

**Examples of the
Standards for
Students' Writing 2013**

**Knowledge and
Employability**
English Language Arts
Grade 9

Contacts

Assessment Sector Achievement Testing Unit

Phone 780-427-0010
OR toll-free 780-310-0000, then dial or ask for 780-427-0010
FAX 780-422-4474
Mailing Address Alberta Education
Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

Email Addresses

Achievement Testing Branch Director	Ken Marcellus	Ken.Marcellus@gov.ab.ca
Grade 9 Knowledge and Employability Assessment Standards Team Leader	Ray Shapka	Ray.Shapka@gov.ab.ca

Other Information

Follow these steps for easy access to the Alberta Education website:

Step 1: Type education.alberta.ca

Step 2: Click on “For Administrators”

Step 3: Click on [Provincial Testing](#)

Step 4: Under “Provincial Testing,” click on [Provincial Achievement Tests \(PAT\)](#)

On the “Provincial Achievement Tests” web page, 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 Knowledge and Employability Subject Bulletin* with your students.

Copyright 2013, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Duplication of this document in any manner or its use for purposes other than those authorized and scheduled by Alberta Education is strictly prohibited.

Contents

Introduction	1
Maintaining Consistent Standards.....	2
Local Marking.....	3
Knowledge and Employability Scoring Guides for 2012–2013	4
Part A: Writing—Description and Instructions.....	9
Student Exemplar – Satisfactory (A)	13
Rationale for Student Exemplar – Satisfactory (A).....	16
Student Exemplar – Satisfactory (B)	17
Rationale for Student Exemplar – Satisfactory (B).....	20

The written responses in this document are examples of Grade 9 Knowledge and Employability English Language Arts writing that meet 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 Knowledge and Employability 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 2013 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample responses included in this document represent a very small sample of successful approaches to the Persuasive Essay Writing Assignment. It is essential that each of these examples of student writing be considered in light of the constraints of the examination situation; under examination conditions, students produce first-draft writing.

Publication of this document would not have been possible without permission of the students whose writing is presented. The cooperation of these students has allowed Alberta Education both to define the standards of writing performance expected in connection with achievement tests and to demonstrate approaches taken by students in their writing.

Introduction

To provide each paper with the most accurate and impartial judgment that you can, 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: he or she is completely reliant on your careful, professional consideration of each piece of work.

Markers are responsible for

- reviewing and internalizing the scoring criteria and their application to students' 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 preferences interfere with an impartial judgment of student work
- ensuring that every paper is scored
 - fairly
 - according to the scoring criteria
 - in accordance with the standards reflected in the exemplars and rationales

The scores awarded to students' papers must be based solely on the scoring criteria and reference to the exemplars and rationales. Fairness to all students is the most important requirement of the marking process.

Please feel free to contact one of the Assessment Sector staff members to discuss any questions or concerns.

Maintaining Consistent Standards

For all achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used to establish expectations for student work in relation to the scoring criteria and 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. 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 may 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 markers. 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 written responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test when compared with actual student work on the Achievement Test. The working group ensures that the exemplars, training 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 can mark student writing using the scoring guides, exemplars, and rationales in this document that are sent to the schools along with the *Part A: Writing* tests, before returning the tests to Alberta Education. All papers are marked centrally in Edmonton in July.

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

Scores awarded locally can be submitted to Alberta Education, where they will be used as the first reading of a student's response. Local markers are to use the **For Teacher Use Only** section on the back of the *Part A: Writing* test booklet to record their scores by filling in the appropriate circles. The **School Code** and **Accommodations Used** sections should also be completed. If a teacher wants to know how locally awarded scores compare with the scores the tests receive when marked centrally, he or she must also fill in the **ID No.** section. No two teachers from the same school should use the same ID number. No other marks are to be made on 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, which will determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are **not assessed locally** by teachers will be **scored centrally only once**.

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

To determine a student's mark, convert the word descriptors to the following numeric values:

Excellent = 5
Proficient = 4
Satisfactory = 3
Limited = 2
Poor = 1

Assign a score of 1 to 5 for each of *content*, *organization*, *sentence structure*, *vocabulary*, and *conventions*. 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 Essay Writing = 35.

