill a purpose,” “As children we gain these skills,” “From the time we are born,” “Studying all the rules of the road and writing a test,” “Our parents have given us,” “You will need to use the skills gained,” “A person could volunteer,” “We can use what we know,” and “Nobody said achieving a purpose was easy”—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—as in “We mature and pursue goals on our own,” “With the lessons we have learned and the experience we have gained,” “succeed in reaching your goal,” “have a positive impact on other people,” “help little children to learn how to read,” and “give you the feeling that you have made the world a better place”—are often used accurately.</p> <p>Pf • Specific words and expressions such as “learn how to do what we need to do to achieve the goal we want,” “guide us in the right direction by teaching us valuable lessons,” “determine by our selves what direction our lives will take,” “set our sights on any purpose we choose,” and “overcome challenges standing in the way” show some evidence of careful selection.</p> <p>Pf • As can be seen in “When we set our mind on a specific goal, we have a purpose for our actions and are motivated to figure out how to get what we want,” “How will you pay for this? A student loan can help and you could get a job on weekends in a restaurant or selling goods in a store,” and “Even if you don’t know anything about building a house there are tasks you can do,” the tone created by the student is distinct.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score		Reporting Category
Pf	Pf	<p>Conventions</p> <ul style="list-style-type: none"> As shown in “Studying all the rules of the road and writing a test is just the beginning,” “It will take years of studying at university and cost alot of money,” and “On a bigger scale we could help build houses for habitat for humanity,” the quality of the writing is sustained because it contains only minor convention errors.
	Pf	<ul style="list-style-type: none"> Any errors that are present (such as “guidence,” “set our mind,” “our selves” “want to achieve your purpose bad enough,” “them selves,” and “During a human beings lifetime there will several occasions”) rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Proficient (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

Injury

- dedication
- work ethic
- drive
- want

Strive

surgery -
no soccer

Finally back
4 months

Fitness
extra training

Pursuit of Success
when the going
gets tough.

Hard work beats talent
when talent doesn't work
hard.

chaos

Vegas
Play through the
Pain

life gets
tough ←

The Pursuit of Success

(Title)

"Hard work beats talent when talent doesn't work hard." This quote is single-handedly one of my favorite motivational sayings to remind myself when the going gets tough. As a female soccer player, I know what it means to deal with stress and pain. Seven months ago I was informed I might not be able to play soccer ever again, due to a dislocated knee cap and a torn meniscus. Yet because of three simple concepts, dedication, work ethic, and the drive to be successful, I have completed what I thought to be the impossible.

Gradually throughout the years of my life, I have managed to constantly juggle my education, my soccer, and my friends and family. At one moment everything was running so smoothly I considered life to be perfect, until November 5. ~~Firstly~~ Firstly, I was in a scouting tournament being watched by universities.

I went in rough on a 50/50 tackle and came out soft with a dislocated knee cap. After a week of physiotherapy, it was guessed I would need knee surgery, leading into a year of rest, and no more soccer. Dodging and declining getting surgery, I told the physiotherapist I would rest for a couple of months then try to play again. Seven months I watched my team improve, as I was left on sidelines. Dedication. Everyday I hitched a ride to the gym, working out in anyway I could. Also I cut out carbohydrates because I could not get out of shape. Friends asked me to chill at the mall but I was too busy mentally preparing myself for the fitness rehabilitation the following day. I had to be in a mental state where I only thought soccer. This dedication was nowhere near the work ethic involved in order to return to my passion.

Graduously, four months after the injury it was suggested to me to start running again. Excitement

rushed through my face as lately I had been feeling depressed and disappointed in the world. Nathan, my personal trainer, ~~practic together~~ ^{or} schedule requiring me to run every day. These running drills were not a stroll in the park, these were pain, sweat, and tears all folded up to make a disgusting exercise. In summary, so many occasions I wanted to come halting to a stop, but I persevered. It was a work ethic that gave me a burning desire to be the best and keep going. No one was telling me I had to return back to playing soccer seven days a week. I desperately wanted to. It is a belief of mine that if it is me that wants to work hard and not someone telling me to, I will achieve whatever my goal is set to. Overall, it was my drive that allowed me to finally start witnessing improvement.

On Sunday, May the 5th I completed one full practice with no pain, ^{achieving} ^{accomplishment} in summary, it is important in life to work towards the fulfillment of a purpose. If I had given

up I would not have been playing in a game this upcoming Sunday, I could not be able to train with the Alberta team again, and it could have been a possibility I would never find joy in life again. That was my pursuit of success, and it was born from dedication, work ethic, and the drive to be successful.

Rationale for Student Exemplar – Proficient (Narrative)

Title: “The Pursuit of Success”

Score	Reporting Category
<p style="font-size: 2em; font-weight: bold; text-align: center;">Pf</p>	<p>Content</p>
	<p>Pf • The student’s exploration of the topic—through the presentation of the experiences of “a female soccer player” who suffers “a dislocated knee cap and a torn meniscus,” undergoes “physiotherapy,” watches her “team improve” while being “left on sidelines,” is able to “start running again,” has “a burning desire to be the best and keep going,” starts “witnessing improvement,” and is “able to train with the Alberta team again”—is adept and plausible.</p>
	<p>Pf • The student’s purpose is intentional in terms of how the narrator “considered life to be perfect” until her fear that she “would need knee surgery” motivated her to “not get out of shape” and do “running drills” in order “to return back to playing soccer seven days a week,” which results in her “playing in a game this upcoming Sunday” and being able to “find joy in life again” as a result of her “dedication, work ethic, and the drive to be successful.”</p>
	<p>Pf • The ideas presented by the student (such as in “Gradually throughout the years of my life, I have managed to constantly juggle my education, my soccer, and my friends and family,” “Dodging and declining getting surgery, I told the physiotherapist I would rest for a couple of months then try to play again,” “so many occasions I wanted to come halting to a stop, but I persevered,” and “It is a belief of mine that if it is me that wants to work hard and not someone telling me to, I will achieve whatever my goal is set to”) are thoughtful and sound.</p>
	<p>Pf • Supporting details—as in “November 5,” “a scouting tournament being watched by universities,” “a 50/50 tackle,” “a dislocated knee cap,” “I cut out carbohydrates,” “I had to be in a mental state where I only thought soccer,” “Nathan, my personal trainer, put together a schedule,” “pain, sweat, and tears all folded up to make a disgusting exercise,” and “Sunday, May the 5th”—are apt.</p>
<p>Pf • The writing is considered and elaborated (as shown in “Friends asked me to chill at the mall but I was too busy mentally preparing myself for the fitness rehabilitation the following day”), and draws the reader’s interest through the inclusion of the narrator’s reflections—as in “Yet because of three simple concepts, dedication, work ethic, and the drive to be successful, I have completed what I thought to be the impossible.”</p>	

