
English Language Arts 30–2 Examples of the Standards for Students' Writing

From the January 2020 Diploma Examination

This document was primarily written for:

Students	✓
Teachers	✓ of English Language Arts 30–2
Administrators	✓
Parents	✓
General Audiences	✓
Others	

2022–2023 English Language Arts 30–2 Examples of the Standards for Students’ Writing

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Acknowledgements

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

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following standards confirmers: **Robert Bowick, Roberta Cannon, Kim Curry, Lynn Hemming, Dianna Kim, Melissa Korpan, Margaret Lewis, Darren Mantai, Andrew Olasker, Colleen Saskiw, and Rinita Singh.**

We gratefully acknowledge the contributions made by members of the Humanities Unit and the Document Design and Desktop Publishing Unit of the Provincial Assessment Sector, Alberta Education.

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of *English Language Arts 30–2 Diploma Examination* writing that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E). These sample responses are taken from the January 2020 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for *English Language Arts 30–2 Diploma Examination* writing in relation to the scoring criteria.

The purpose of the example responses is to illustrate the standards that governed the January 2020 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2020. The sample papers and the 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 criteria.

The sample responses included in this document represent a very small sample of successful approaches to the assignments.

Selection and use of example papers

The teachers on the Standards Confirmation Committee for the January 2020 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the January 2020 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the January 2020 *English Language Arts 30–2 Diploma Examination*.

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 assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials 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 writings in this document illustrate *just a few of the many* successful organizational and rhetorical strategies in January 2020.

We strongly recommend that you caution your students that there is *no preferred approach* to an assignment except the approach that best accomplishes the student writer’s goal of effectively communicating their own ideas about the topic.

We advise you not to draw any conclusions about common patterns of approach taken by students.

3. The example papers presented in this document must not be used as models for instructional purposes.

Because these papers are illustrations only, and because they are examples of responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any possibility of plagiarism or cheating seriously. The consequences for students are grave.

The approaches taken by students at the *standard of excellence*, not their words or ideas, are what students should consider emulating. 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 ways of developing an individual voice and engaging the reader in ideas and forms that the student has considered.

4. It is essential that you consider each of these examples of student writing in light of the constraints of the examination situation.

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.

English Language Arts 30–2 January 2020 Writing Assignments

January 2020

English Language Arts 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I:
Visual Reflection**
Value 10% of total examination mark
- **Assignment II:
Literary Exploration**
Value 25% of total examination mark
- **Assignment III:
Persuasive Writing in Context**
Value 15% of total examination mark

Instructions

- Complete all **three** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook

Do not write your name anywhere in this booklet or on your response. Feel free to make handwritten revisions directly on your final response.

- Space is provided in this booklet for planning but **not** for final handwritten or word-processed work.
- It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in this booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.
- A final checklist is located on the inside back cover of the examination booklet.

Additional Instructions for Students Who Are Using a Word Processor

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

Additional Instructions for Students Who Are Handwriting

- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in this booklet for final written work.
- Use blue or black ink for handwritten work.

Assignment I: Visual Reflection

Suggested time: 30 to 40 minutes

Suggested word count range: 300 to 700 words



Photograph ©2008 Diane Cook & Len Jenshel

ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 2. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

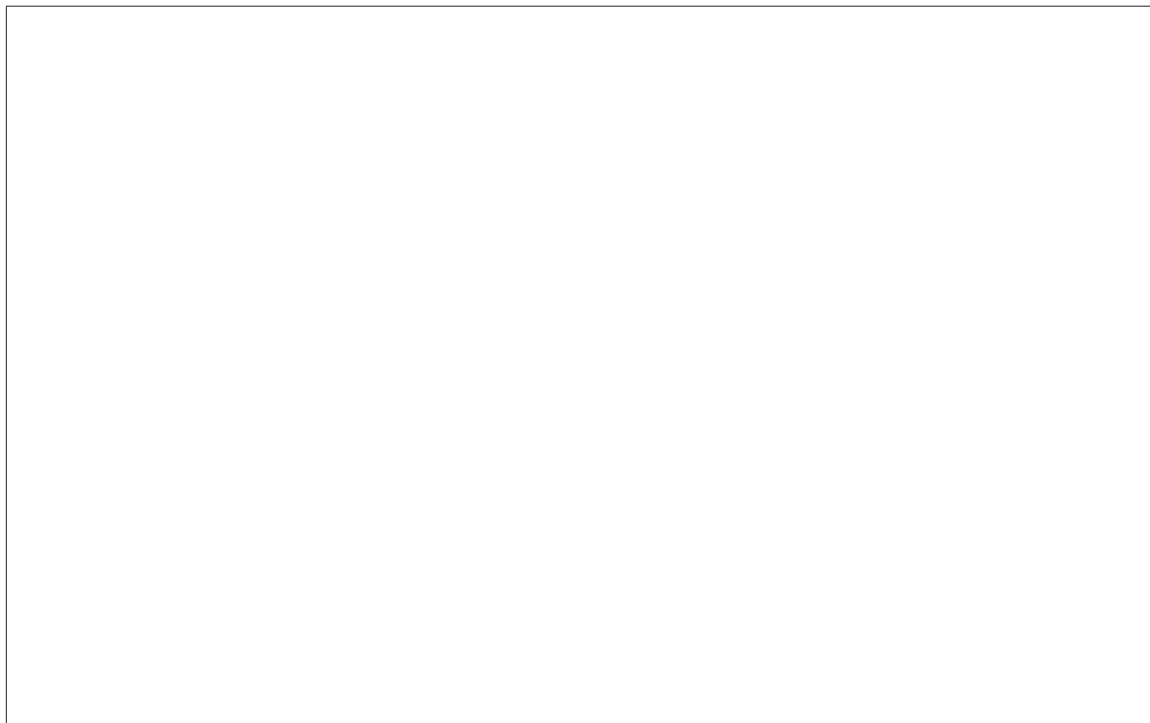
What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.

In your writing, you may respond personally, critically, and/or creatively.

You must

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- consider how you can create a strong *unifying effect*

Initial Planning



Assignment II: Literary Exploration

Suggested time: 70 to 80 minutes

Suggested word count range: 400 to 900 words

Read the following excerpt from a novel and complete the assignment that follows.

In 1932, American adventurer and travel writer Richard Halliburton and pilot Moye Stephens set out on a journey to retrace ancient travel and trade routes across the world. They travelled in a two-seat open-cockpit biplane that Halliburton named “The Flying Carpet.” In this excerpt, they are about to cross the Sahara Desert.

from THE FLYING CARPET

For six days the sixteen hundred miles of unbroken yellow ocean that still separated us from Timbuctoo was tortured by the sand hurricanes. However, the day came when the desert was quiet once more, though for how long no one could say. We were able to start south again.

The question of fuel now had to be faced. Our capacity at best was only seven hundred miles. There was a military motor track we were supposed to follow, leading across the Sahara to the Niger River, thirteen hundred miles away. Once every fortnight¹ from October till May a truck is driven along this track. To fuel the truck, automobile gasoline was on deposit at an oasis four hundred miles further south, and again in a solitary unattended tank—the loneliest fuel station in the world—five hundred miles beyond that. This supply took one still another four hundred miles to a military post called Gao, on the Niger. The last three hundred miles were westward along the river to Timbuctoo.

So, provided we could follow the track from one deposit to another, we would have enough gasoline. To do this with an airplane is, under the best conditions, exceedingly difficult, so faintly is the trail marked across the desert. But now that one million square miles of sand had been charging back and forth over the track for six days it was questionable whether there was any trail left whatsoever.

And yet one dare not lose it. For a thousand miles to either side there is absolutely and literally nothing but sand, sand, sand. At sea there is a chance for a floating wreck to be found by passing ships. But no ship ever passes here. The caravan route is hundreds of miles to the west. If our Flying Carpet lost the thread we had an area as large as all the United States east of the Mississippi to be lost in, and as barren and waterless as the moon. ...