The mark for *Part A: Writing* is worth 35% of the total mark for the Grade 9 Knowledge and Employability English Language Arts Achievement Test.

Knowledge and Employability Scoring Guides for 2012–2013

Content

Focus

When marking **Content** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the writer

- explores the topic
- establishes a point of view
- chooses ideas
- supports the response
- holds the reader’s interest

Excellent E	<ul style="list-style-type: none"> • The writer’s exploration of the topic is insightful and/or discerning. • The writer’s point of view, whether stated or implied, is deliberate. • The ideas presented by the writer are engaging and/or carefully chosen. • Supporting details are precise and/or are original. • The writing is confident and/or interesting and captures and holds the reader’s interest.
Proficient Pf	<ul style="list-style-type: none"> • The writer’s exploration of the topic is adept and/or logical. • The writer’s point of view, whether stated or implied, is intentional. • The ideas presented by the writer are thoughtful and/or sound. • Supporting details are relevant and specific. • The writing is purposeful and/or clear and draws the reader’s interest.
Satisfactory S	<ul style="list-style-type: none"> • The writer’s exploration of the topic is clear and/or plausible. • The writer’s point of view, whether stated or implied, is evident. • The ideas presented by the writer are appropriate and/or direct. • Supporting details are relevant but general. • The writing is straightforward and occasionally captures the reader’s interest.
Limited L	<ul style="list-style-type: none"> • The writer’s exploration of the topic is superficial or simplistic. • The writer’s point of view, whether stated or implied, is vague. • The ideas presented by the writer are superficial and/or ambiguous. • Supporting details are imprecise and/or vague. • The writing is uncertain and/or incomplete, lacks appeal, and infrequently captures the reader’s interest.
Poor P	<ul style="list-style-type: none"> • The writer’s exploration of the topic is minimal and/or irrelevant. • The writer’s point of view, whether stated or implied, is incomprehensible. • The ideas presented by the writer are overgeneralized and/or underdeveloped. • Supporting details are irrelevant and/or lacking. • The writing is confusing and/or undeveloped and does not interest the reader.
Insufficient INS	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to address the topic presented in the assignment, or the writer 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 categories.

Students whose writing is unrelated to the topic will be awarded a score of **Insufficient**.

Organization

Focus

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

- introduction
- coherent order
- connections between ideas and/or details
- conclusion

Excellent E	<ul style="list-style-type: none"> • The introduction is engaging and skillfully establishes a focus that is capably and consistently maintained. • Ideas and/or details are developed in paragraphs in a logical order, and coherence is consistently maintained. • Transitions fluently connect ideas and/or details within sentences and between paragraphs. • The conclusion is effective and enhances the focus.
Proficient Pf	<ul style="list-style-type: none"> • The introduction is purposeful and clearly establishes a focus that is capably maintained. • Ideas and/or details are developed in paragraphs in a sensible order and coherence is generally maintained. • Transitions clearly connect ideas and/or details within sentences and between paragraphs. • The conclusion is appropriate and reinforces the focus.
Satisfactory S	<ul style="list-style-type: none"> • The introduction is functional and establishes a focus that is generally maintained. • Ideas and/or details are developed in a discernible order although coherence may falter occasionally. • Transitions tend to be mechanical and are generally used to connect ideas and/or details within sentences and between paragraphs. • The conclusion is adequate and may be related to the focus.
Limited L	<ul style="list-style-type: none"> • The introduction lacks purpose and/or is not functional; any focus established is not maintained. • The development of ideas and/or details is not clearly discernible, and coherence falters frequently. • Transitions are lacking and/or ineffectively used to connect ideas and/or details within sentences and between paragraphs. • The conclusion is unrelated to the focus and may be random and/or haphazard.
Poor P	<ul style="list-style-type: none"> • The introduction, if present, is obscure or ineffective; no focus is established. • The development of ideas and/or details is haphazard and incoherent. • Transitions are absent and/or inappropriately used to connect ideas and/or details within sentences and between paragraphs. • The conclusion is ineffectual or missing.
Insufficient INS	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

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

Sentence Structure

Focus

When marking **Sentence Structure** appropriate for the Grade 9 Knowledge and Employability 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.