Score	Reporting Category
Pf	<p data-bbox="391 212 1430 268">Organization</p> <p data-bbox="391 268 1430 611"> Pf • The exposition (“‘Hard work beats talent when talent doesn’t work hard.’ This quote is singlehandedly one my favorite motivational sayings to remind myself when the going gets tough. As a female soccer player, I know what it means to deal with stress and pain”) in the introduction is purposeful, and clearly establishes a focus—in “Seven months ago I was informed I might not be able to play soccer ever again, due to a dislocated knee cap and a torn menicus. Yet because of three simple concepts, dedication, work ethic, and the drive to be successful, I have completed what I thought to be the impossible”—that is capably sustained. </p> <p data-bbox="391 611 1430 884"> Pf • Events are developed in a sensible order (from the narrator’s being told that she might need “a year of rest, and no more soccer” and her decision to “rest for a couple of months” to her going “to the gym, working out,” preparing “for the fitness rehabilitation the following day,” “feeling depressed and disappointed in the world,” and beginning to “run every day” with “a burning desire to be the best and keep going”), and coherence is generally maintained. </p> <p data-bbox="391 884 1430 1125"> Pf • Transitions—such as in “At one moment everything was running so smoothly I considered life to be perfect, until November 5,” “This dedication was nowhere near the work ethic involved in order to return to my passion,” and “Overall, it was my drive that allowed me to finally start witnessing improvement”—clearly connect events within and between sentences and paragraphs. </p> <p data-bbox="391 1125 1430 1482"> Pf • The resolution of the conflict—in “On Sunday, May the 5th I completed one full practice with no pain, a huge accomplishment”—in the closure is appropriate, and the denouement (“In summary, it is important in life to work towards the fulfillment of a purpose. If I had given up I would not have been playing in a game this up coming Sunday, I could not be able to train with the Alberta team again, and it could have been a possibility I would never find joy in life again. That was my pursuit of success and it was born from dedication, work ethic, and the drive to be successful”) is related to the focus. </p>

Score	Reporting Category
Pf	<p>Sentence Structure</p> <p>Pf • Sentence structure—such as in “Seven months ago I was informed I might not be able to play soccer ever again, due to a dislocated knee cap and a torn meniscus,” “After a week of physiotherapy, it was guessed I would need knee surgery, leading into a year of rest, and no more soccer,” and “In summary, it is important in life to work towards the fulfillment of purpose”—is consistently controlled.</p> <p>Pf • Sentence type and sentence length (as in “Dedication. Everyday I hitched a ride to the gym, working out in any way I could,” “These running drills were not a stroll in the park, these were pain, sweat, and tears all folded up to make a disgusting exercise,” and “That was my pursuit of success and it was born from dedication, work ethic, and the drive to be successful”) are usually effective and varied.</p> <p>Pf • As can be seen in “Yet because of three simple concepts,” “Gradually throughout the years of my life,” “At one moment everything was,” “Dodging and declining getting surgery,” “Seven months I watched,” “I had to be in a mental state where,” “Nathan, my personal trainer, put together,” “It is a belief of mine that,” and “On Sunday,” sentence beginnings 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 demonstrated in “I have completed what I thought to be the impossible,” “a scouting tournament being watched by universities,” “cut out carbohydrates,” “mentally preparing myself,” “This dedication was nowhere near the work ethic involved,” “my passion,” “four months after the injury it was suggested to me,” “a schedule requiring me to run every day,” and “come halting to a stop,” words and expressions are often used accurately.</p> <p>Pf • Specific words and expressions show some evidence of careful selection (as in “a dislocated knee cap and a torn meniscus,” “Friends asked me to chill at the mall,” and “pain, sweat, and tears”) and some awareness of connotative effect (as in “constantly juggle my education, my soccer, and my friends and family,” and “Dodging and declining”).</p> <p>Pf • The voice created by the student (such as in “As a female soccer player, I know what it means to deal with stress and pain,” “I went in rough on a 50/50 tackle and came out soft with a dislocated knee cap,” and “It was a work ethic that gave me a burning desire to be the best and keep going. No one was telling me I had to return back to playing soccer seven days a week. I desperately wanted to”) is distinct.</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
Pf	<p data-bbox="391 212 1430 268">Conventions</p> <ul data-bbox="391 268 1430 661" style="list-style-type: none"> <li data-bbox="391 268 1430 493">• The quality of the writing is sustained (as in “‘Hard work beats talent when talent doesn’t work hard.’ This quote is singlehandedly one my favorite motivational sayings to remind myself when the going gets tough” and “Excitement rushed through my face as lately I had been feeling depressed and disappointed in the world”) because it contains only minor convention errors. <li data-bbox="391 493 1430 661">• Any errors that are present—such as “menicus,” “left on sidelines,” “In summary, so many occasions I wanted to come halting to a stop, but I perserved,” and “May the 5th”—rarely reduce clarity and seldom interrupt the flow of the response. <p data-bbox="391 661 1430 760">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.

PURPOSE

-Survival

-Quality of life

-Agricultural revolution

-Industrial revolution

-Today

Being a Force of Nature

A man lost in a forest miles from the nearest roadway ultimately dies while fearfully walking in endless circles. Another man lost in a forest makes his way to safety by carefully setting his eyes on a fixed point and walking to it until he reaches civilization. To fulfill a purpose in life, a person must focus on their goal while going into the unknown in order to achieve a high quality of life. Throughout history, life has become less difficult for many people. This is a direct result of the work of people who wanted to improve agricultural production, whose inventions allowed industries to grow and produce more goods. Without these advancements, the technology we depend on to live our daily life would not be available. However, the people who wanted to fulfill the purpose of making life better have given us the comfortable life we have today.

Traditional farming depended on manual labor to produce basic necessities. People often struggled to survive on what they were able to harvest from the land. Men who had the purpose of finding new ways to improve productivity such as the seed drill brought more land under cultivation. The application of Charles Townshend's ideas regarding crop rotation greatly increased yields. Soon farmers were able to produce a surplus of goods that could then be sold. Fewer workers were needed on farms once machinery

became available and people moved to cities to work. It is amazing to think that the purpose of each person who wanted to improve farming techniques gave people a better life.

The extra food produced by farmers could feed the growing number of people in cities who had moved with the goal of working in manufacturing industries. Their ability to do so was a result of the purpose some men had in inventing devices to increase the production of goods. Daimler's development of the combustion engine provided source of power that revolutionized society. Eli Whitney's goal of producing goods in mass quantities through the use of identical parts supported the purpose of Henry Ford in the manufacturing of the Model T. Iron and steel industries created our modern world. We depend upon cars, trains, and airplanes to travel for work and recreation, and have a wide variety of goods and services to choose from. We are fortunate to have the material comforts that we enjoy today.