However, that was the situation and we simply had to face it. We were not in the least discouraged. In fact the very difficulties ahead gave us a certain elation. We had not expected to find the Sahara other than cruel and defiant. Had it been safe, had it been commonplace, there would have been no challenge to meet, no satisfaction in overcoming it. We felt sure the airplane could get safely across; we needed only confidence in ourselves.

Richard Halliburton

¹ two weeks

Halliburton, Richard. *The Flying Carpet*. Garden City, NY: Garden City Publishing Company, 1932.

The Assignment

In this excerpt, the narrator and his companion set out on a difficult and dangerous challenge, confident in their ability to succeed.

What is your opinion of the idea that our self-confidence influences the decisions we make?

You **must**

- discuss a character from literature or film that you have studied in English Language Arts 30-2. You may choose to discuss more than one character
- ensure the details you select support your opinion of the idea that our self-confidence influences the decisions we make
- present your ideas in *prose*

You **should**

- reflect upon your own knowledge and/or experience and/or the reading selection provided
- use the *Initial Planning* section on page 9 to help you plan your response. Carefully consider your *controlling idea* or how you will create a *strong unifying* effect.
- select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30-2
- organize your discussion so that your ideas are clearly and effectively presented

Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 8 and write your controlling idea below.

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen _____

Literary Text(s) and Author(s) _____

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.

Assignment III: Persuasive Writing in Context

Suggested time: 40 to 50 minutes

Suggested word count range: 300 to 600 words

Read the situation described below and use it to complete the assignment that follows.

The Situation

The Prosper School Board is considering establishing an attendance policy that would include penalty fines for those students who are identified as being chronically absent. Supporters point out that being present in school is one of the most basic conditions for a student’s success—if students are not in school, they could be falling behind in earning the course credits needed to graduate. Those opposed are concerned that this policy will further discourage students who avoid going to school because they suffer from anxiety or bullying and unfairly punish families who wish to take a family vacation during the school year.

In deciding whether to accept or reject the proposal, the Prosper School Board has invited concerned individuals to make their views known. You are Jules Dewan, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see the following pages). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

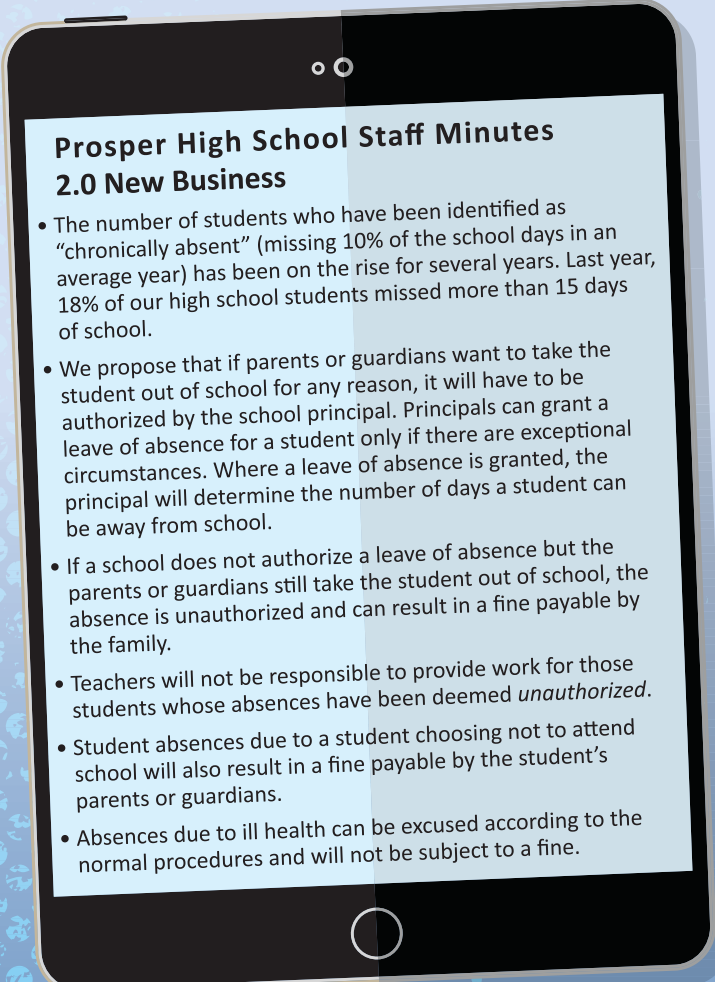
The Assignment

Write a speech or letter that will persuade the Prosper School Board either to ACCEPT or to REJECT the proposal to establish penalty fines at Prosper High.

In preparing your persuasive speech or letter, BE SURE TO

- study the information on the following pages
- consider your purpose and audience
- present a clear argument that explains the reasons behind your decision
- use an appropriate tone

Remember that you must clearly and directly choose either to **accept** or to **reject** the proposal.



Prosper High School Staff Minutes 2.0 New Business

- The number of students who have been identified as “chronically absent” (missing 10% of the school days in an average year) has been on the rise for several years. Last year, 18% of our high school students missed more than 15 days of school.
- We propose that if parents or guardians want to take the student out of school for any reason, it will have to be authorized by the school principal. Principals can grant a leave of absence for a student only if there are exceptional circumstances. Where a leave of absence is granted, the principal will determine the number of days a student can be away from school.
- If a school does not authorize a leave of absence but the parents or guardians still take the student out of school, the absence is unauthorized and can result in a fine payable by the family.
- Teachers will not be responsible to provide work for those students whose absences have been deemed *unauthorized*.
- Student absences due to a student choosing not to attend school will also result in a fine payable by the student’s parents or guardians.
- Absences due to ill health can be excused according to the normal procedures and will not be subject to a fine.

FastPoll RESULTS

FastPoll.com

Results	Group:	YES	NO
	Parents	22%	78%
	Teachers	55%	45%
	Students	7%	93%

Should Prosper High School issue fines for students with poor attendance?

Comments

User: **MicahRob4** (Micah Robertson) "quote" edit

As a student athlete, I play on three different school sports teams and that means I miss quite a few classes when we're away at tournaments. What does this policy mean for me?

User: **Jose898** (Jose Hildago) "quote" edit

As a student, I'm all for this! We get assigned "group projects" all the time and it sucks when you're missing half your group because they decided to skip.

User: **GerdyMcQ21** (Geraldine McQueen) "quote" edit

My family struggles to get by, so I have to work in order to contribute to our household. Sometimes I get called in to work and have to miss school. If my parents had to pay a fine because I missed class, I would just stop going to school. We don't have the money for fines.

CITIZEN LINK

What is your opinion of Prosper High School's proposal to use attendance fines?

- LizzieH45

Liz Helms: I support it. The best choice a student can make for their future is to show up to school every day. There are consequences if I don't show up to work every day. We need to make students ready for the world of work and its responsibilities.

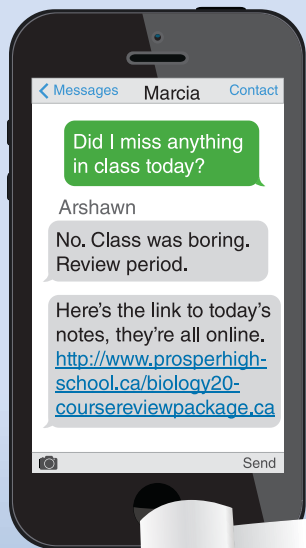
KSat676

Kayo Sato: I only get my kids for a few weeks each year and my vacation time from work happens to fall during their school term. This proposal would mean I would be fined for wanting to spend time with my kids. How is that fair?

NorGriff78

Normand Griffin: We are a farming family and when it's time to harvest, we all help out. That means my kids miss school, but they're also learning a lot about the family business and hard work! I don't think this has been considered.





Miss the high season prices and take advantage of our last minute sales!

Surprise your family with a trip to the Islands!