<p>Excellent</p> <p>E</p>	<ul style="list-style-type: none"> • Sentence structure is effectively and consistently controlled. • Sentence type and sentence length are consistently effective and varied. • Sentence beginnings are consistently varied.
<p>Proficient</p> <p>Pf</p>	<ul style="list-style-type: none"> • Sentence structure is consistently controlled. • Sentence type and sentence length are usually effective and varied. • Sentence beginnings are often varied.
<p>Satisfactory</p> <p>S</p>	<ul style="list-style-type: none"> • Sentence structure is generally controlled, but lapses may occasionally impede meaning. • Sentence type and sentence length are sometimes effective and/or varied. • Some variety of sentence beginnings is evident.
<p>Limited</p> <p>L</p>	<ul style="list-style-type: none"> • Sentence structure often lacks control, and this may impede meaning. • Sentence type and sentence length are rarely effective or varied; run-on sentences and/or sentence fragments, if present, often impede meaning. • There is little variety of sentence beginnings.
<p>Poor</p> <p>P</p>	<ul style="list-style-type: none"> • Sentence structure lacks control, and this often impedes meaning. • There is no variation of sentence type or sentence length; run-on sentences and/or sentence fragments, if present, severely impede meaning. • There is no variety of sentence beginnings.
<p>Insufficient</p> <p>INS</p>	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Vocabulary

Focus

When marking **Vocabulary** appropriate for the Grade 9 Knowledge and Employability 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 writer

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

Excellent E	<ul style="list-style-type: none"> • Words and expressions are consistently used accurately and effectively. • Well-chosen words and expressions are used to enhance the writer’s position. • The voice/tone created by the writer is consistently engaging throughout.
Proficient Pf	<ul style="list-style-type: none"> • Words and expressions are often used accurately and appropriately. • Well-chosen words and expressions are often used to support the writer’s position. • The voice/tone created by the writer is frequently distinct.
Satisfactory S	<ul style="list-style-type: none"> • Words and expressions are generally used accurately and appropriately. • General words and expressions are used to support the writer’s position. • The voice/tone created by the writer is discernible but may be inconsistent.
Limited L	<ul style="list-style-type: none"> • Words and expressions used generally convey only vague meanings. • Imprecise words and expressions predominate; specific words, if present, may be awkwardly used to support the writer’s position. • The voice/tone created by the writer is not clearly established or is inconsistent.
Poor P	<ul style="list-style-type: none"> • Words and expressions used are vague and/or sometimes inappropriate or ineffective. • Overgeneralized words and expressions predominate; specific words, if present, are frequently misused and/or are repeated to support the writer’s position. • The voice/tone created by the writer is not evident or is inappropriate.
Insufficient INS	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Conventions

Focus

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

- mechanics (spelling, punctuation, capitalization, etc.) and usage (subject–verb agreement, pronoun usage, consistent verb tenses, etc.)
- clarity and flow of the response

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

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

Part A: Writing—Description and Instructions

Grade 9 Knowledge and Employability

English Language Arts

Part A: Writing

Description

Part A: Writing of the Grade 9 Knowledge and Employability English Language Arts Achievement Test consists of one assignment:

- **Assignment: Essay Writing**
This section describes a situation to which you must respond in the format of a persuasive essay.

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

This test was developed to be completed in 80 minutes.

2013

Instructions

- You **may** use the following **print** references:
 - a dictionary (English and/or bilingual)
 - a thesaurus
- Jot down your ideas and/or make a **plan** before you write. Do this on the *Planning* page.
- 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**.
- **Staple** your printed work to the page indicated for word-processed work for the assignment. Hand in **all** work.

Do not write your name anywhere in this booklet.

You may make corrections and revisions directly on your written work.

Assignment: Essay Writing

Read the situation below and complete the writing assignment that follows.

