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

From the January 2023 Diploma Examination

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**This document was primarily written for:**

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

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***2023–2024 English Language Arts 30–2 Examples of the Standards for Students’ Writing***

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We can also be contacted by regular mail at

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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 2023 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 2023 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2023. 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 2023 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 2023 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 2023 *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 2023.

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 2023 Writing Assignments

January 2023

## 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

*Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.*

#### Instructions

- Complete all **three** assignments.
- You may use the following print references:
  - an English and/or bilingual dictionary
  - a thesaurus
  - an authorized writing handbook
- Space is provided in your booklet for planning but **not** for final work.
- It is your responsibility to print out and staple all of your final written work to the designated pages in your booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.

#### Additional Instructions for Students Using Word Processors

- 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.

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## Assignment I: Visual Reflection

Suggested time: 30 to 40 minutes

Suggested word count range: 300 to 700 words



Tribune-Review



## ASSIGNMENT I: VISUAL REFLECTION

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

### The Assignment

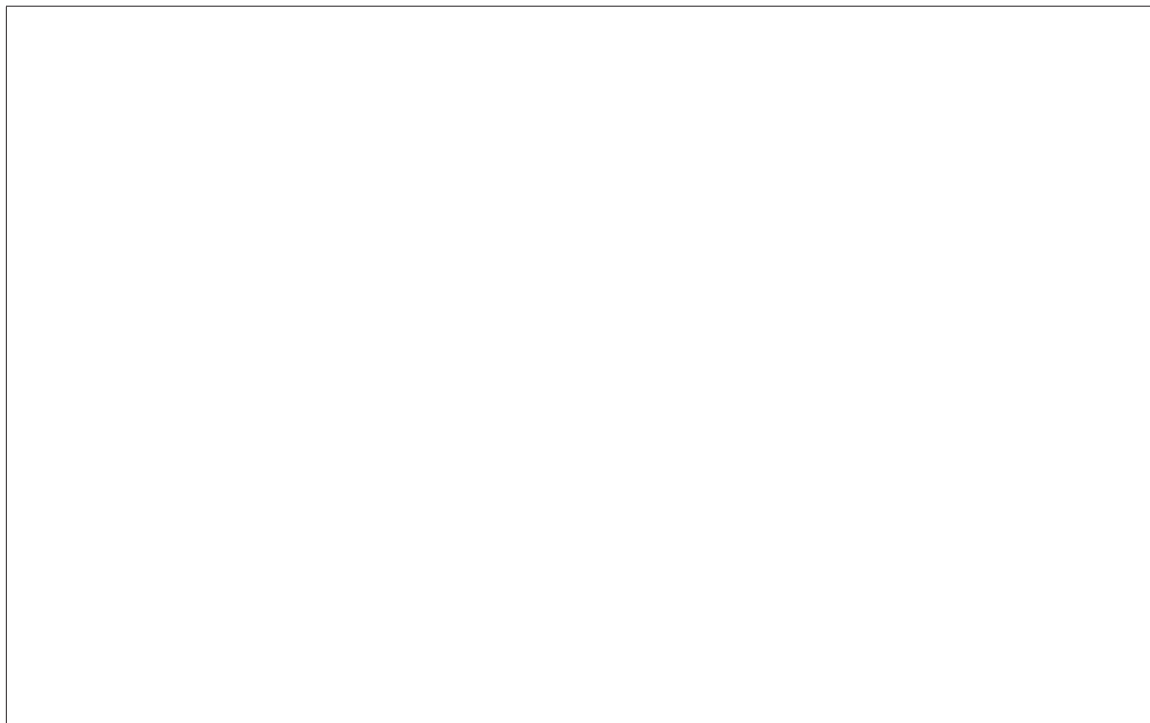
**What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.**

*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 nonfiction excerpt and complete the assignment that follows.

*William Kamkwamba is from Malawi. He gained fame in his country in 2007 when he built a wind turbine to power electric appliances in his family's home. This excerpt describes the first test of his device, when he held a light bulb in his hand.*

### from THE BOY WHO HARNESSSED THE WIND

News of the machine had spread to the villages, and people were starting to arrive. The traders spotted it from their stalls and packed up their things. The truckers left their vehicles along the roads. Everyone walked into the valley, and now gathered in its shadow. I recognized these faces. Some of these people had mocked me for months, and still they whispered, even laughed. More of them were coming. It was time.