Innovations in agriculture and industry paved the way for the advanced technology we use each day. We are able to benefit from the ability of people to achieve the purpose of giving us opportunities to enrich our life. Bill Gates' singleminded purpose in advancing technology has made Microsoft not only a billion dollar company but also has made iPhones and Ipads part of our daily life. In return for the wealth he has gained, Bill Gates believes in the

importance of making donations to charities that provide humanitarian aid to improve the lives of people in need throughout the world. Social media such as Facebook has also transformed the way we communicate with each other, and interact with people in our life. We are able to be in close contact with the people we love in a variety of ways. Because of this, our quality of life is better and we have the opportunity to strive to fulfill any purpose we think is important to us.

The purpose of those people who wanted to make their life and the lives of others better led to improvements in methods of production in agriculture, the growth of industries and the development of modern technology. Their ability to focus on a fixed point has led to advancements that have given us the prosperous life we have today.

Rationale for Student Exemplar – Excellent (Essay)

Title: “Being a Force of Nature”

Score	Reporting Category
E	<p data-bbox="396 365 505 396">Content</p> <ul style="list-style-type: none"> <li data-bbox="331 422 1442 674"> <p data-bbox="331 422 354 453">E</p> <p data-bbox="396 422 1442 674">• The student’s exploration of the topic—in connecting the analogy that highlights the differing responses of two men “lost in a forest” to how “the people who wanted to fulfill the purpose of making life better have given us the comfortable life we have today” (such as those who “wanted to improve farming techniques,” were “inventing devices to increase the production of goods,” and had a “singleminded purpose in advancing technology”) because of “Their ability to focus on a fixed point”—is insightful.</p> <li data-bbox="331 695 1442 989"> <p data-bbox="331 695 354 726">E</p> <p data-bbox="396 695 1442 989">• The student’s purpose in examining how “Throughout history, life has become less difficult for many people” as “a direct result” of “advancements” in “agricultural production” (“such as the seed drill [which] brought more land under cultivation”), “industries” (such as “Daimler’s development of the combustion engine [which] provided [a] source of power that revolutionized society”), and “the advanced technology we use each day” (“such as Facebook [which] has also transformed the way we communicate with each other, and interact with people in our life”) is deliberate.</p> <li data-bbox="331 1010 1442 1304"> <p data-bbox="331 1010 354 1041">E</p> <p data-bbox="396 1010 1442 1304">• As demonstrated in “Traditional farming depended on manual labor to produce basic necessities. People often struggled to survive on what they were able to harvest from the land,” “Iron and steel industries created our modern world. We depend upon cars, trains, and airplanes to travel for work and recreation, and have a wide variety of goods and services to choose from,” and “We are able to benefit from the ability of people to achieve the purpose of giving us opportunities to enrich our life” such as “Bill Gates,” the ideas presented by the student are perceptive and carefully chosen.</p> <li data-bbox="331 1325 1442 1577"> <p data-bbox="331 1325 354 1356">E</p> <p data-bbox="396 1325 1442 1577">• Supporting details such as those pertaining to “Charles Townshend’s ideas regarding crop rotation [which] greatly increased yields,” “Eli Whitney’s goal of producing goods in mass quantities through the use of identical parts [which] supported the purpose of Henry Ford in the manufacturing of the Model T,” and “Iphones and Ipads [which are] part of our daily life” as well as “Social media” through which “We are able to be in close contact with the people we love in a variety of ways” are precise.</p> <li data-bbox="331 1598 1442 1871"> <p data-bbox="331 1598 354 1629">E</p> <p data-bbox="396 1598 1442 1871">• The writing is confident—as seen in “The extra food produced by farmers could feed the growing number of people in cities who had moved with the goal of working in manufacturing industries” and “In return for the wealth he has gained, Bill Gates believes in the importance of making donations to charities that provide humanitarian aid to improve the lives of people in need throughout the world”—and the manner in which the commentary is centred throughout on the universality of the human inclination to seek “a high quality of life” holds the reader’s interest.</p>

Score	Reporting Category
E	<p data-bbox="391 212 1430 268">Organization</p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 653"> <p data-bbox="391 268 1430 653">E • The anecdotal opening (“A man lost in a forest miles from the nearest roadway ultimately dies while fearfully walking in endless circles. Another man lost in a forest makes his way to safety by carefully setting his eyes on a fixed point and walking to it until he reaches civilization”) in the introduction is engaging, and skillfully establishes a focus on how—“To fulfill a purpose in life, a person must focus on their goal while going into the unknown in order to achieve a high quality of life”—that is consistently sustained in the discussion of how “the work of people who wanted to improve agricultural production, whose inventions allowed industries to grow” contributed to “the technology we depend on to live our daily life.”</p> <li data-bbox="391 653 1430 968"> <p data-bbox="391 653 1430 968">E • Details regarding how “Fewer workers were needed on farms once machinery became available and people moved to cities to work,” how “Their ability to do so was a result of the purpose some men had in inventing devices to increase the production of goods,” and how “Innovations in agriculture and industry paved the way for the advanced technology we use each day” are developed in a judicious order, and coherence is maintained to the conclusion that “our quality of life is better and we have the opportunity to strive to fulfill any purpose we think is important to us.”</p> <li data-bbox="391 968 1430 1241"> <p data-bbox="391 968 1430 1241">E • Transitions—such as in “It is amazing to think that the purpose of each person who wanted to improve farming techniques gave people a better life,” “We are fortunate to have the material comforts that we enjoy today,” and “Bill Gates’ singleminded purpose in advancing technology has made Microsoft not only a billion dollar company but also has made Iphones and I pads part of our daily life”—fluently connect details within and between sentences and paragraphs.</p> <li data-bbox="391 1241 1430 1520"> <p data-bbox="391 1241 1430 1520">E • The encapsulation of ideas (in “The purpose of those people who wanted to make their life and the lives of others better led to improvements in methods of production in agriculture, the growth of industries and the development of modern technology”) in the closure is effective, and the final reflection (that “Their ability to focus on a fixed point has led to advancements that have given us the prosperous life we have today”) is related to the focus established in the opening.</p>