Mental Health Magazine

Taking a family vacation and spending time together is important because it may benefit each member in more ways than you realize. Research has shown that family time has profound benefits:

Builds Self-esteem: Children who spend quality time with their loved ones have self-confidence. They are more sociable because they sense that their parents value them. Also, kids with self-esteem find it easier to build relationships.

Creates Bonds: It strengthens family ties and allows children to handle stressful situations with ease.

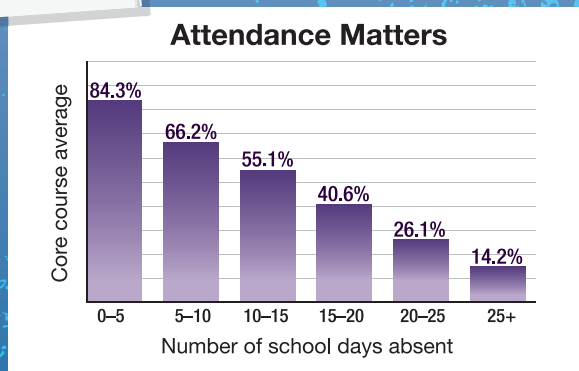
Nurtures Positive Behaviours: Kids will start to develop positive behaviours because their loved ones influence them. Research shows that adolescents who spend more time with their parents tend not to abuse alcohol.

Prosper NEWS

FATHER LOSES LEGAL BATTLE WITH SCHOOL

Dominic Granley took his fight to the Supreme Court but has been found guilty of failing to secure his daughter's regular attendance at school.

The long-standing school attendance policy in the UK states that a student can only be absent from school when the absence has been deemed acceptable by the school principal. Dominic Granley refused to pay the £120 penalty for taking his daughter on an unauthorized holiday to Disney World in Florida in 2018. He then decided to take his case all the way to the Supreme Court, but has since lost his case. The judges outlined that the definition of failure to attend regularly was "in accordance with the attendance rules." Granley has been ordered to pay the fine and ensure his daughter's school attendance in accordance with the policy.



English Language Arts 30–2 Part A: Written Response Standards Confirmation

Background

For all diploma examination scoring sessions, Provincial Assessment Sector staff use a process called Standards Confirmation to establish and illustrate expectations for students' work in relation to the scoring criteria, as well as to ensure scoring consistency within and between marking sessions. Because there are several diploma examination administrations and scoring sessions each school year, the standards must remain consistent for each scoring session in the school year and, similarly, from year to year.

Standards for student achievement start with the demands of the [Program of Studies for Senior High School English Language Arts](#) and with the interpretation of those demands through learning resources and classroom instruction. These agreed-upon standards are also exemplified in the kinds of tasks and the degree of independence expected of students. All of these complex applications of standards precede the design, development, and scoring of each diploma examination.

The Standards Confirmation Committee is composed of experienced teachers from representative regions of the province. These teachers work with the Provincial Assessment Sector staff responsible for the development, scoring, and results reporting for each diploma examination. Preferably, teacher members commit to at least a two-year period and also serve as a group leader or marker for at least one of the two major marking sessions in January and June.

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria, and the examples of students' work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the [2022–2023 English Language Arts 30–2 Information Bulletin](#). During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E) are posted in documents titled [Examples of the Standards for Students' Writing](#).

Members of the Standards Confirmation Committee

- confirm the appropriateness of the standards set by the examination in relation to students' work
- select student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- write rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work

Impressions of Standards Confirmers January 2020

Assignment I: Visual Reflection

The photograph of the city rooftop garden provided many opportunities for student writers. Students generally developed ideas and impressions related to the juxtaposition of environments. Some saw the green space as an urban oasis or place of refuge, while others noted the effective coexistence of natural and city landscapes. Some noted the striking difference between the architecture of the building with the rooftop garden and the modern high-rises in the background. Many students explored concepts such as conservation, the skillful use of available spaces to create beauty, the positive effects of green spaces on human health and well-being, and the importance of mitigating the impact of city growth on natural environments. Some students developed narrative responses from the point of view of the photographer, from the perspective of one of the city or building's inhabitants, or from the personal observations of the creator or a patron of the rooftop garden. Markers are reminded that, as responses are both concrete and philosophical in nature, the amount and type of supporting detail from the photograph will vary. Markers should be able, however, to see evidence that the student has viewed and reflected upon the photograph, even if using the prompt as a point of departure.

Assignment II: Literary Exploration

Both the reading selection from *The Flying Carpet* and the topic question on the idea that our self-confidence influences decisions provided multiple entry points for the exploration of the writing assignment. Most students were able to discuss situations from literature and from personal experience where self-confidence played a role in an individual's life. Students often characterized these situations as being either unexpected or inevitable and discussed the choices that resulted from either a presence or absence of self-confidence. Students also explored the effect of their subsequent actions on individual lives and often explored the ways in which their actions affected the lives of others as well. Some students chose to focus primarily on literature, while others developed responses that detailed personal anecdotes where self-confidence, or a lack of self-confidence, influenced the decisions they made, frequently resulting in a change of either direction or attitude. Markers are reminded that the focus of this assignment is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. Thus, while the literary example is essential, it is but one component of the response as a whole. Because literary examples are sometimes brief and tightly focused on a particular situation or character, markers are reminded to read the information provided by students in both the Initial Planning section on page 9 and on the back of the examination booklet to ensure that they are familiar with the literature chosen. Popular literary selections included *Night, A Streetcar Named Desire, Tuesdays with Morrie, Fallen Angels, Indian Horse, "The Truth About Sharks,"* and *"On the Rainy River."* Students also used films such as *The Shawshank Redemption, Into the Wild,* and *Gran Torino.*

Assignment III: Persuasive Writing in Context

The proposal of whether to accept or to reject the proposal to establish penalty fines for student absences was engaging to most student writers. Students who supported the proposal cited the importance of preparing students for the real world, the negative impact of students who are frequently absent on other students, the challenge created for teachers who must accommodate students who are often absent, and the responsibility of schools to ensure consistent attendance. Those opposed to the proposal cited the difficulty of determining whether or not absences are legitimate, the primary role of parents in determining appropriate attendance patterns for their children, and the financial consequences of fining students from low-income families. Students drew key details from the source material and occasionally supplemented their arguments with references to their own personal observations, experiences, and knowledge. Many students also chose to acknowledge and refute positions from the opposing side. As always, markers are reminded to evaluate the choices that students have made in terms of their service to the student's argument, not in terms of the "accuracy" or "correctness" of their interpretation of sources. Most students were aware of their purpose in persuading the Prosper School Board and generally used a tone appropriate to their intended audience.

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30-2 Visual Reflection Assignment, January 2020

Example Scored Satisfactory (S)

This image shows a building with plant life on it surrounded by multiple other buildings with roads around it. The image shows the meaning of life with the plants.

The plants on the building help show the natural life on the earth and what God has given us. We have torn down trees and plant life to make buildings and working spaces. We get rid of all of earth's natural beauty and throw it away like it's garbage and trash. People don't realize how much damage we have done to the earth and are blinded by work and other activities.

We are given one planet to live on and people treat it like a garbage dump. Having the plants and natural life on the roof shows that we're making the earth better and more safer one plant at a time. If we keep planting and saving this planet we can eventually

peice the earth back together and that
is a good idea.

The earth is the only planet we
got and we take what we have for
granted and don't care about ourselves.
We need to fix this planet one plant
at a time. What would you do if people
started littering in your home?