Situation

Imagine that you are Jaime Season, a Grade 9 student. The school you plan to attend next year is considering banning the sale of junk food from the school store and cafeteria. The community is divided in its reaction to the proposed change.

Should schools stop selling junk food? Write a persuasive essay to submit to the school's superintendent detailing your point of view regarding the proposed junk food ban. Consider the advantages and disadvantages of a junk food ban. Decide whether you support or oppose the proposed change and convince others to support your point of view.

Purpose

The purpose of persuasive writing is to present an opinion or point of view. It is an attempt to convince or influence the reader to agree with or accept your point of view or recommendation.

Assignment

Write a persuasive essay to submit to the superintendent of the Carely School Board that clearly states your point of view on the junk food ban.

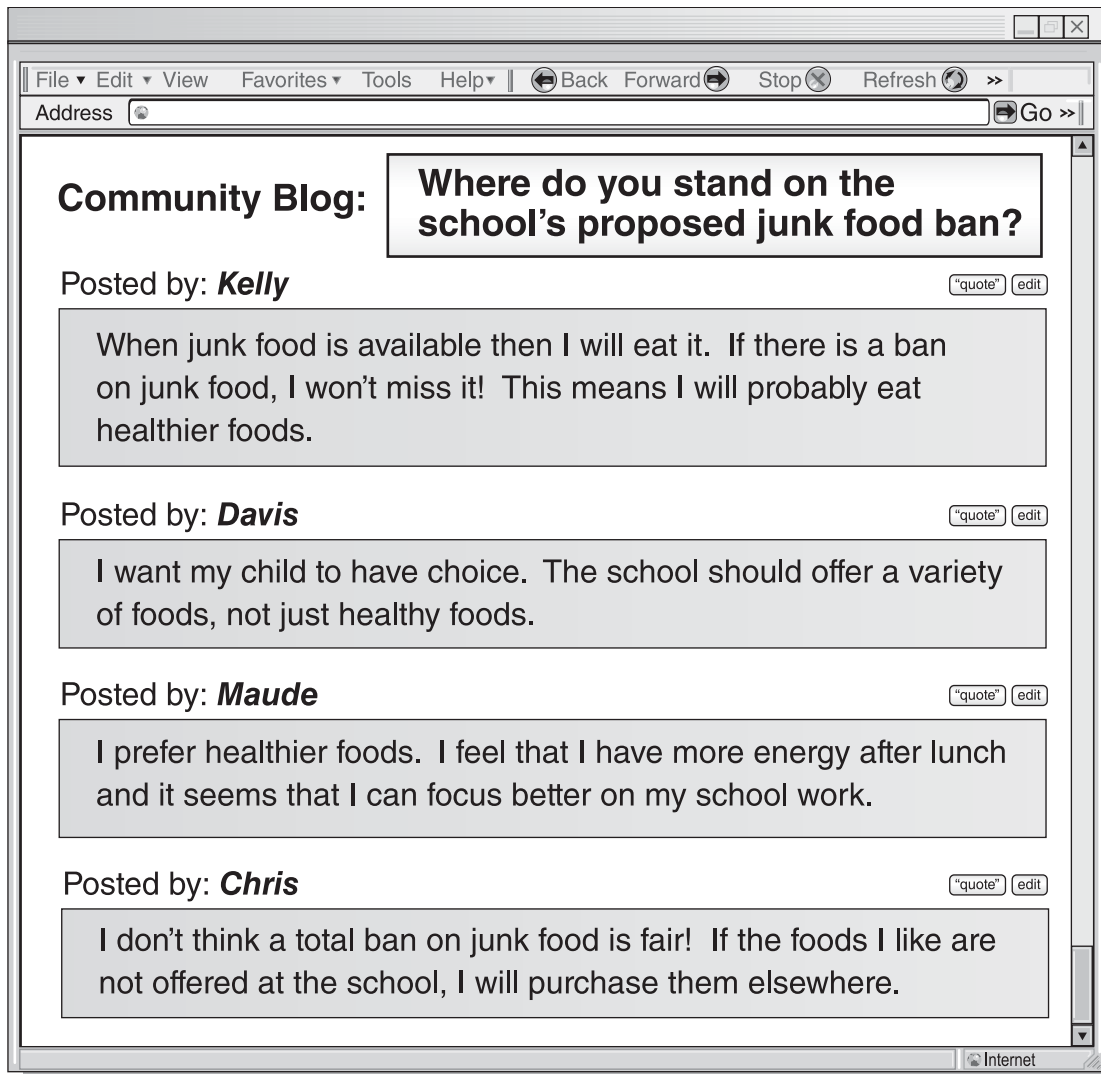
When writing the essay, **BE SURE TO**

- **state** your point of view
- **support** your point of view clearly
- **organize** your thoughts appropriately in sentences and paragraphs
- use **vocabulary** that is appropriate and effective
- attempt to **convince** the reader to support your point of view

Ideas

The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider your own experiences gained through reading, listening, viewing, discussing, or thinking.





Community Blog:

Where do you stand on the school's proposed junk food ban?

Posted by: **Kelly**

["quote"](#) [edit](#)

When junk food is available then I will eat it. If there is a ban on junk food, I won't miss it! This means I will probably eat healthier foods.

Posted by: **Davis**

["quote"](#) [edit](#)

I want my child to have choice. The school should offer a variety of foods, not just healthy foods.

Posted by: **Maude**

["quote"](#) [edit](#)

I prefer healthier foods. I feel that I have more energy after lunch and it seems that I can focus better on my school work.

Posted by: **Chris**