Balancing the small reed and wires in my left hand, I used the other to pull myself onto the tower's first rung. The soft wood groaned under my weight, and the compound fell silent. I continued to climb, slowly and assuredly, until I was facing the machine's crude frame. Its plastic arms were burned and blackened, its metal bones bolted and welded into place. I paused and studied the flecks of rust and paint, how they appeared against the fields and mountains beyond. Each piece told its own tale of discovery, of being lost and found in a time of hardship and fear. Finally together now, we were all being reborn.

Two wires dangled from the heart of the machine and gently danced in the breeze. I knotted their frayed ends together with the wires that sprouted off the reed, just as I'd always pictured. Down below, the crowd cackled like a gang of birds.

"Quiet down," someone said. "Let's see how crazy this boy really is."

A sudden gust muffled the voices below, then picked up into a steady wind. It took hold of my T-shirt and whistled through the tower rungs. Reaching over, I removed a bent piece of wire that locked the machine's spinning wheel in place. Once released, the wheel and arms began to turn. They spun slowly at first, then faster and faster, until the force of their motion rocked the tower. My knees buckled, but I held on.

*Don't let me down.*

I gripped the reed and wires and waited for the miracle. Finally it came, at first a tiny light that flickered from my palm, then a surging magnificent glow. The crowd gasped and shuddered. The children pushed for a better look.

"It's true!" someone said.

"Yes," said another. "The boy has done it."

*William Kamkwamba and Bryan Mealer*

Excerpt from pp. 1–2 (374 words) from *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer. Copyright © 2009 by William Kamkwamba and Bryan Mealer. Used by permission of HarperCollins Publishers.

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## The Assignment

In this excerpt, the writer describes the background and first test of his device.

**What is your opinion of the idea that an individual's sense of accomplishment comes from pursuing a goal?**

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 the development of your ideas on the topic question
- 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.

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

***Character(s) Chosen*** \_\_\_\_\_

***Literary Text(s) and Author(s)*** \_\_\_\_\_

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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 High School administration is considering adopting the “flipped classroom” model of instruction. In this model, students would be introduced to content at home through videos or readings, and then practice working through the content at school with their teacher’s assistance. This model reverses the more common practice of introducing new content at school, and then assigning homework and projects to be completed by the students independently. Supporters of the flipped classroom believe that it would benefit students by maximizing teacher instructional time. Those opposed believe that many students would be disadvantaged, especially those who are not self-motivated or those who do not have access to the required technology outside school.

In deciding whether to accept or to reject the proposal, the Prosper School Board has invited concerned individuals to make their views known. You are Kelly Johnson, a recent graduate of Prosper High School. You have considered information and opinions from various sources (see pages 14 and 15). 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.

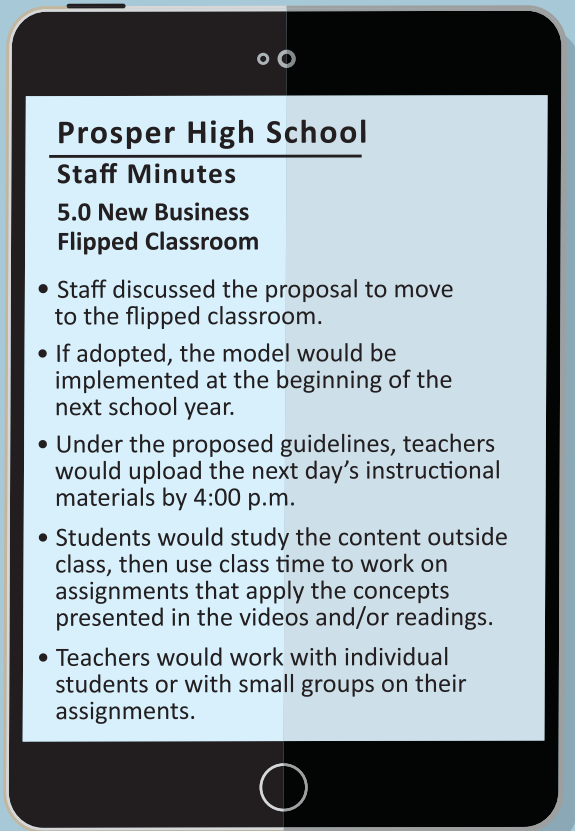
### The Assignment

**Write a speech or letter that will persuade the Prosper High School administration either to ACCEPT or to REJECT the proposal to adopt the flipped classroom.**