English Language Arts 30–2 January 2020

Assignment I: Visual Reflection

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Ideas and Impressions (S)</p> <ul style="list-style-type: none"> The student’s perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student’s ideas and impressions. The response is generally clearly developed. 	<p>The student’s perceptions that “People don’t realize how much damage we have done to the earth and are blinded by work and other activities” and “We need to fix this planet one plant at a time” are appropriate and generalized.</p> <p>Support is adequate and generally connected to the student’s idea, as in “We have torn down trees and plant life to make buildings and working spaces” and “Having the plants and and natural life on the roof shows that were making the earth better and more safer one plant at a time.”</p> <p>The response is generally clearly developed from the student’s discussion of the idea that “The image shows the meaning of life with the plants,” to “If we keep planting and saving this planet we can eventually peice the earth back together and that is a good idea,” through to “What would you do if people started littering in your home?”</p>	<p>Satisfactory</p> <p>S</p>
<p>Presentation (S)</p> <ul style="list-style-type: none"> The student’s voice is matter-of-fact and appropriate. Stylistic choices are adequate and occasionally effective. 	<p>The student’s voice is matter-of-fact and appropriate, as in “We are givin one planet to live on and people treat it like a garbage dump.”</p> <p>Stylistic choices are adequate and occasionally effective: “We get rid of all of earths natural beauty and throw it away like it’s garbage and trash.”</p>	<p>Satisfactory</p> <p>S</p>

Urban growth has been advancing drastically over the past decade. Everyone wants that big house, that big car, and we are distracted from what we are doing to this planet. We destroy nature and wildlife just for money. The government and businesses are so greedy that they are willing to kill habitats for money, and pollute the planet while doing so. Because of the pollution, climate change has become a huge political issue. Money is the route to all evil, evil with empty hearts and empty brains, with the lust of money blinding us. Animals have no voice, we are their voice. Killing for more territory and urban development is morally wrong, but we as humans, do not care. As long as there is money involved, anything will be done. It's sad to think about what is happening in the world, but whatever we do is beneficial for us, humans are selfish. I want our world to change, I want us to save wildlife. But again, we as humans are greedy, selfish, and blind. So probably not.

English Language Arts 30–2 January 2020

Assignment I: Visual Reflection

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p>Ideas and Impressions (Pf)</p> <ul style="list-style-type: none"> The student’s perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student’s ideas and impressions. The response is coherently developed. 	<p>The student’s perceptions are thoughtful and considered in the discussion of the idea that “we are distracted from what we are doing to this planet. We destroy nature and wildlife just for money.”</p> <p>Support is relevant (“The government and businesses are so greedy that they are willing to kill habitats for money, and pollute the planet while doing so”), detailed (“Animals have no voice, we are their voice. Killing for more territory and urban development is morally wrong, but we as humans do not care”), and clearly connected (“As long as their is money involved, anything will be done”) to the student’s ideas and impressions.</p> <p>The response is coherently developed in the student’s discussion of the idea that “Urban growth has been advancing drastically over the past decade,” to “Money is the route to all evil, evil with empty hearts and empty brains, with the lust of money blinding us,” through to “But again, we as humans are greedy, selfish, and blind.”</p>	<p>Proficient</p> <p>Pf</p>
<p>Presentation (Pf)</p> <ul style="list-style-type: none"> The student’s voice is distinct and well considered. Stylistic choices are specific and frequently effective. 	<p>The student’s voice is distinct and well considered, as in “I want our world to change, I want us to save wildlife. But again, we as humans are greedy, selfish and blind. So probably not.”</p> <p>Stylistic choices—“Everyone wants that big house, that big car, and we are distracted from what we are doing to this planet” and “Money is the route to all evil, evil with empty hearts and empty brains, with the lust of money blinding us”—are specific and frequently effective.</p>	<p>Proficient</p> <p>Pf</p>

English Language Arts 30–2 Visual Reflection Assignment, January 2020

Example Scored Excellent (E)

Assignment #1

In the photograph given, there is old museum or library looking building with pillars all around it and on the roof of the building is an arrangement of different plants in a garden like placement that seem to have an intended purpose. The main building also appears to be located in a big city surrounded by many highrise business towers.

Society is getting to the point where nature and everything that comes with it is being viewed as not important or pushed onto the back burner. As our population continues to grow, our earth does not so we find ourselves compromising for that by taking apart our planet till there's really nothing left. Industrialization is taking over and because of that, we are taking away wildlife as well as their habitats and even though we don't realize it now, they are just as important to us. We need animals to eat as well as air to breathe but with every chance we get to take that away, those things we need will no longer be there or be as efficient. That is why like the picture, we are having to rebuild places to put the life we're taking away. Like the picture, with protected environments to live in we have a chance to stop the destruction we've done and not cause anymore. What we have done is no longer reversible but we can at least prevent it from getting any worse. Plant life is still life and should be treated that way considering without it, we cannot live. We take advantage of the things we don't pay for and that is shameful. We shouldn't have to pay for or rebuild the things we took away because of our own selfishness. Those plants in that picture, originated from the ground that building is sitting on so basically that means we took away that land to build on and put the same thing back on top which shows how wasteful and ungrateful the human race can be. It needed to be taken into consideration that before you rip up some random piece of land that you think is

not being used or cut down plants you think are unnecessary, what happens when they are all gone because we took advantage. Nothing lasts forever so us humans need to think of a more responsible way of feeding our needs while still accommodating to others.

English Language Arts 30–2 January 2020

Assignment I: Visual Reflection

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> The student’s perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. The response is skillfully developed. 	<p>The student’s perceptions that “humans need to think of a more responsible way of feeding our needs” and “What we have done is no longer reversible but we can at least prevent it from getting any worse” are insightful and carefully considered.</p> <p>Support is precise (“Industrialization is taking over and because of that, we are taking away wildlife as well as their habitats and even though we don’t realize it now, they are just as important to us”), purposefully chosen (“We need animals to eat as well as air to breathe but with every chance we get to take that away, those things we need will no longer be there or be as efficient”), and strongly connected (“That is why like the picture, we are having to rebuild places to put the life we’re taking away”) to the student’s ideas and impressions.</p> <p>The response is skillfully developed from the student’s discussion of how “Society is getting to the point where nature and everything that comes with it is being viewed as not important or pushed onto the back burner,” to the assertion that “Plant life is still life and should be treated that way considering without it, we cannot live,” through to the conclusion that “It needed to be taken into consideration that before you rip up some random piece of land that you think is not being used or cut down plants you think are unnecessary, what happens when they are all gone because we took advantage.”</p>	<p>Excellent</p> <p>E</p>
<p>Presentation (E)</p> <ul style="list-style-type: none"> The student’s voice is engaging and confident. Stylistic choices are precise and effective. 	<p>The student’s voice is engaging and confident, as in “We take advantage of the things we don’t pay for and that is shameful.”</p> <p>Stylistic choices—“Like the picture, with protected environments to live in we have a chance to stop the destruction we’ve done and not cause anymore”—are precise and effective.</p>	<p>Excellent</p> <p>E</p>

English Language Arts 30–2 Literary Exploration Assignment, January 2020

Example Scored Satisfactory (S)

Self confidence influences us as humans in many different ways, depending on the circumstances. In my life, self confidence can influence my decisions such as things I take part of depending on the difficulty. In Sawshank Redemption, Andy Dufresne's self confidence helped him to outsmart the warden and help him in his escape. In The Flying Carpet, Richard and Moye have self confidence which leads them to be successful in traveling ancient travel and trade routes. Andy has the most beneficial self confidence out of the three listed.

Andy Dufresne from Sawshank Redemption had great self confidence in himself, throughout the movie he was never doubtful or seemed to show worry. Once Andy got into prison, he was not worried, he walked around talking to any people he wanted and was not intimidated even by the biggest. This shows he has confidence to stand up to anybody, and not have to worry about being jumped, judged, or made fun of. Andy also showed great self confidence through his plans of black mailing the warden. To be able to pull this off he needs to have confidence in himself to even putting this idea into action. Andy not being the only one to have self confidence, Moye and Richard from The Flying Carpet also show how their self confidence impacts decisions.

Moye Stephens and Richard Halliburton were 2 very confident pilots when it came to it. Moye and Richard had to fly over a tough desert, which gave them no clear visibility even on the best days. Having their self confidence, they decided to fly across despite all the rumours and knowing how challenging it was. If The Flying Carpet lost the thread, they would have an area as large as all of the United States east to be lost in. This did not worry the 2 pilots, as they had the confidence to get through any

conditions, and it would just have to be another thing to deal with. I believe that without their self confidence, they would not be able to make these decisions a reality.