["quote"](#) [edit](#)

I don't think a total ban on junk food is fair! If the foods I like are not offered at the school, I will purchase them elsewhere.

Student Exemplar – Satisfactory (A)

Planning

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.

Junk food

Should Junk food be banned from schools?

①

Not good Brain food

- You don't feel energized so you can't think straight
- It wears you down
- You feel tired exhausted
- You don't want to do anything energetic

③

You Need Variety

- yes eating healthy is good but sometimes you need a little junk food
- You can eat something junk food but after wards eat something healthy
- Some kids won't eat something healthy unless they have some thing bad

②

Not a healthy choice

- Junk food doesn't give you energy like healthy food
- If you eat to much sweets you might get sick or become a diabetic

Yes and No Junk food should be banned every kid needs at least some sort of junk food or else they won't eat the healthy stuff

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

Junk Food

Should junk food be banned from schools?

Junk food is not good for the brain. When you're in school and you're doing work you need to eat something healthy. Otherwise you will not be able to concentrate in class. Eating junk food wears you down, you don't want to do anything, you just feel tired and exhausted.

It's not a very healthy choice. Junk food doesn't keep you alert and focused like healthy food does. If you eat too much sweets you might get sick. If you eat sweets and other junk food for a lifetime there will be problems. You will get diabetes.

Sometimes in your diet you need variety. So eating healthy is a good thing but you also need a little junk food in your life. Some kids won't eat anything healthy unless they have something non-healthy to eat. When eating your lunch you tend to eat the healthy food first then eat the junk food last. Sometimes that goes the other way.

Yes and no junk food should be banned, because everyone at least needs to have the good and the bad everyday.