In preparing your persuasive speech or letter, BE SURE TO

- study the information on pages 14 and 15
- consider your purpose and audience
- present a clear argument that explains the reasons behind your decision
- use an appropriate tone

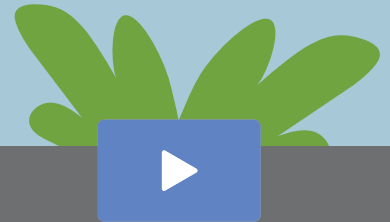
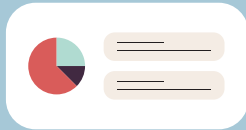
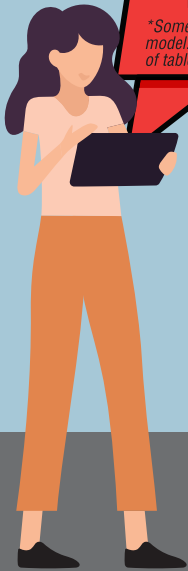
Remember that you must clearly and directly choose either to **accept** or to **reject** the proposal.



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**FastPoll.com**

**Should Prosper High School adopt the flipped classroom?**

Group:	YES	NO
Parents	45%	55%
Teachers	75%	25%
Students	60%	40%

**Results**

**Comments**

User: **TT442** (Grace Park) quote edit

*School hours are for teaching students, not supervising their homework. How much of a teacher's time will each student actually get in class? And what about the technology required to view the videos? Will I have the Internet capacity, and what will that do to my monthly bill?*

User: **ZRS531** (Sasha Singh) quote edit

*I like the idea of learning concepts on my own! Learning by watching videos is what we do. Getting help from my teacher with assignments would be a better use of my class time. I can save the videos for review, and access them when I'm away or home sick.*

User: **TX880** (Nixon Watemba) quote edit

*If I have questions about the lessons, I'll have to wait until the next day to have them answered. If the concept is taught in a way I don't understand, I am not able to let the teacher know. I also like classroom discussion, and this model eliminates that.*

User: **DK623** (Donna Klein) quote edit

*Studying course content independently makes you more aware of your weaknesses. Students will come to class motivated to understand the concepts they are struggling with. This is a more natural way to learn: find out what you don't know first, then talk to someone who knows!*

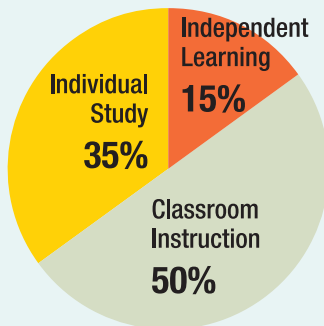
## Trends in Education

Education, more than any other field, has been plagued with trends and fads of doubtful value, according to Canadian teachers. A recent nationwide study involving 5000 seasoned teachers revealed a significant number of teachers believe that placing too much faith in one single education method is contrary to decades of experience in education. Even when research is valid, teachers often continue with instructional practices they feel are the most effective, using their professional judgment to develop strategies that best suit their students' needs and learning styles.