In my life, many decisions have been made by my lack of self confidence or self confidence in being able to complete the task. During sports, if my coach asks me to do something that I believe is out of my ability I will see if there is someone else more fit to do that task. This shows that my self confidence led to me to make the decision to not do what I was told. If there is a job I can do such as run a certain distance, do suicides, or anything within what I know I could complete physically I will. Self confidence influences my decisions for both neglecting some and accepting some.

This strongly leads me to believe that self confidence does impact humans decisions. Andy from Sawshank Redemption made friends from having self confidence. Richard and Moya flew across one of the toughest trails that involves skill and perseverance. I personally relate to this from sports and choosing not to do something or to do something. Self confidence in humans does impact what types of decisions we make.

English Language Arts 30–2 January 2020

Assignment II: Literary Exploration

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Thought and Support (S)</p> <ul style="list-style-type: none"> A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general. 	<p>A defensible understanding of the topic is demonstrated in the student’s idea that “self confidence does impact humans decisions.”</p> <p>The student’s ideas are appropriately and straightforwardly explored in the discussion of <i>The Shawshank Redemption</i> (“To be able to pull this off he needs to have confidence in himself to even putting this idea into action”), the excerpt (“Having their self confidence, they decided to fly across despite all the rumours and knowing how challenging it was”), and the student’s personal narrative (“This shows that my self confidence led to me to make the decision to not do what I was told”).</p> <p>The literary example from <i>The Shawshank Redemption</i> is related adequately to the student’s idea: “In Sawshank Redemption, Andy Dufresne’s self confidence helped him to outsmart the warden and help him in his escape” and “Andy also showed great self confidence through his plans of black mailing the warden.”</p> <p>Support is relevant but tends to be general, as in “This shows he has confidence to stand up to anybody, and not have to worry about being jumped, judged, or made fun of,” “This did not worry the 2 pilots, as they had the confidence to get through any conditions, and it would just have to be another thing to deal with,” and “If there is a job I can do such as run a certain distance, do suicides, or anything within what I know I could complete physically I will.”</p>	<p>Satisfactory</p> <p>S</p>
<p>Form and Structure (S)</p> <ul style="list-style-type: none"> A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent. 	<p>A controlling idea is evident in the student’s discussion of the idea that “Self confidence in humans does impact what types of decisions we make.”</p> <p>Development of ideas and explanations is generally clear and coherent, as in “Andy Dufresne from Sawshank Redemption had great self confidence in himself, throughout the movie he was never doubtful or seemed to show worry,” “Moye Stephens and Richard Halliburton were 2 very confident pilots when it came to it,” and “In my life, many decisions have been made by my lack of self confidence or self confidence in being able to complete the task.”</p>	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Matters of Choice (S) <ul style="list-style-type: none"> <li data-bbox="142 268 513 327">• Diction is appropriate but may be general rather than specific. <li data-bbox="142 396 513 455">• Sentence structures are generally straightforward and clear. <li data-bbox="142 525 513 583">• Stylistic choices contribute to the creation of a clear voice. 	<p>Diction is appropriate but general, as in “In my life, self confidence can influence my decisions such as things I take part of depending on the difficulty.”</p> <p>Sentence structures are generally straightforward and clear, as in “I believe that without their self confidence, they would not be able to make these decisions a reality.”</p> <p>Stylistic choices contribute to the creation of a clear voice, as in “Self confidence influences us as humans in many different ways, depending on the circumstances.”</p>	<p>Satisfactory</p> <p>S</p>
Matters of Correctness (S) <ul style="list-style-type: none"> <li data-bbox="142 705 532 827">• This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. <li data-bbox="142 867 526 989">• There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. <li data-bbox="142 1058 500 1117">• The communication, however, is clear. 	<p>The writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics: “Moye and Richard had to fly over a tough desert, which gave them no clear visibility even on the best days.”</p> <p>There are occasional lapses in control of sentence construction, and minor errors in grammar and mechanics, as in “Once andy got into prison, he was not worried, he walked around talking to any people he wanted and was not intimidated even by the biggest.”</p> <p>The communication, however, is clear.</p>	<p>Satisfactory</p> <p>S</p>

English Language Arts 30–2 Literary Exploration Assignment, January 2020

Example Scored Proficient (Pf)

There would be times in life that a person has to go through difficulties and challenges, but it is also the same time where an individual will gain their self-confidence to face those problems. Self-confidence influences the decisions we make to show trust in ourselves. We follow our guts and instinct to figure out what is right and wrong. We can become a better person if we put trust in ourselves. We gain strength from having self-confidence to overcome fear and challenges.

In the film, “Gran Torino”, one of the main characters Thao shows how he improves his self confidence from being quiet and pushover by his family and other people to being fearless and able to stand up for himself and for his loved ones. After he met his neighbour who lives beside his house, he made a huge impact on Thao's life by being his mentor and father to him. He guides Thao from being a boy to becoming a man. He showed him how to speak like a man, act like a man, and how to make decisions like a man. Because of him Thao gained self-confidence and started expressing himself. At the end of the movie when Thao's mentor died, his mentor gave him his car to show how much he changed and how much trust he gained for himself. His mentor recognized that he is a man and he knows how to handle his own problems. He knows that Thou is responsible enough to take care of his car when he dies. He just knows this because Thao gained his self-confidence so he is now able to make his own decisions in his life and being able to figure out the difference between the good and bad decisions.

When I first got here in Canada, I was not the type of person who would socialize and make friends. I am always by myself and I do not want to interact with anyone. I would say I was a shy person and I did not really know how to engage with other people back then. But that was in Grade 9, but when I got to highschool it is where I realized that was just a beginning. I could

not even survive highschool without making any friends so I started talking to people. I met good people over the years and I am happy for the people that are still friends with me. That is when I realized that being shy and always quiet would never get me anywhere. There are people that help me gain my self-confidence. Because of my self-confidence I gained, it helped me make good decisions in life. Having confidence made overcome my fear, if it weren't for my confidence I wouldn't be able to take a leap of faith in life. It made me feel that I could achieve my goal and become successful.

Sometimes in life we just need a little push or a hand from someone to show our true nature. We can gain our self-confidence because of the problems we are facing motivates us to overcome it. If we are able believe in ourselves that we can do anything, we can do anything.

English Language Arts 30–2 January 2020

Assignment II: Literary Exploration

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Thought and Support (Pf) <ul style="list-style-type: none"> <li data-bbox="142 548 537 604">• A well-considered understanding of the topic is demonstrated. <li data-bbox="142 741 537 798">• The student’s ideas are thoughtfully explored. <li data-bbox="142 995 532 1052">• The literary example is related competently to the student’s ideas. <li data-bbox="142 1220 516 1245">• Support is specific and relevant. 	<p>A well-considered understanding of the topic is demonstrated in the student’s exploration of the ideas that “We gain strength from having self-confidence to overcome fear and challenges” and “Sometimes in life we just need a little push or a hand from someone to show our true nature.”</p> <p>The student’s ideas are thoughtfully explored in the discussion of how “After he met his neighbour who lives beside his house, he made a huge impact on Thao’s life by being his mentor and father to him,” “Because of him Thao gained self-confidence and started expressing himself,” and “I could not even survive highschool without making any friends so I started talking to people.”</p> <p>The literary example from <i>Gran Torino</i> is related competently to the student’s ideas that “one of the main characters Thao shows how he improves his self confidence from being quiet and pushover by his family and other people to being fearless and able to stand up for himself and for his loved ones.”</p> <p>Support is specific and relevant: “He showed him how to speak like a man, act like a man, and how to make decisions like a man” and “I met good people over the years and I am happy for the people that are still friends with me. That is when I realized that being shy and always quiet would never get me anywhere. There are people that help me gain my self-confidence.”</p>	<p>Proficient</p> <p>Pf</p>