Score	Reporting Category
E	<p data-bbox="399 222 659 254">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="337 279 1406 531"> <p data-bbox="337 279 1406 531">E • Sentence structure is effectively and consistently controlled—as seen in “This is a direct result of the work of people who wanted to improve agricultural production, whose inventions allowed industries to grow and produce more goods,” “Soon farmers were able to produce a surplus of goods that could then be sold,” and “Because of this, our quality of life is better and we have the opportunity to strive to fulfill any purpose we think is important to us.”</p> <li data-bbox="337 552 1406 772"> <p data-bbox="337 552 1406 772">E • Sentence type and sentence length (such as in “Without these advancements, the technology we depend on to live our daily life would not be available” and “Men who had the purpose of finding new ways to improve productivity such as the seed drill brought more land under cultivation. The application of Charles Townshend’s ideas regarding crop rotation greatly increased yields”) are consistently effective and varied.</p> <li data-bbox="337 793 1406 1045"> <p data-bbox="337 793 1406 1045">E • As illustrated in “To fulfill a purpose in life,” “Throughout history,” “However, the people who,” “Traditional farming depended on,” “Fewer workers were needed on farms once,” “The extra food produced by farmers could,” “Their ability to do so was,” “Iron and steel industries created,” “Innovations in agriculture and industry,” “We are able to benefit from,” and “In return for the wealth he has gained,” sentence beginnings are consistently varied.</p> <p data-bbox="399 1062 1289 1127">Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> E • As shown in “a surplus of goods that could then be sold,” “the purpose of each person who wanted to improve farming techniques,” “supported the purpose of Henry Ford in the manufacturing of the Model T,” “material comforts,” “the ability of people to achieve the purpose of giving us opportunities to enrich our life,” and “improvements in methods of production in agriculture, the growth of industries and the development of modern technology,” words and expressions are used accurately and deliberately. E • Precise words and expressions—such as in “ultimately dies while fearfully walking in endless circles,” “carefully setting his eyes on a fixed point,” “struggled to survive on what they were able to harvest from the land,” “feed the growing number of people in cities who had moved with the goal of working in manufacturing industries,” “producing goods in mass quantities through the use of identical parts,” and “has made iPhones and Ipads part of our daily life”—are used to enrich details. E • The tone created by the student (through statements such as “However, the people who wanted to fulfill the purpose of making life better have given us the comfortable life we have today,” “We depend upon cars, trains, and airplanes to travel for work and recreation, and have a wide variety of goods and services to choose from,” and “Social media such as Facebook has also transformed the way we communicate with each other, and interact with people in our life”) 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"> E • The quality of the writing is enhanced because it is essentially error-free, as demonstrated in “Traditional farming depended on manual labor to produce basic necessities,” “Daimler’s development of the combustion engine provided source of power that revolutionized society,” and “In return for the wealth he has gained, Bill Gates believes in the importance of making donations to charities that provide humanitarian aid to improve the lives of people in need throughout the world.” E • Any errors that are present such as in “a person must focus on their goal,” “singleminded,” “Iphones and Ipads,” “our daily life,” and “Social media such as Facebook has” do not reduce clarity and do not interrupt the flow of this complex 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.

I hear people complimenting a movie I helped make and then as I see my name (tiny and among many others) in the credits, I can't help but feel very proud of myself, even though I feared that choosing this profession (animation) could potentially not have been a very good choice.

My Name in Small Print (Title)

"Woah Mommy, the snowflakes look like they're really coming out of the screen!" A muffled shush followed the child's outburst as I silently smirked to myself. He had been making comments like that throughout the whole movie and I could conveniently hear every one of them, as I was sitting in the row in front of him. It was almost as if he knew that I had helped make this film, though I knew deep down that he didn't. Besides, even if he did, it wasn't all too big of a compliment really. There were hundreds of others who oaved over getting those snowflakes to look just right, delicately floating into the faces of the audience. But that didn't stop me from getting a little giddy at every gasp of amazement I heard.

I quickly squeezed the hand of my love beside me and he returned it. I knew that he was proud of me. Of course he always said that, even before the project had even gotten past its initial stages, but as he stared captivated by the fake world on the screen I could tell that he whole-heartedly meant it. As much as I hated to feel my ego inflate, I was pretty darn proud of myself too.

To think I had my doubts on doing this. Doubts

on getting an education for animation, rather.
← I guess I had reason to, as it had happened before many cartoonists got cut at once and it wasn't all impossible to happen again. I considered the fact that if I happened to hate this career, I'd probably have to go to school for many years again. I also had the unfortunate thought that I'd never be widely known for my accomplishments.

In this life I would be part of the working hands of many that gave life to the voices so well-known. Sure I could try to write my own script or novel or create just about anything on the side that could potentially land me fame, but in reality I just didn't have the time. Then comes the idea that I could leave this ^{long-planned} path and start a new one, but frankly that would be a bigger gamble than landing this one.

But as I sat in the plush seat, watching the characters dance along the screen, none of that really mattered anymore. I had worked hard, perhaps sometimes a little reluctantly, but hard to make it this far. I didn't turn back once, ^{over the span of many years} and at least that had to count for something if not the amazed goggling of the child behind me or the clapping from a few crazy youngsters as the credits began to roll and the lights brightened.

As the crowd began to slowly shuffle out the

doors, I couldn't help but beam at every happy phrase that I heard. No, those worries and regrets I had at the beginning of this project had completely vanished from mind. This response alone was enough to be worth the gamble and hard work. This path I had chosen was truly fulfilling, and added fame would just be the added topping. Or rather, as my love and I anxiously peered at the credits, we scoped out the letters that formed my name and we barely located the tiny print that identified me, that name in tiny print among many brought me just as much pride, joy, and worth. This life I had chosen was my dream, and finally seeing my name among those of the famous was the topping within itself.

Rationale for Student Exemplar – Excellent (Narrative)

Title: “My Name in Small Print”

Score	Reporting Category
E	<p data-bbox="396 365 508 394">Content</p> <ul style="list-style-type: none"> <li data-bbox="334 422 1425 709"> <p data-bbox="334 422 358 451">E</p> <p data-bbox="396 422 1425 709">• The student’s exploration the topic through the eyes of the narrator (who is pleased when she overhears a child “making comments [...] throughout the whole movie” while reflecting on how she “had helped make this film,” comforted when she “quickly squeezed the hand” of her “love” and “he returned it,” revisits her insecurity regarding what might occur if she “happened to hate this career,” and arrives at the point at which she appreciates how “that name in tiny print among many brought [...] pride, joy, and worth”) is insightful and imaginative.</p> <li data-bbox="334 730 1425 1056"> <p data-bbox="334 730 358 760">E</p> <p data-bbox="396 730 1425 1056">• The student’s purpose—in the examination of how the narrator’s feelings of uncertainty (as in “I had my doubts on doing this”), misgiving (as in “many cartoonists got cut at once and it wasn’t all impossible to happen again”), and ambivalence (as in “I could leave this long-planned path and start a new one, but frankly that would be a bigger gamble than landing this one”) are overcome by her feelings of contentment (as in “I didn’t turn back once over the span of many years, and at least that had to count for something”) and pride (as in “I couldn’t help but beam at every happy phrase that I heard”)—is deliberate.</p> <li data-bbox="334 1077 1425 1329"> <p data-bbox="334 1077 358 1106">E</p> <p data-bbox="396 1077 1425 1329">• As seen in “There were hundreds of others who slaved over getting those snowflakes to look just right, delicately floating into the faces of the audience. But that didn’t stop me from getting a little giddy at every gasp of amazement,” “I’d probably have to go to school for many years again,” “I’d never be widely known for my accomplishments,” and “This response alone was enough to be worth the gamble and hard work,” the ideas presented by the student are perceptive and carefully chosen.</p> <li data-bbox="334 1350 1425 1644"> <p data-bbox="334 1350 358 1379">E</p> <p data-bbox="396 1350 1425 1644">• Supporting details (such as in “A muffled shush followed the child’s outburst as I silently smirked to myself,” “Of course he always said that, even before the project had even gotten past its initial stages, but as he stared captivated by the fake world on the screen I could tell that he whole-heartedly meant it,” “the clapping from a few crazy youngsters as the credits began to roll and the lights brightened,” “As the crowd began to slowly shuffle out the doors,” and “we scoped out the letters that formed my name and we barely located the tiny print that identified me”) are precise and original.</p> <li data-bbox="334 1665 1425 1917"> <p data-bbox="334 1665 358 1694">E</p> <p data-bbox="396 1665 1425 1917">• The writing is confident and creative—“As much as I hated to feel my ego inflate, I was pretty darn proud of myself too,” “In this life I would be part of the working hands of many that gave life to the voices so well-known. Sure I could try to write my own script or novel or create just about anything on the side that could potentially land me fame, but in reality I just didn’t have the time,” and “No, those worries and regrets I had at the beginning of this project had completely vanished from mind”—and holds the reader’s interest.</p>