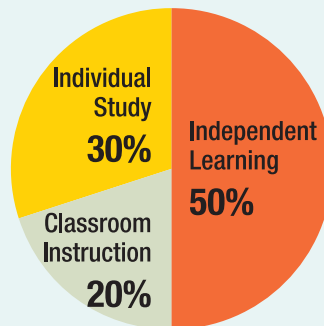


## STUDENT LEARNING TIME (%)

**Traditional Classroom Model**



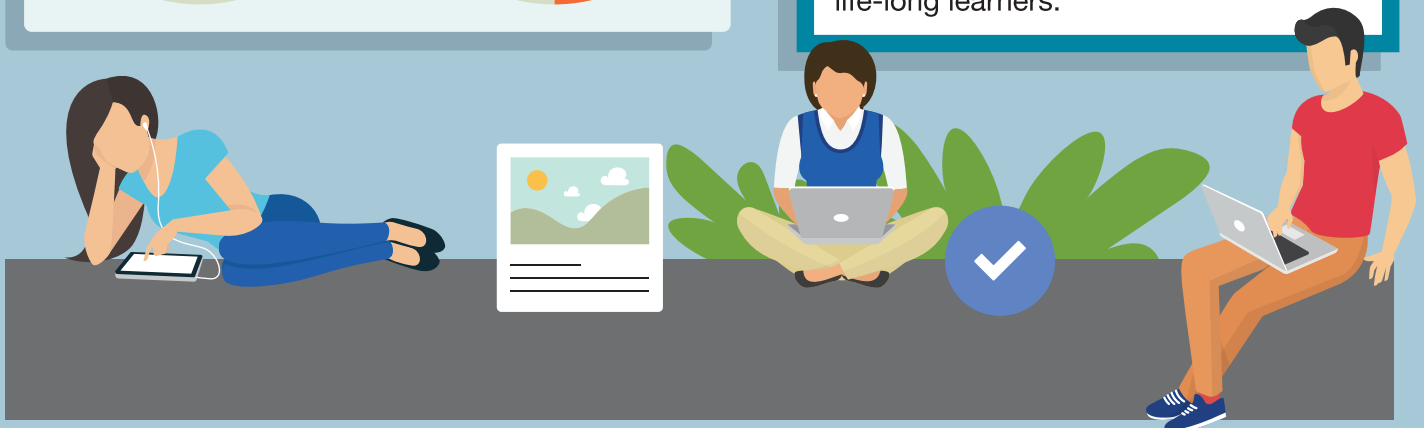
**Flipped Classroom Model**



## — STUDENTS' UNION BLOG — ○ ○ ○

### EMPOWERING STUDENTS

What is the most powerful resource in the classroom? The students themselves. When we are empowered and given control over our own learning, we become engaged. We understand that learning can happen at any time and in any place. This creates students who are self-directed, and who become life-long learners.



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# 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 [2023–2024 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 2023

## Assignment I: Visual Reflection

The photograph of the superhero window washers outside the children’s hospital provided many openings for student writers. They developed ideas and impressions on the changes in perspective that can result from positive experiences, the actions and motivations of those who inspire others, the value of providing hope in the midst of suffering, and the significance of acts of kindness received with gratitude. Some students developed responses from the point of view of someone viewing the window washers, while others wrote from the point of view of one or more of the “superheroes.” There were also narrative responses developed from the perspective of one of the workers hired to dress up in costume and wash windows, or from the perspective of someone who observed the washers in action. Regardless of approach, student writers generally emphasized the positive impact of the encounter on the participants. Markers are reminded that they should see **clear** evidence that the student has viewed and reflected upon the photograph, even when using the prompt as a point of departure.

## Assignment II: Literary Exploration

Both the reading selection from *The Boy Who Harnessed the Wind* and the topic question on the idea that an individual’s sense of accomplishment comes from pursuing a goal provided clear points of entry for the exploration of the writing assignment. Through both literature and personal experience, most students were able to explore the sense of accomplishment that results from pursuing various goals. Many students discussed the effect of defining a goal on a character’s subsequent decisions and actions, and/or the significance of a particular accomplishment to a change in perspective. Some students chose to focus primarily on literature, while others developed responses that detailed personal anecdotes where the successful achievement of a goal had a lasting effect on the individual. Many students also incorporated details from William Kamkwamba’s experience in the reading selection to support their ideas on the topic question. 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. As literary examples may be 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 *Born a Crime*, *The Hate U Give*, *Night*, “The Truth About Sharks,” *Into the Wild*, *Indian Horse*, *Fallen Angels*, “On the Rainy River,” and *A Streetcar Named Desire*. Students also used films such as *The Shawshank Redemption*, *Good Will Hunting*, *Gran Torino*, *The Godfather*, *Juno*, and *Just Mercy*.