Scoring Criteria	Rationale	Score
Form and Structure (Pf) <ul style="list-style-type: none"> <li data-bbox="142 268 516 359">• A controlling idea or unifying effect is sustained throughout the response. <li data-bbox="142 684 440 741">• Development of ideas and explanations is coherent. 	<p data-bbox="581 268 1224 646">A controlling idea or unifying effect is sustained throughout the response from the student’s statement that “There would be times in life that a person has to go through difficulties and challenges, but it is also the same time where an individual will gain their self-confidence to face those problems,” to “Thao gained his self-confidence so he is now able to make his own decisions in his life and being able to figure out the difference between the good and bad decisions,” to “Because of my self-confidence I gained, it helped me make good decisions in life,” through to “We can gain our self-confidence because of the problems we are facing motivates us to overcome it.”</p> <p data-bbox="581 684 1175 772">Development of ideas and explanations is coherent in the student’s discussion of <i>Gran Torino</i> and the student’s personal experience.</p>	<p data-bbox="1273 436 1398 464">Proficient</p> <p data-bbox="1273 485 1354 548">Pf</p>
Matters of Choice (Pf) <ul style="list-style-type: none"> <li data-bbox="142 863 493 919">• Diction is specific and generally effective. <li data-bbox="142 999 500 1089">• Many sentences appear to have been purposefully structured for effect. <li data-bbox="142 1167 513 1224">• Stylistic choices contribute to the creation of a competent voice. 	<p data-bbox="581 863 1224 919">Diction, such as “guts and instinct,” “loved ones,” and “leap of faith” is specific and generally effective.</p> <p data-bbox="581 999 1224 1089">Many sentences appear to have been purposefully structured for effect: “He showed him how to speak like a man, act like a man, and how to make decisions like a man.”</p> <p data-bbox="581 1167 1224 1255">Stylistic choices contribute to the creation of a competent voice, as in “I would say I was a shy person and I did not really know how to engage with other people back then.”</p>	<p data-bbox="1273 978 1398 1005">Proficient</p> <p data-bbox="1273 1026 1354 1089">Pf</p>
Matters of Correctness (Pf) <ul style="list-style-type: none"> <li data-bbox="142 1346 480 1465">• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. <li data-bbox="142 1545 539 1665">• Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. 	<p data-bbox="581 1346 1211 1497">This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics: “At the end of the movie when Thao’s mentor died, his mentor gave him his car to show how much he changed and how much trust he gained for himself.”</p> <p data-bbox="581 1545 1162 1633">Minor errors in mechanics, grammar, and complex language structures are understandable considering the circumstances.</p>	<p data-bbox="1273 1419 1398 1446">Proficient</p> <p data-bbox="1273 1467 1354 1530">Pf</p>

Where would you be without it

Self confidence or the lack of self-confidence can lead us to react to situations in a very different manner. This is because confidence gives us the ability to follow through our thoughts, where as the lack thereof can lead us to accept the worst outcomes. Confidence can affect your own personal outlook, therefore of how you deal with situations. This statement about confidence is clearly displayed in the film “Gran Torino” by the character Tau when he faces bullies and overcomes them with a new found confidence and in the excerpt “Flying Carpet” where a pilot and his companion are battling through a sandstorm and need to find a way to conquer the uneasy circumstances.

Initially, Tau was a very insecure boy. He never talked much and only talked when he was talked to. At gatherings he was usually the outsider and sat away from the crowd. This caused him to be the victim of bullying. Multiple times throughout the movie he was beaten and left with bruises to the eye by gang members that were his cousins. They would pick on him because he was small and quiet, and they knew he would not fight back. The insecurities led him to make irrational decisions so that he would be able to fit in with his gang member cousins. He did this so that he could show them that he was just like them. But the thing he lacked most, was confidence. Without it he could never be like them, they did not fear anything. They told Tau that in order to be initiated with the gang members he would have to steal his neighbors, Walt’s, Gran torino. However, this went unsuccessful very quickly and he was caught by the owner. This

made the gang members pick on him even more. Tau's sister noticed what had happened and made Tau apologize for his actions. To make up for his acts, he did house work for Walt and eventually became close friends with Walt. Walt, a previous war veteran, gave Tau lessons on how to talk to people by showing up to his barber and practicing a more confident way of talking. Tau used this to his advantage and when Walt recommended him for a job, Tau got hired on the spot. This was the first stepping stone in Tau's self confidence. Eventually scoring him a date with a girl. His confidence was on fire. When the gang members came back into his family's life, they assaulted his sister Sue making Tau furious. Tau wanted to finally fight back against the bullies because his new confidence now allowed him to do so. He was not going to let anything stop him. Tau would have never done this if Walt did not give him the confidence. Walt did not let Tau fight them because it was very dangerous although Tau was very adamant. Tau's confidence was so high that he would have now risked his life to defend his family. Tau's change in confidence displayed the difference of his actions seen at the beginning of the film and at the end of the film.

Self-confidence can make any challenges possible no matter how difficult they seem. In the excerpt "Flying Carpet", the main character Richard and his pilot Moye are faced with a challenge on their journey to retrace ancient travel routes around the world. On the way to the Sahara, the plane was running low on fuel. The solution to this would be to follow the track that leads to different deposited fuel stations. This would lead them to a fueling station with enough fuel, however, if they go about this way they would need to overcome a sandstorm that would have been exceedingly difficult to do so even when the weather is quiet. Having thousands of

miles of sand only made the task much more demanding. The only possible way to get past the storm is to have confidence in themselves. Without this confidence they would risk death. Pilot and Richard were not the least bit discouraged, despite what most people would think. The self-confidence they had in themselves surpassed most people's expectations. That is how they successfully made it through the storm safely. Confidence came easy for the two riders, meaning so did the victory.

Confidence is one of the most important qualities a human can have. Growing up people with more confidence lead to more successful lives because they are not scared to put their goals into a reality. Being with-held by self confidence can stop you from experiencing your life to the fullest. Tau would have never stood up for himself in situations without his confidence, and the pilot and his companion would not have made it out. You can have a lot of good qualities, but if confidence is not one of them we can not make the best possible decisions.

English Language Arts 30–2 January 2020

Assignment II: Literary Exploration

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Thought and Support (E)	<ul style="list-style-type: none"> <li data-bbox="142 548 516 604">• An insightful understanding of the topic is demonstrated. <li data-bbox="142 804 542 861">• The student’s ideas are perceptively explored. <li data-bbox="142 1024 505 1081">• The literary example is related effectively to the student’s ideas. <li data-bbox="142 1186 500 1211">• Support is precise and effective. 	<p data-bbox="1273 953 1393 978">Excellent</p> <p data-bbox="1273 1003 1325 1066">E</p>

Scoring Criteria	Rationale	Score
Form and Structure (E) <ul style="list-style-type: none"> <li data-bbox="142 268 526 359">• A focused controlling idea or unifying effect is skillfully sustained throughout the response. <li data-bbox="142 621 451 711">• Development of ideas and explanations is smooth and coherent. 	<p>A focused controlling idea is skillfully sustained from the explanation of how “This statement about confidence is clearly displayed in the film ‘Gran Torino’ by the character Tau when he faces bullies and overcomes them with a new found confidence and in the excerpt ‘Flying Carpet’ where a pilot and his companion are battling through a sandstorm and need to find a way to conquer the uneasy circumstances” through to the conclusion that “Growing up people with more confidence lead to more successful lives because they are not scared to put their goals into reality.”</p> <p>Development of ideas and explanations is smooth and coherent from the student’s choice of the title “Where would you be without it,” to the exploration of the ideas “But the thing he lacked most, was confidence,” “This was the first stepping stone in Tau’s self confidence,” “Tau’s confidence was so high that he would have now risked his life to defend his family,” and “You can have a lot of good qualities, but if confidence is not one of them we can not make the best possible decisions.”</p>	Excellent E
Matters of Choice (E) <ul style="list-style-type: none"> <li data-bbox="142 993 488 1020">• Diction is precise and effective. <li data-bbox="142 1087 509 1178">• Many sentences have been successfully structured for effect and are sometimes polished. <li data-bbox="142 1314 513 1373">• Stylistic choices contribute to the creation of a convincing voice. 	<p>Diction such as “insecurities,” “irrational decisions,” and “adamant” are precise and effective.</p> <p>Many sentences have been successfully structured for effect, such as “Confidence came easy for the two riders, meaning so did the victory” and are sometimes polished, as in “Tau would have never stood up for himself in situations without his confidence, and the pilot and his companion would not have made it out.”</p> <p>Stylistic choices contribute to the creation of a convincing voice, as in “His confidence was on fire” and “Having thousands of miles of sand only made the task much more demanding.”</p>	Excellent E
Matters of Correctness (E) <ul style="list-style-type: none"> <li data-bbox="142 1528 542 1646">• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. <li data-bbox="142 1713 532 1831">• The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances. 	<p>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics: “In the excerpt ‘Flying Carpet’, the main character Richard and his pilot Moye are faced with a challenge on their journey to retrace ancient travel routes around the world.”</p> <p>The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.</p>	Excellent E