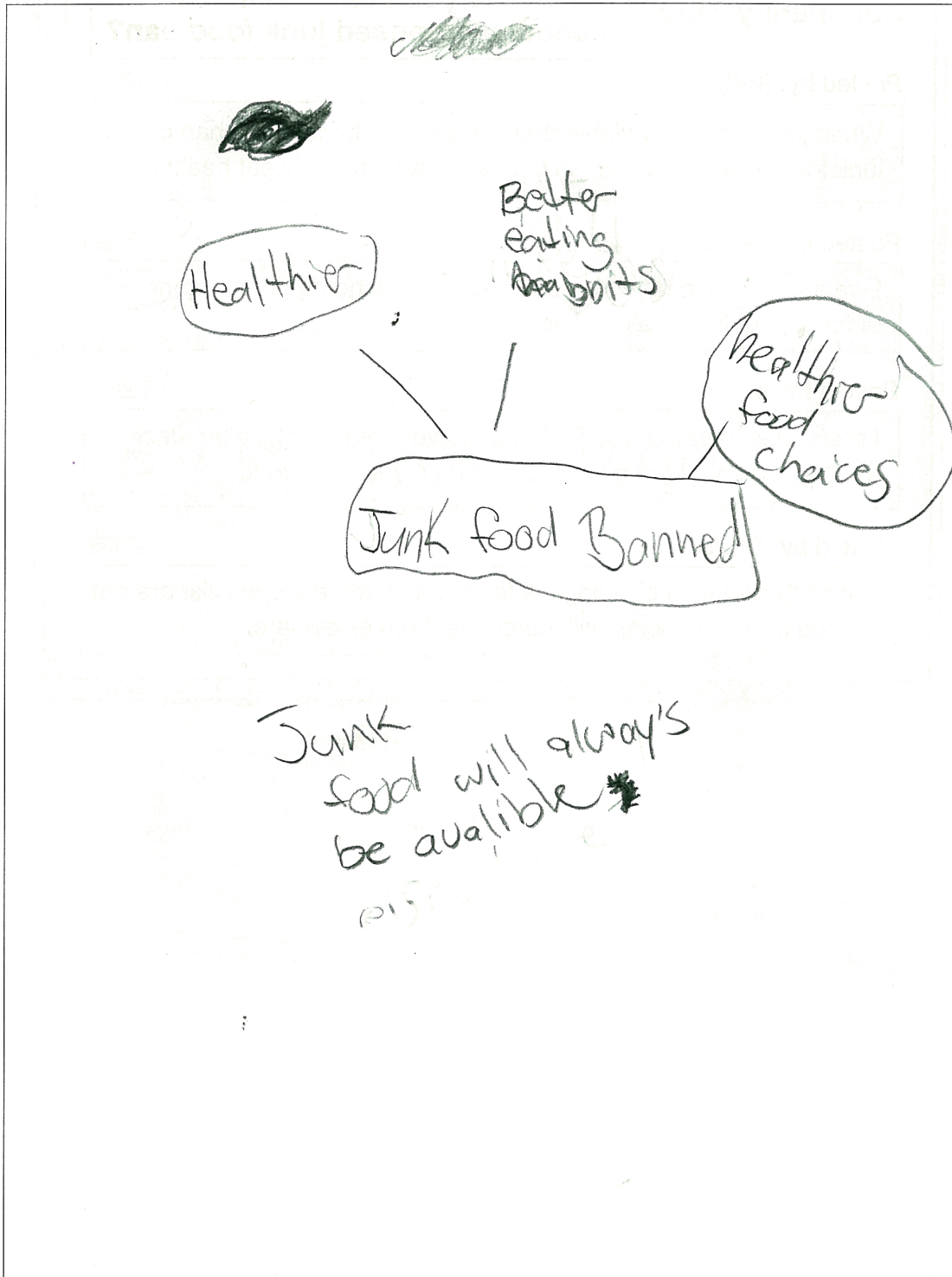
Rationale for Student Exemplar – Satisfactory (A)