## Assignment III: Persuasive Writing in Context

The proposal of whether to accept or to reject the proposal to introduce the flipped classroom was engaging for student writers. Those who supported the proposal cited the importance of maximizing teacher instructional time, the advantages created through the use of technology, and the importance of motivation and self-direction to educational success. Those opposed to the proposal questioned the cost and availability of the technology required to implement the new instructional model, noted the additional pressure on students to come to class prepared to apply concepts they are still learning, and observed that pre-recorded instructional material does not allow for interaction. Students drew key details from the source material, and occasionally supplemented their arguments with references to their own personal observations, experiences, and knowledge. With varied degrees of effectiveness, students occasionally made reference to lessons learned through both positive and negative experiences with alternative learning models during the COVID pandemic. Students occasionally chose to acknowledge and refute positions from the opposing side. Markers are reminded to evaluate the choices that students have made in terms of the argument developed on their position, not in terms of the perceived “accuracy” or “correctness” of their interpretation of sources. Most students were aware of their purpose in persuading the Prosper High School administration, and used a tone appropriate to the intended audience.

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## Examples of Students' Writing with Teachers' Commentaries

### English Language Arts 30–2 Visual Reflection Assignment, January 2023

#### Example Scored Satisfactory (S)

Heroes are the ones who help people and are the ones who save people when they have problems. They are the ones who risk their lives to save people. We see people with superhero costumes cleaning the windows on the top of a children hospital building . This shows how risky this job is. They are wearing these costumes to make the children inside the hospital be happy that they have met their favorite superheroes. These people are the heroes. They are taking a risk on cleaning the top of the window building and giving happiness to the sick children inside the hospital building.

The focus of the picture is the window cleaner dressing up as superheroes. They are dressed up as popular comic book superheroes like Spiderman, Superman, Batman and Captain America. The children love those superheroes. They are excited to see their favorite heroes. The lighting shows how the picture has bright colors. It shows different kinds of colors in the building and the people wearing the costumes. Bright colors show happiness in this picture. The angle shows how risky it is to clean on the top of the building. The window cleaners show that they are doing their job to clean the window. It shows that they are not afraid of heights, they are brave like a hero.

We have heroes in the world that help us. My Doctor is the hero that helps me to make me feel well. When I had a fever I went to the clinic and the Doctor gave me a prescription for my medicine. When I started taking medication on my fever things seemed a lot better. I do not have sickness when taking the medicine. This shows that people that helped others are heroes.

# English Language Arts 30–2 January 2023

## Assignment I: Visual Reflection

### Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p><b>Ideas and Impressions (S)</b></p> <ul style="list-style-type: none"> <li>The student’s perceptions are appropriate but may be generalized.</li> <li>Support is adequate and generally connected to the student’s ideas and impressions.</li> <li>The response is generally clearly developed.</li> </ul>	<p>The student’s perception that “Heroes are the ones who help people and are the ones who save people when they have problems. They are the ones who risk their lives to save people” is <b>appropriate</b> and <b>generalized</b>.</p> <p>Support is <b>adequate</b> and <b>generally connected</b> to the student’s idea: “They are wearing these costumes to make the children inside the hospital be happy that they have met their favorite superheroes,” “When I had a fever I went to the clinic and the Doctor gave me a prescription for my medicine,” and “We see people with superhero costumes cleaning the windows on the top of a children hospital building . This shows how risky this job is.”</p> <p>The response is <b>generally clearly developed</b> in the student’s discussion of the ideas that “These people are the heroes,” “It shows that they are not afraid of heights, they are brave like a hero,” and “This shows that people that helped others are heroes.”</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<p><b>Presentation (S)</b></p> <ul style="list-style-type: none"> <li>The student’s voice is matter-of-fact and appropriate.</li> <li>Stylistic choices are adequate and occasionally effective.</li> </ul>	<p>The student’s voice is <b>matter-of-fact</b> and <b>appropriate</b>, as in “The children love those superheroes. They are excited to see their favorite heroes.”</p> <p>Stylistic choices are <b>adequate</b> and <b>occasionally effective</b>, as in “They are dressed up as popular comic book superheroes like Spiderman, Superman, Batman and Captain America.”</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>