English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2020

Example Scored Satisfactory (S)

My name is Jules Dewan and I am a recent graduate of Prosper high school. I am writing this letter in regards to the attendance policy is being considered. I believe that you should reject this new policy.

The first reason I believe that you should reject the attendance policy is because this policy will further discourage students from wanting to come to school. I believe it will discourage students from coming to school because of the anxiety. It will also cause stress on those students that are being bullied because they will be word about getting fine of not going to school.

The second reason I believe that we should reject this policy is because it will take time away from families. A post on Citizen Link from Kayo sato say “ I oney get my kids a few weeks of the year... My vacation happens to fall during their school term. This proposal would mean I would be fined for wanting to spend time with my kids.”. I believe that is not right because parents like Kayo Sato would have to lose time with their kids or have to pay a fine to spend time where own kids.

My final reason is that I don't believe that it is right that the parents of the students would have to ask the school for permission for them to pull their kids out of school for the day or even a holiday. An example to show this is Dominic Granley case in the UK. He took his daughter on an unauthorized holiday to Disney world and because of the attendance policy he had to pay \$120.

Thank you for reading my letter and i hope that you that everything into consideration to make the best decision for the school.

Jules Dewan

English Language Arts 30–2 January 2020

Assignment III: Persuasive Writing in Context

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Thought and Support (S)</p> <ul style="list-style-type: none"> A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear. 	<p>A sufficient but generalized understanding of the issue is demonstrated: “I am writing this letter in regards to the attendance policy is being considered. I believe that you should reject this new policy.”</p> <p>The student’s arguments (“The first reason I believe that you should reject the attendance policy is because this policy will further discourage students from wanting to come to school,” “The second reason I believe that we should reject his policy is because it will take time away from families,” and “My final reason is that I don’t believe that it is right that the parents of the students would have to ask the school for permission for them to pull their kids out of school for the day or even a holiday”) are appropriate and straightforward.</p> <p>Support—“It will also cause stress on those students that are being bullied because they will be word about getting fine of not going to school,” “I believe that is not right because parents like Kayo Sato would have to lose time with their kids or have to pay a fine to spend time where own kids,” and “An example to show this is Dominic Granley case in the UK. He took his daughter on an unauthorized holiday to Disney world and because of the attendance policy he had to pay \$120”—is relevant but general, and is occasionally lacking in persuasiveness and consistency.</p> <p>The voice is clear, as in “My name is Jules Dewan and I am a recent graduate of Prosper high school” and “I believe it will discourage students from coming to school because of the anxiety.”</p>	<p>Satisfactory</p> <p>S</p>
<p>Writing Skills (S)</p> <ul style="list-style-type: none"> The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words and structures are occasionally effective: “The first reason I believe that you should reject the attendance policy is because this policy will further discourage students from wanting to come to school.”</p> <p>The writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics, as in “The second reason I believe that we should reject this policy is because it will take time away from families.”</p>	<p>Satisfactory</p> <p>S</p>

English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2020

Example Scored Proficient (Pf)

Dear Prosper School Board,

My name is Jules Dewan, I am a recent graduate from Prosper High School and I have recently heard about the punishment fines for missing class idea. I kindly ask that you take a few moments out of your day to read, consider and act upon this matter with the right decision in mind.

Personally, I do not think punishment fines for students is a good idea at all. Punishing a student with money is not right. Many students suffer from mental illnesses being the reason they miss class. It is hard to sit still and learn in a class room when your stress and anxiety is through the roof. Instead of charging people money, we should reach out to the families and students and try to help. I can tell you punishing a kid for not going to school is definitely not going to make them want to come any more than they already do.

Secondly, some people visit family from different places or countries and can only see them at certain times. We can't punish people for visiting family. The other day I was reading a world health magazine. I seen that children who spend quality time with their loved ones have self-confidence. they are more sociable cause they feel that their parents care about them. It also strengthens family ties and allows children to handle stressful situations with ease. Due to this kids will start to develop positive behaviors because their family members influence them.

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Lastly, Many students are also athletes. A lot of times they are pulled out of class because they have a game or a tournament. Studies show that physical activity is one of the best ways to keep your mind right and your body right as well. This will make students happier and more motivated to go to school. also just the simple idea of playing a sport, doing something you really like or love can also make people feel a lot more confident and better. Students and parents should not be fined for missing a few classes to play a school team sport.

I greatly appreciate you for taking time out of your day to read my letter. I hope you think about what I said and make the right decision today. I'll be looking forward to hearing the end result.

Sincerely,

Jules Dewan

English Language Arts 30–2 January 2020

Assignment III: Persuasive Writing in Context

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Thought and Support (Pf) <ul style="list-style-type: none"> <li data-bbox="142 548 467 636">• A thoughtful and competent understanding of the issue is demonstrated. <li data-bbox="142 709 513 764">• The student’s arguments are well considered and sound. <li data-bbox="142 995 532 1115">• Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. <li data-bbox="142 1314 415 1339">• The voice is competent. 	<p>A thoughtful and competent understanding of the issue is demonstrated in the student’s discussion of the idea that “Personally, I do not think punishment fines for students is a good idea at all. Punishing a student with money is not right.”</p> <p>The student’s arguments (“I can tell you punishing a kid for not going to school is definitely not going to make them want to come any more than they already do,” “some people visit family from different places or countries and can only see them at certain times. We can’t punish people for visiting family,” and “Students and parents should not be fined for missing a few classes to play a school team sport”) are well considered and sound.</p> <p>Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way: “Many students suffer from mental illnesses being the reason they miss class. It is hard to sit still and learn in a class room when your stress and anxiety is through the roof,” “children who spend quality time with their loved ones have self-confidence,” and “also just the simple idea of playing a sport, doing something you really like or love can also make people feel a lot more confident and better.”</p> <p>The voice is competent, as in “I kindly ask that you take a few moments out of your day to read, consider and act upon this matter with the right decision in mind.”</p>	Proficient Pf
Writing Skills (Pf) <ul style="list-style-type: none"> <li data-bbox="142 1497 540 1551">• The selection and use of words and structures are frequently effective. <li data-bbox="142 1688 480 1808">• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words and structures are frequently effective, as in “It also strengthens family ties and allows children to handle stressful situations with ease” and “Studies show that physical activity is one of the best ways to keep your mind right and your body right as well.”</p> <p>The writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics: “Instead of charging people money, we should reach out to the families and students and try to help.”</p>	Proficient Pf

English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2020

Example Scored Excellent (E)

January 13, 2020

Prosper School Board

Prosper High School

Edmonton, Alberta

Dear Prosper School Board,

My name is Jules Dewan, a recent graduate of Prosper High School. I am writing to you today in regards to the situation on whether or not an attendance policy that would include penalty fines should be established at Prosper High. A policy such as this is one that would prove to be more detrimental than beneficial which is why I believe and am opposed to the idea that this policy should be put into place.