Score	Reporting Category
E	<p data-bbox="391 212 1430 268">Organization</p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 625"> <p data-bbox="391 268 1430 625">E • The in medias res opening “‘Woah Mommy, the snowflakes look like they’re really coming out of the screen!’ A muffled shush followed the child’s outburst as I silently smirked to myself. He had been making comments like that throughout the whole movie and I could conveniently hear every one of them, as I was sitting in the row in front of him” in the introduction is engaging, and skillfully establishes a focus—on how “It was almost as if he knew that I had helped make this film, though I knew deep down that he didn’t” which made the narrator feel “giddy at every gasp of amazement”—that is consistently sustained.</p> <li data-bbox="391 625 1430 940"> <p data-bbox="391 625 1430 940">E • Events are developed in a judicious order (in terms of how the narrator’s insecurity when she “squeezed the hand” of her lover and her “Doubts on getting an education for animation” were alleviated when she “sat in the plush seat, watching the characters dance along the screen,” resolved that “none of that really mattered anymore” when witnessing “the amazed goggling of the child” and “the clapping from a few crazy youngsters,” and realized that “those worries and regrets” at “the beginning of this project had completely vanished”), and coherence is maintained.</p> <li data-bbox="391 940 1430 1255"> <p data-bbox="391 940 1430 1255">E • Transitions—such as in “Besides, even if he did, it wasn’t all too big of a compliment really,” “I guess I had reason to, as it had happened before many cartoonists got cut at once and it wasn’t all impossible to happen again,” “Then comes the idea that I could leave this long-planned path and start a new one, but frankly that would be a bigger gamble than landing this one,” and “I had worked hard, perhaps sometimes a little reluctantly, but hard to make it this far”—fluently connect events within and between sentences and paragraphs.</p> <li data-bbox="391 1255 1430 1556"> <p data-bbox="391 1255 1430 1556">E • The culmination of events in “This path I had chosen was truly fulfilling, and added fame would just be the added topping. Or rather, as my love and I anxiously peered at the credits, we scoped out the letters that formed my name and we barely located the tiny print that identified me, that name in tiny print among many brought me just as much pride, joy, and worth” in the closure is effective, and the final reflection (“This life I had chosen was my dream, and finally seeing my name among those of the famous was the topping within itself”) is related to the focus.</p>

Score	Reporting Category
E	<p data-bbox="391 212 1430 268">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="391 268 1430 506"> <p data-bbox="391 268 1430 506">E • Sentence structure—such as in “Woah Mommy, the snowflakes look like they’re really coming out of the screen!”, “As much as I hated to feel my ego inflate, I was pretty darn proud of myself too,” and “But as I sat in the plush seat, watching the characters dance along the screen, none of that really mattered anymore. I had worked hard, perhaps sometimes a little reluctantly, but hard to make it this far”—is effectively and consistently controlled.</p> <li data-bbox="391 506 1430 743"> <p data-bbox="391 506 1430 743">E • Sentence type and sentence length (as in “There were hundreds of others who slaved over getting those snowflakes to look just right, delicately floating into the faces of the audience,” “To think I had my doubts on doing this. Doubts on getting an education for animation, rather,” and “As the crowd began to slowly shuffle out the doors, I couldn’t help but beam at every happy phrase that I heard”) are consistently effective and varied.</p> <li data-bbox="391 743 1430 940"> <p data-bbox="391 743 1430 940">E • As illustrated in “He had been making comments like that,” “It was almost as if he knew,” “Besides, even if he did,” “But that didn’t stop me from,” “I guess I had reason to,” “Sure I could try to write,” “Then comes the idea,” “I didn’t turn back once,” “No, those worries and regrets,” “This path I had chosen,” and “Or rather,” sentence beginnings are consistently varied.</p> <p data-bbox="391 940 1430 1024">Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
<p style="text-align: center;">E</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> E • As illustrated in “I could conveniently hear,” “create just about anything on the side that could potentially land me fame,” “frankly that would be a bigger gamble than landing this one,” “perhaps sometimes a little reluctantly,” “over the span of many years,” “anxiously peered at the credits,” “the tiny print that identified me,” and “my name among those of the famous was the topping within itself,” words and expressions are used accurately and deliberately. E • Precise words and expressions (such as “A muffled shush,” “silently smirked,” “getting a little giddy at every gasp of amazement,” “feel my ego inflate,” “leave this long-planned path,” “the plush seat,” “watching the characters dance along the screen,” “the amazed goggling of the child behind me,” “as the credits began to roll and the lights brightened,” and “I couldn’t help but beam at every happy phrase”) are used to create vivid images and to enrich details. E • The voice created by the student—as in “Of course he always said that, even before the project had even gotten past its initial stages, but as he stared captivated by the fake world on the screen I could tell that he wholeheartedly meant it,” “I considered the fact that if I happened to hate this career, I’d probably have to go to school for many years again. I also had the unfortunate thought that I’d never be widely known for my accomplishments,” and “This response alone was enough to be worth the gamble and hard work”—is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>
<p style="text-align: center;">E</p>	<p>Conventions</p> <ul style="list-style-type: none"> E • As seen in “It was almost as if he knew that I had helped make this film, though I knew deep down that he didn’t,” “I quickly squeezed the hand of my love beside me and he returned it. I knew that he was proud of me,” and “In this life I would be part of the working hands of many that gave life to the voices so well-known,” the quality of the writing is enhanced because it is essentially error-free. E • Any errors that are present do not reduce clarity and do not interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Appendix: Marker Training Papers

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

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

Reminders for marking:

- When a student’s work exhibits characteristics of two scoring criteria, a marker must use professional judgment to apply the scoring criterion that most accurately and appropriately describes the features of the paper. Usually, the appropriate criterion is the one from which there are **the most descriptors that “fit”** the student’s work.
- Be objective in your marking. Mark according to the **Scoring Guide** and **Exemplars ONLY**.
- Before marking each scoring category, read the **focus information** to help you to focus on the **key words and phrases** of each reporting 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 reporting 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.