## English Language Arts 30–2 Visual Reflection Assignment, January 2023

### Example Scored Proficient (Pf)

In this Picture we see a group of superheroes coming together and doing some work on a building. Looking at this picture, what can we learn from it? In this picture we see how coming together makes us better. Despite our differences we all are capable of putting our differences aside and come together to make our world a better place, for now and most importantly for the coming generations. Simply looking at the picture we might just see a group of men wearing hero costumes, helping each other clean. If we look beyond the picture we can see something much more important. The idea of unity, how can we make this world a better place. And it all starts once we come together and listen to what one has to say, helping when help is needed.

Looking at this picture we can see how all the men are standing still on the same level, no one is at a higher level than the other. The reason why we might not get along sometimes can be because we are all trying to get to a higher place than someone or somehow be better. That is a key point in being united, we can have that way of thinking, I need to be better than him or her, rather it should be can we be better together. An example we can use to help us come together is climate change, climate change is something that affects us all in some sort of way. In our world today the younger generation, we are the ones responsible for the future earth. Coming together to help eliminate waste, produce less pollution into the air we breathe in. Climate Change is something that has an effect on all of us, but by coming together we can be strong enough to face it. Many people get together through social media in order to make big changes on our planet. Looking at the picture, something similar is happening with the group of men who work together to help maintain a nice and clean building. Rather than competing with one another we should start to think of how to better our environment by coming together and uniting with each other. It's important that we come together and work hard to make the place of our future kids a better place.

To conclude, in the picture that we have been provided we see how significant it is to come together to come together to make a better future for the young generation. Always remember to achieve something great only when we unite and listen to each other to get ideas and plans. Looking at pictures we see the men wearing hero costumes, one way of saying they are heroes helping our society to the best of their ability.

# English Language Arts 30–2 January 2023

## Assignment I: Visual Reflection

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p><b>Ideas and Impressions (Pf)</b></p> <ul style="list-style-type: none"> <li>The student’s perceptions are thoughtful and considered.</li> <li>Support is relevant, detailed, and clearly connected to the student’s ideas and impressions.</li> <li>The response is coherently developed.</li> </ul>	<p>The student’s perceptions are <b>thoughtful</b> and <b>considered</b> in the discussion of the idea that “Despite our differences we all are capable of putting our differences aside and come together to make our world a better place, for now and most importantly for the coming generations.”</p> <p>Support is <b>relevant</b> (“That is a key point in being united, we can have that way of thinking, I need to be better than him or her, rather it should be can we be better together. An example we can use to help us come together is climate change, climate change is something that affects us all in some sort of way”), <b>detailed</b> (“Coming together to help eliminate waste, produce less pollution into the air we breathe in. Climate Change is something that has an effect on all of us, but by coming together we can be strong enough to face it”), and <b>clearly connected</b> (“Looking at the picture, something similar is happening with the group of men who work together to help maintain a nice and clean building. Rather than competing with one another we should start to think of how to better our environment by coming together and uniting with each other. It’s important that we come together and work hard to make the place of our future kids a better place”) to the student’s ideas and impressions.</p> <p>The response is <b>coherently developed</b> in the student’s discussion of the ideas that “how coming together makes us better,” how “we are the ones responsible for the future earth,” and “how significant it is to come together to come together to make a better future for the young generation.”</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>
<p><b>Presentation (Pf)</b></p> <ul style="list-style-type: none"> <li>The student’s voice is distinct and well considered.</li> <li>Stylistic choices are specific and frequently effective.</li> </ul>	<p>The student’s voice is <b>distinct</b> and <b>well considered</b>, as in “And it all starts once we come together and listen to what one has to say, helping when help is needed.”</p> <p>Stylistic choices are <b>specific</b> and <b>frequently effective</b>: “Simply looking at the picture we might just see a group of men wearing hero costumes, helping each other clean. If we look beyond the picture we can see something much more important,” and “Climate Change is something that has an effect on all of us, but by coming together we can be strong enough to face it.”</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>