Those opposed to the policy are against it for many reasons such as in the case of Mr. Kayo Sato. Mr. Sato only has access to his children for a few weeks in the year. Unfortunately for him, those few weeks are only available when his children are in school. In the past, the children have usually not attended school during that time so that they may be with their father. But this proposal would mean that

anytime Mr. Sato wanted to spend time with his children, he would be fined. Eventually after a while he would have to put a stop to this which means the children would no longer get quality time with their dad which in turn could cause their mental health to spiral down and reach an all time low. Another reason why this policy would not be beneficial can be seen from an article inside a mental health magazine that is discussing the benefits of spending quality time with family. The article states that research has shown that family time builds self-esteem, it creates bonds, and it nurtures positive behaviours.

Those who support the policy would argue that by implementing this it would ensure the presence of students in class, but what they fail to realize is that just because a student is present in a class does not mean that they have to be productive in that class. Education is something that must be wanted and not forced. The main idea behind this policy is so that students will not fall behind in their classes so they may be able to graduate. If a student decides to come to class every day but is also nonproductive each and every day, their grades start to take on a pattern and appear as if they do not attend class at all. At the end of the day, the person this really affects would be the teacher because they would start to feel hopelessness and a type of dislike towards a student who does no work but causes disruptions in their class. Supporters state that they only want what is in the best interest for students and for them to be successful, but in the case of Geraldine McQueen this would not be in her best interests. Her family struggles financially so as a result Geraldine must work to contribute and sometimes she misses school because of this. As she stated, if her parents had to pay fines for her missing school she would just drop out of school completely to support her family.

In conclusion, while there may appear to be some pros to having a penalty fine for attendance, they are greatly outweighed by the cons of this. If this is implemented it may seem to be advantageous in the beginning but in the long run it would prove to be more damaging to a significant amount of the student body. Thank you for taking the time to read this letter and I hope that your viewpoint on this issue will become aligned with that of mine. If there are any questions I may be reached at . Once again thank you for your consideration on this matter and I look forward to hearing your response.

Sincerely,

Jules Dewan

English Language Arts 30–2 January 2020

Assignment III: Persuasive Writing in Context

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p>Thought and Support (E)</p> <ul style="list-style-type: none"> A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. The voice is confident. 	<p>A perceptive and thorough understanding of the issue is demonstrated in the development of the idea that “I am writing to you today in regards to the situation on whether or not an attendance policy that would include penalty fines should be established at Prosper High.”</p> <p>The student’s arguments that “Eventually after a while he would have to put a stop to this which means the children would no longer get quality time with their dad which in turn could cause their mental health to spiral down and reach an all time low” and “just because a student is present in class does not mean that they have to be productive in that class” are adept and convincing.</p> <p>Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way: “research has shown that family time builds self-esteem, it creates bonds, and it nurtures positive behaviours” and “If a student decides to come to class every day but is also nonproductive each and every day, their grades start to take on a pattern and appear as if they do not attend class at all.”</p> <p>The voice is confident, as in “while there may appear to be some pros to having a penalty fine for attendance, they are greatly outweighed by the cons of this.”</p>	<p>Excellent</p> <p>E</p>
<p>Writing Skills (E)</p> <ul style="list-style-type: none"> The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words and structures are effective: “Supporters state that they only want what is in the best interest for students and for them to be successful, but in the case of Geraldine McQueen this would not be in her best interests.”</p> <p>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics: “Those who support the policy would argue that by implementing this it would ensure the presence of students in class, but what they fail to realize is that just because a student is present in a class does not mean that they have to be productive in that class.”</p>	<p>Excellent</p> <p>E</p>

Scoring Categories and Criteria for 2019–2020

Assignment I: Visual Reflection

Ideas and Impressions

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 4.1

When marking **Ideas and Impressions**, the marker should consider the

- quality of the ideas generated by the student to explore the visual text(s) and the impressions that the student has formed to reflect upon the visual text(s)
- effectiveness and consistency of the **support** provided
- appropriateness of **development** and **unifying** effect to prose form

Excellent

E

The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions. The response is skillfully developed.

Proficient

Pf

The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.

Satisfactory

S

The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.

Limited

L

The student's perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly or ineffectively developed.

Poor

P

The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to fulfill the assignment **OR**
 - the writing is so deficient in length that it is not possible to assess Ideas and Impressions
-

Presentation

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 3.1, 3.2, 4.1, 4.2

When marking **Presentation**, the marker should consider the

- **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
- quality of language and expression

Consider the complexity of the response in terms of its context and length.

Excellent

The student's voice is engaging and confident. Stylistic choices are precise and effective.

E

Proficient

The student's voice is distinct and well considered. Stylistic choices are specific and frequently effective.

Pf

Satisfactory

The student's voice is matter-of-fact and appropriate. Stylistic choices are adequate and occasionally effective.

S

Limited

The student's voice is inconsistent and/or inappropriate. Stylistic choices are imprecise and often unclear.

L

Poor

The student's voice is ambiguous and/or incoherent. Stylistic choices are ineffective and/or impede communication.

P



Scoring Categories and Criteria for 2019–2020

Assignment II: Literary Exploration

Because students' responses to the Personal Response to Texts Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Personal Response to Texts Assignment on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

... 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.

Thought and Support

(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider how effectively the

- **student’s ideas** reflect an understanding of the topic
- **literary example** relates to the student’s ideas
- **support** explains and/or clarifies the response

Consider ideas presented in the *Personal Reflection on Choice of Character(s) from Literary Text(s)*.

Excellent E

An insightful understanding of the topic is demonstrated. The student’s ideas are perceptively explored. The literary example is related effectively to the student’s ideas. Support is precise and effective.

Proficient Pf

A well-considered understanding of the topic is demonstrated. The student’s ideas are thoughtfully explored. The literary example is related competently to the student’s ideas. Support is specific and relevant.

Satisfactory S

A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general.

Limited L

An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student’s ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student’s ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.

Poor P

A minimal understanding of the topic is demonstrated. The student’s ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student’s ideas and/or to the topic. Support is deficient and/or irrelevant.

Insufficient INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to address the topic **OR**
- the writing is so deficient in length that it is not possible to assess Thought and Support

Form and Structure

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.2, 3.1, 4.1, 4.2

When marking **Form and Structure**, the marker should consider how effectively the **student's** organizational choices result in

- the development and maintenance of a **controlling idea** or **unifying effect**
- the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Excellent

E

A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.

Proficient

Pf

A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.

Satisfactory

S

A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.

Limited

L

A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.

Poor

P

A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.

Matters of Choice

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Matters of Choice**, the marker should consider how effectively the **student's** choices enhance communication. The marker should consider

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of **voice**

Excellent E	Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.
Proficient Pf	Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.
Satisfactory S	Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.
Limited L	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.
Poor P	Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

Matters of Correctness

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response

Excellent E	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.
Proficient Pf	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.
Satisfactory S	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.
Limited L	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
Poor P	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

Scoring Categories and Criteria for 2019–2020

Assignment III: Persuasive Writing in Context

Thought and Support

(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 4.1, 4.2

When marking **Thought and Support**, the marker should consider

- how effectively the student has addressed the **significance** and **complexity** of the issue
- the **persuasiveness** and **consistency** of the argument(s) presented
- how well the supporting evidence is **integrated, synthesized, and/or developed** to support the student's arguments
- awareness of **audience** and effectiveness of **voice**

Excellent

E

A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.

Proficient

Pf

A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.

Satisfactory

S

A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.

Limited

L

A superficial and/or incomplete and/or confused understanding of the issue is demonstrated. The student's arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear.

Poor

P

An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to fulfill the assignment **OR**
 - the writing is so deficient in length that it is not possible to assess Ideas and Impression
-

Writing Skills

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- **syntax**
- **diction**
- **grammar**
- **mechanics**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent E	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
Proficient Pf	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
Satisfactory S	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
Limited L	The selection and use of words and structures are generally ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
Poor P	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.