<u>Whats</u>		<u>Hows</u>
J. K Rowling		
John Nash	→	accepted his illness
Eminem	→	Independance
Mike Michael Jordan now known as the best footballer ever	→	Joy / determination

Personally, I believe that working towards one's goals and ambitions is important because it provides joy, independance and acceptance.

Determination Through Darkness

Hopelessness is a feeling that often makes one deem giving up necessary, leaving them utterly miserable and desperate for answers to their problems. Their minds race with awful thoughts of darkness and regard their entire life as pointless, imagining nothing but negative thoughts such as themselves falling into a deep dark hole that will never be escaped. People all over the world feel discouraged due to their goals not being fulfilled as quickly as they would like, not realizing that hard work and determination is what will eventually drive them to success. Having willpower and finding determination through darkness is the ultimate way to find light at the end of a dark tunnel filled with despair and hopelessness. Personally, I believe that working towards one's goals and ambitions is important because it provides joy, independence and acceptance.

Finding happiness is possible, though difficult, if worked towards with pure determination and willingness to succeed. Even Michael Jordan, now known as one of the best players to ever exist to play basketball, faced major drawbacks to reaching his goal. That moment when he got rejected off the basketball team back in high school left him in tears, completely unsure of what to do with his life next. Although people may say that coach who rejected the best player in history made a huge mistake, which he did, it only made Michael Jordan want to work harder, which is what ultimately made him want to continue with basketball and prove his coach wrong. Now, many years later, he has fame and fortune, but most importantly he has experienced the joy of triumphing through his time and feeling of failure. No matter what one's motivation to fulfill their goals may be, whether it is becoming a legend or having a mansion, the only important thing is to stay inspired and, eventually, they will accomplish their ultimate hopes and desires. In the end, all of that hard work will result in joy, as realization comes over that doubting one's self would have been a huge mistake, and they would have never reached the milestone in their life that they did when working hard.

In addition, knowing in mind that the only one that can accomplish goals is one's self and no one else will set them apart from undetermined and dependant people. Eminem, in his times of despair, did not have anyone to look up to in his life. Even though many people only see difficulties in reaching their goals, he had difficulty in that as well as family issues. Being a tortured genius, Eminem had to face his best friend dying, his father leaving him when he was a baby, his mother being a drug addict, and his only best friend left, his uncle, committing suicide. On top of that, no record label wanted to sign him, which left him to fall into a deep, dark depression. His story is truly inspiring, as he is regarded as being one of the best rappers to ever live. Triumph like this does not come so simply, as he had not reached a milestone in his life yet and finding motivation was extremely difficult. However, putting his mind to writing song lyrics and realizing the talents he had left him with newfound skills other than producing and song writing, patience, leadership and independence. If he had not come to the conclusion that only he can achieve his goals through his own hard work, he would be depending on others to this day to accomplish achievement for him, but he is not, showcasing how much effort he puts into everything he does. It is important to realize that much more comes out of reaching goals, such as skills one never thought they could have, reaching new heights of accomplishments, and learning life lessons. Although there are many more, independence is another one of those important skills and lessons that is extremely important to have.

Most importantly, accepting that sorrowful times may be major drawbacks to goals, such as being a world famous basketball player or rapper, is the ultimate step to take to triumph over hardships and prevail in the end. Famous scientist John Nash was one to accept his personal problems and come to terms with it. Being unable to admit that he had a sickness in the beginning was definitely one of his adversities that he had to overcome. Refusing to take medication for his schizophrenia disability, he found it difficult to accept the fact. However, almost drowning his son in the bathtub made him realize

that he needed help with his disease. He started to take medication for it so that he could teach, and began to block out the people he knew were just a figment of his imagination. He is now known as a great mathematician and teacher who created different important theorems, and had only got there by tolerating his incurable illness. Had he never come to accept his mental illness, he would still be stuck in thoughts of doubt and depression, and possibly ruined his family. He benefitted from his illness in the end because it taught him to accept negative aspects of life and be happy with the positive. Accepting that one has issues or problems is the most important detail of becoming successful and reaching goals in the end.

Overall, when one sets a goal they have to realize how much more will come out of it when they finally do succeed. Finding joy in the climb to victory will reward with even more joy when accomplishment has been achieved. Accomplishing hardships alone leaves people to realize independence. Most importantly, accepting issues and not being afraid to get help is the most important part of persevering. Although having attainment will get people their goal in the beginning, it will get them much more lessons learned and skills than they expected to have in the end.

Rationale for Marker Training Paper A (Essay)

Title: “Determination Through Darkness”

Score	Reporting Category
E	<p>Content</p> <p>E • The student’s exploration of the topic—in supporting the premise that “People all over the world feel discouraged due to their goals not being fulfilled as quickly as they would like, not realizing that hard work and determination is what will eventually drive them to success” with the examples of Michael Jordan (who “experienced the joy of triumphing through his time and feeling of failure”), Eminem (who fell into “a deep, dark depression” but became “one of the best rappers to ever live”), and John Nash (who “is now known as a great mathematician and teacher” who “got there by tolerating his incurable illness”)—is insightful.</p> <p>E • As seen in extension of the analogy of “willpower” and “determination” to “light at the end of a dark tunnel filled with despair and hopelessness” in the discussion of how “Even Michael Jordan, now known as one of the best players to ever exist to play basketball, faced major drawbacks to reaching his goal,” how “Eminem, in his times of despair, did not have anyone to look up to in his life” but gained the “newfound skills” of “patience, leadership and independence,” and how “John Nash was one to accept his personal problems and come to terms with it,” the student’s purpose is deliberate.</p> <p>E • The ideas presented by the student (as in “Although people may say that coach who rejected the best player in history made a huge mistake, which he did, it only made Michael Jordan want to work harder, which is what ultimately made him want to continue with basketball and prove his coach wrong,” “If he had not come to the conclusion that only he can achieve his goals through his own hard work, he would be depending on others to this day,” and “Had he never come to accept his mental illness, he would still be stuck in thoughts of doubt and depression, and possibly ruined his family”) are carefully chosen.</p> <p>E • Supporting details—such as “That moment when he got rejected off the basketball team back in high school left him in tears, completely unsure of what to do with his life next,” “Being a tortured genius, Eminem had to face his best friend dying, his father leaving him when he was a baby, his mother being a drug addict, and his only best friend left, his uncle, committing suicide,” and “Refusing to take medication for his schizophrenia disability, he found it difficult to accept the fact. However, almost drowning his son in the bathtub made him realize that he needed help with his disease”—are precise.</p> <p>Pf • The writing is considered and elaborated and draws the reader’s interest, as shown in “No matter what one’s motivation to fulfill their goals may be, whether it is becoming a legend or having a mansion, the only important thing is to stay inspired and, eventually, they will accomplish their ultimate hopes and desires” and “Triumph like this does not come so simply, as he had not reached a milestone in his life yet and finding motivation was extremely difficult.”</p>