Score		Reporting Category
S	S	<p>Content</p> <ul style="list-style-type: none"> • The writer’s exploration of the topic is clear (“Eating junk food wears you down, you don’t want to do anything”). • The writer’s point of view whether stated or implied is evident. • The ideas presented by the writer are appropriate (“Junk food dosen’t keep you alert and focused like healthy food does”). • Supporting details are relevant but general (“If you eat to much sweets you might get sick”). • The writing is straightforward and occasionally captures the reader’s interest.
	S	
	S	
	S	
	S	
S	S	<p>Organization</p> <ul style="list-style-type: none"> • The introduction is functional and establishes a focus that is generally maintained (“Junk food is not good for the brain”). • Ideas are developed in a discernible order, although coherence may falter occasionally (“Yes eating healthy is a good thing but you also need a little junk food in your life”). • Transitions tend to be mechanical and are generally used to connect ideas within sentences and between paragraphs (“and other” and “unless”). • The conclusion is unrelated to the focus and is haphazard (“Yes and no junk food should be band because everyone at least needs to have the good and the bad everyday”).
	S	
	S	
	L	
S	S	<p>Sentence Structure</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 varied (“It’s not a very healthy choice” and “When eating your lunch you tend to eat the healthy food first then eat the junk food last”). • Some variety of sentence beginnings is evident (“Eating junk food” and “Some kids”).
	S	
	S	
S	S	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions are generally used accurately and appropriately (“consentrate” and “something non-healthy”). • General words and expressions are used to support the writer’s position (“for a life time” and “goes the other way”). • The voice created by the writer is discernible but may be inconsistent.
	S	
	S	
S	L	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of writing is weakened by frequent incorrect use of conventions (“band,” “your in school,” and “in you diet”). • Errors that are present occasionally reduce clarity and sometimes interrupt the flow of the response.
	S	

Student Exemplar – Satisfactory (B)

Planning

You may use this page to plan your essay. Remember to write your final draft in the space provided on pages 6 to 9.



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

Dear,

Carely School board. I am writing to you to say Carely School should ban junk food.

I think Carely School should ban junk food because it's making the food more healthier for the students.

I think banning junk food is smart. It will make students have more energy for the day. I think students should take advantage of the idea and see that healthier food can be better than junk food.

Students should see the harm junk food does to your health. There will always be junk food when you want it, just not at school.

Healthier food get you more active and junk food makes you tired. Students should not be against this idea because it's making your eating habits better.

Junk food has the least amount of nutrition than healthier foods, it tastes good to

⑥ I'm not saying students should stop eating junk food forever; just think about what you eat.

in order
That's why I think Carely School should ban junk food.

Rationale for Student Exemplar – Satisfactory (B)

Score		Reporting Category
S	S	<p>Content</p> <ul style="list-style-type: none"> • The writer’s exploration of the topic is clear and plausible (“I think banning junk food is smart”).
	S	<ul style="list-style-type: none"> • The writer’s point of view is evident (“I think Carely School should ban junk food”).
	S	<ul style="list-style-type: none"> • The ideas presented by the writer are appropriate (“It will make students have more energy for the day”).
	S	<ul style="list-style-type: none"> • Supporting details are relevant but general (“healthier food can be better than junk food”).
	S	<ul style="list-style-type: none"> • The writing is straightforward and occasionally captures the reader’s interest.
S	S	<p>Organization</p> <ul style="list-style-type: none"> • The introduction is functional and establishes a focus that is generally maintained (“I am writing to you to say Carley School should ban junk food”).
	S	<ul style="list-style-type: none"> • Ideas are developed in a discernible order (“Students should see the harm junk food does to your health”).
	S	<ul style="list-style-type: none"> • Transitions tend to be mechanical and are generally used to connect ideas and details within sentences and between paragraphs.
	L	<ul style="list-style-type: none"> • The conclusion is unrelated to the focus and is random (“That’s why I think Carely School should ban junk food”).
S	S	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Sentence structure is generally controlled, but lapses may occasionally impede meaning (“There will always be junk food when you want it, just not at school”).
	S	<ul style="list-style-type: none"> • Sentence type and sentence length are sometimes effective and varied.
	S	<ul style="list-style-type: none"> • Some variety of sentence beginnings is evident (“It will,” “Students should,” and “Junk food has”).
S	S	<p>Vocabulary</p> <ul style="list-style-type: none"> • Words and expressions are generally used accurately and appropriately (“take advantage” and “least amount”).
	S	<ul style="list-style-type: none"> • General words and expressions are used to support the writer’s position (“more active” and “think about”).
	S	<ul style="list-style-type: none"> • The voice created by the writer is discernible.
S	S	<p>Conventions</p> <ul style="list-style-type: none"> • The quality of writing is sustained through generally correct use of conventions.
	S	<ul style="list-style-type: none"> • Errors that are present occasionally reduce clarity and sometimes interrupt the flow of the response (“writting” and “habbits”).