Score	Reporting Category
Pf	<p data-bbox="391 212 1430 268">Organization</p> <p data-bbox="391 268 1430 653">E • The anecdotal opening (“Hopelessness is a feeling that often makes one deem giving up necessary, leaving them utterly miserable and desperate for answers to their problems. Their minds race with awful thoughts of darkness and regard their entire life as pointless, imagining nothing but negative thoughts such as themselves falling into a deep dark hole that will never be escaped”) in the introduction is engaging, and skillfully establishes a focus—on how “Having willpower and finding determination through darkness is the ultimate way to find light at the end of a dark tunnel filled with despair and hopelessness” in order to achieve “joy, independence and acceptance”—that is consistently sustained.</p> <p data-bbox="391 653 1430 968">Pf • Details—regarding Michael Jordan’s desire to “work harder, which is what ultimately made him want to continue with basketball and prove his coach wrong,” Eminem’s overcoming “family issues” by “putting his mind to writing song lyrics and realizing the talents he had left him with newfound skills other than producing and song writing,” and John Nash’s ability to benefit “from his illness in the end because it taught him to accept negative aspects of life and be happy with the positive”—are developed in a sensible order, and coherence is generally maintained.</p> <p data-bbox="391 968 1430 1318">Pf • As illustrated in “Finding happiness is possible, though difficult, if worked towards with pure determination and willingness to succeed,” “In addition, knowing in mind that the only one that can accomplish goals is one’s self and no one else will set them apart from undetermined and dependant people,” and “Most importantly, accepting that sorrowful times may be major drawbacks to goals, such as being a world famous basketball player or rapper, is the ultimate step to take to triumph over hardships and prevail in the end,” transitions clearly connect details within and between sentences and paragraphs.</p> <p data-bbox="391 1318 1430 1667">Pf • The summation (that “Overall, when one sets a goal they have to realize how much more will come out of it when they finally do succeed”), restatement of ideas (in “Finding joy in the climb to victory will reward with even more joy when accomplishment has been achieved. Accomplishing hardships alone leaves people to realize independence. Most importantly, accepting issues and not being afraid to get help is the most important part of persevering”), and conclusion (that people will gain “much more lessons learned and skills than they expected to have in the end”) in the closure is appropriate and related to the focus.</p>

Score	Reporting Category
E	<p data-bbox="396 220 651 254">Sentence Structure</p> <ul style="list-style-type: none"> <li data-bbox="331 275 1398 495"> <p data-bbox="331 275 358 308">E</p> <ul style="list-style-type: none"> <li data-bbox="396 275 1398 495">• As demonstrated in “Personally, I believe that working towards one’s goals and ambitions is important because it provides joy, independence and acceptance,” “Even though many people only see difficulties in reaching their goals, he had difficulty in that as well as family issues,” and “Being unable to admit that he had a sickness in the beginning was definitely one of his adversities that he had to overcome,” sentence structure is effectively and consistently controlled. <li data-bbox="331 516 1414 768"> <p data-bbox="331 516 358 550">Pf</p> <ul style="list-style-type: none"> <li data-bbox="396 516 1414 768">• Sentence type and sentence length—such as in “Now, many years later, he has fame and fortune, but most importantly he has experienced the joy of triumphing through his time and feeling of failure,” “On top of that, no record label wanted to sign him, which left him to fall into a deep, dark depression,” and “He started to take medication for it so that he could teach, and began to block out the people he knew were just a figment of his imagination”—are usually effective and varied. <li data-bbox="331 789 1414 1041"> <p data-bbox="331 789 358 823">E</p> <ul style="list-style-type: none"> <li data-bbox="396 789 1414 1041">• Sentence beginnings (as in “Hopelessness is a feeling that often,” “Having willpower and finding determination,” “Finding happiness is possible, though difficult,” “Even Michael Jordan,” “That moment when,” “No matter what,” “Eminem, in his times of despair,” “His story is truly inspiring, as he is,” “However, putting his mind to,” “Famous scientist John Nash was,” “Refusing to take medication for his schizophrenia disability, he found,” and “Had he never come to accept his mental illness”) are consistently varied. <p data-bbox="396 1062 1276 1138">Proportion of error to length and complexity of response has been considered.</p>

Score	Reporting Category
E	<p>Vocabulary</p> <ul style="list-style-type: none"> <li data-bbox="334 279 1406 499">E • Words and expressions such as “deem giving up necessary,” “drive them to success,” “people may say that coach who rejected the best player in history made a huge mistake, which he did,” “continue with basketball and prove his coach wrong,” “Triumph like this does not come so simply,” “patience, leadership and independence,” “sorrowful times,” and “a great mathematician and teacher” are used accurately and deliberately. <li data-bbox="334 520 1422 772">E • Precise words and expressions—as in “utterly miserable and desperate for answers,” “negative thoughts such as themselves falling into a deep dark hole that will never be escaped,” “find light at the end of a dark tunnel filled with despair and hopelessness,” “left him in tears, completely unsure of what to do with his life next,” “a tortured genius,” “he had not reached a milestone in his life yet,” “tolerating his incurable illness,” “thoughts of doubt and depression,” and “joy in the climb to victory”—are used to enrich details. <li data-bbox="334 793 1422 1119">E • As shown in “In the end, all of that hard work will result in joy, as realization comes over that doubting one’s self would have been a huge mistake, and they would have never reached the milestone in their life that they did when working hard,” “It is important to realize that much more comes out of reaching goals, such as skills one never thought they could have, reaching new heights of accomplishments, and learning life lessons,” and “Accepting that one has issues or problems is the most important detail of becoming successful and reaching goals in the end,” the tone created by the student is convincing. <p>Proportion of error to length and complexity of response has been considered.</p>
Pf	<p>Conventions</p> <ul style="list-style-type: none"> <li data-bbox="334 1287 1422 1539">Pf • The quality of the writing is sustained because it contains only minor convention errors, as can be seen in “If he had not come to the conclusion that only he can achieve his goals through his own hard work, he would be depending on others to this day to accomplish achievement for him, but he is not, showcasing how much effort he puts into everything he does” and “Although there are many more, independence is another one of those important skills and lessons that is extremely important to have.” <li data-bbox="334 1560 1422 1812">Pf • Any errors that are present (such as in “their entire life,” “hard work and determination is,” “Having willpower and finding determination through darkness is,” “working towards,” “as realization comes over,” “dependant,” “newfound skills other than producing and song writing, patience, leadership and independence,” “when one sets a goal they,” “Accomplishing hardships,” and “having attainment will get people their goal”) rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>

Marker Training Paper B (Narrative)

Assignment I: Planning

Use this page to plan in whatever way you choose.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the student to use for planning their narrative.

Shoot for the stars

(Title)

Ever since I was a kid, I've wanted to see the stars. But not just see them, fly with them! Being an astronaut was always my one and only dream. I just imagined being up there floating around, then looking out the window and seeing the world and everything around it. Everyone made fun of me for being so cliché, but I didn't care. I decided to make my whole life dedicated to one thing. Becoming an astronaut. I studied and learned everything you'd need to know about space. I read about astronomy, space engines, astronaut suits, microgravity and more. I even memorized all the constellations. After all of that, I put my hard work to the test. I enrolled in the International Space Program. Training was very tough. There were lots of people just like me there, and some were even better. But, I was determined. Being there really opened my eyes, and made me want to work harder. The four year program past, and I had a mission.

That was a year ago, and today is the day. Today is the day I leave earth. My

heart pounds with excitement. Sweat drops roll
down my back from the heat. The white suit
I've always yearned to be in is heavy on my
shoulders. This is my purpose, and I worked
hard all my life to fulfill it. It feels so good.
3, 2, 1 BLASTOFF!

Rationale for Marker Training Paper B (Narrative)

Title: “Shoot for the Stars”

Score		Reporting Category
S		Content
	S	<ul style="list-style-type: none"> The student’s exploration of the topic through the eyes of the narrator (who dreamed of “Being an astronaut,” “studied and learned everything you’d need to know about space,” “enrolled in the International Space Program,” and was able to “leave earth”) is clear.
	Pf	<ul style="list-style-type: none"> The student’s purpose—in establishing how the narrator’s childhood fascination with wanting to “see the stars” provides the foundation for his fixation on “Becoming an astronaut,” his reading “about astronomy, space engines, astronaut suits, microgravity and more,” putting his “hard work to the test,” and achieving the “purpose” he had “worked hard [...] to fulfill”—is intentional.
	S	<ul style="list-style-type: none"> As illustrated in “I just imagined being up there floating around, then looking out the window and seeing the world and everything around it,” “Training was very tough. There were lots of people just like me there, and some were even better,” and “It feels so good,” the ideas presented by the student are appropriate and predictable.
	S	<ul style="list-style-type: none"> Supporting details—such as those presented in “Being there really opened my eyes, and made me want to work harder. The four year program past, and I had a mission,” “The white suit I’ve always yearned to be in is heavy on my shoulders,” and “3, 2, 1 BLASTOFF!”—are relevant and generic.
S	<ul style="list-style-type: none"> The writing is straightforward and generalized (as seen in “I decided to make my whole life dedicated to one thing” and “That was a year ago, and today is the day”), and the omniscient exploration of narrator’s experiences (such as in “My heart pounds with excitement. Sweat drops role down my back from the heat”) occasionally appeals to the reader’s interest. 	

Score	Reporting Category	
Pf	<p>Organization</p> <p>Pf • The exposition presented in the opening (“Ever since I was a kid, I’ve wanted to see the stars. But not just see them, fly with them!”) in the introduction is purposeful, and clearly establishes a focus (in “Being an astronaut was always my one and only dream”) that is capably sustained in the portrayal of how the narrator “decided to make” his “whole life dedicated to one thing. Becoming an astronaut.”</p> <p>S • Events related to when the narrator “studied and learned [...] about astronomy, space engines, astronaut suits, microgravity,” found that “Training was very tough,” became a member of “the International Space Program,” and “had a mission” are developed in a discernible order, although coherence may falter occasionally.</p> <p>S • As demonstrated in “I just imagined being up there floating around, then looking out the window and seeing the world and everything around it,” “After all of that, I put my hard work to the test,” and “But, I was determined,” transitions tend to be mechanical and are generally used to connect events within and between sentences and paragraphs.</p> <p>Pf • Closure—provided in “That was a year ago, and today is the day. Today is the day I leave earth. My heart pounds with excitement. Sweat drops roll down my back from the heat. The white suit I’ve always yearned to be in is heavy on my shoulders”—is appropriate, and the denouement (“This is my purpose, and I worked hard all my life to fulfill it. It feels so good. 3, 2, 1 BLASTOFF!”) is related to the focus.</p>	
	S	<p>Sentence Structure</p> <p>Pf • As shown in “I read about astronomy, space engines, astronaut suits, microgravity and more,” “Being there really opened my eyes, and made me want to work harder. The four year program past, and I had a mission,” and “That was a year ago, and today is the day. Today is the day I leave earth,” sentence structure is consistently controlled.</p> <p>S • Sentence type and sentence length (such as in “I enrolled in the International Space Program. Training was very tough. There were lots of people just like me there, and some were even better” and “It feels so good”) are sometimes effective and varied.</p> <p>S • Some variety of sentence beginnings is evident—as in “Ever since I was,” “But not just,” “Being an astronaut,” “Everyone made fun of,” “I decided to make,” “I even memorized,” and “After all of that.”</p> <p>Proportion of error to length and complexity of response has been considered.</p>

Score		Reporting Category
Pf	Pf	<p>Vocabulary</p> <ul style="list-style-type: none"> As illustrated in “my one and only dream,” “enrolled in the International Space Program,” “That was a year ago, and today is the day. Today is the day I leave earth,” and “My heart pounds with excitement. Sweat drops role down my back from the heat,” words and expressions are often used accurately.
	S	<ul style="list-style-type: none"> General words and expressions—such as “up there floating around,” “seeing the world and everything around it,” “one thing,” “hard work,” “very tough,” “people just like me there,” “really opened my eyes,” and “work harder”—are used adequately to clarify meaning.
	Pf	<ul style="list-style-type: none"> The voice created by the student (such as in “Ever since I was a kid, I’ve wanted to see the stars. But not just see them, fly with them!”, “Everyone made fun of me for being so cliché, but I didn’t care,” “I even memorized all the constallations,” and “The white suit I’ve always yearned to be in is heavy on my shoulders”) is distinct. <p>Proportion of error to length and complexity of response has been considered.</p>
Pf	S	<p>Conventions</p> <ul style="list-style-type: none"> The quality of the writing is sustained through generally correct use of conventions, as seen in “I studied and learned everything you’d need to know about space” and “This is my purpose, and I worked hard all my life to fulfill it.”
	Pf	<ul style="list-style-type: none"> Any errors that are present—such as “constallations,” “lots of people,” “The four year program past,” “leave earth,” “excitment,” and “role down my back”—rarely reduce clarity and seldom interrupt the flow of the response. <p>Proportion of error to length and complexity of response has been considered.</p>