## English Language Arts 30–2 Visual Reflection Assignment, January 2023

### Example Scored Excellent (E)

As a child, the marvel cinematic universe would pull us in with stories of superheroes saving the day. However, no matter how hard we wish, those stories will remain a work of fiction. As we grow older, we start seeing who our true heroes are, and that there are many more of them than we think. Unlike the amazing spider-man, they cannot sling through the air using webs. They can not lift trains, depending on the day they can even struggle lifting up a heavy box, and yet they are the people who help run our world. Our true superheroes are those who work hard jobs to keep a never ending supply and demand chain in check. No matter where you go, there will always be a person or team of people who have contributed to something you have used that day.

The team of superhero dressed window washers shown in the photo is a great representation of workers being heroes. To be able to be multiple stories up in the air, suspended by nothing but a rope to clean a window takes the bravery of a superhero for sure. The costumes are just the icing on the cake and adds to the representation of them being real live heroes.

With the covid pandemic happening in recent years, we have also heard a lot about how Canadian medical staff are heroes. Because of large amounts of the population getting sick very fast, they found themselves flooded with patients and had to work long hours to ensure everyone's safety. When you are a hero, there are little to no breaks. It shouldn't have taken a pandemic to realize that doctors and nurses are heroes, however. Even before the pandemic they are out saving lifes! What is more heroic than that?

Even our parents can be superheroes. With all the work many of them do day in and day out, they deserve the title. Lots of them will work multiple jobs just to support their family. Even after work they do not get to relax. Picking up after their kids, cleaning the house, grocery shopping, and however many other tasks they have in one day.

Marvel shows us what life could be like surrounded by mutant, bio-engineered, or crazy rich superheroes and honestly, I prefer the real heroes we have already. I am okay with not

dealing with my city being blown up by the next batman versus killer croc battle. I believe that the heroes we have in real life are all we need



# English Language Arts 30–2 January 2023

## Assignment I: Visual Reflection

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p><b>Ideas and Impressions (E)</b></p> <ul style="list-style-type: none"> <li>The student’s perceptions are insightful and carefully considered.</li> <li>Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions.</li> <li>The response is skillfully developed.</li> </ul>	<p>The student’s perception, “As we grow older, we start seeing who our true heroes are, and that there are many more of them than we think,” is <b>insightful</b> and <b>carefully considered</b>.</p> <p>Support is <b>precise</b> (“Picking up after their kids, cleaning the house, grocery shopping, and however many other tasks they have in one day”), <b>purposefully chosen</b>, (“Because of large amounts of the population getting sick very fast, they found themselves flooded with patients and had to work long hours to ensure everyone’s safety”), and <b>strongly connected</b> (“To be able to be multiple stories up in the air, suspended by nothing but a rope to clean a window takes the bravery of a superhero for sure”) to the student’s ideas and impressions.</p> <p>The response is <b>skillfully developed</b> in the student’s discussion of how “the photo is a great representation of workers being heroes,” to the assertions that “it shouldn’t have taken a pandemic to realize that doctors and nurses are heroes,” and “Even our parents can be superheroes,” through to the conclusion that “Marvel shows us what life could be like surrounded by mutant, bio-engineered, or crazy rich superheroes and honestly, I prefer the real heroes we have already.”</p>	<p>Excellent</p> <p><b>E</b></p>
<p><b>Presentation (E)</b></p> <ul style="list-style-type: none"> <li>The student’s voice is engaging and confident.</li> <li>Stylistic choices are precise and effective.</li> </ul>	<p>The student’s voice is <b>engaging</b> and <b>confident</b>, as in “I am okay with not dealing with my city being blown by the next batman versus killer croc battle.”</p> <p>Stylistic choices are <b>precise</b> and <b>effective</b>: “However, no matter how hard we wish, those stories will remain a work of fiction,” “They can not lift trains, depending on the day they can even struggle lifting up a heavy box, and yet they are the people who help run our world,” and “What is more heroic than that?”</p>	<p>Excellent</p> <p><b>E</b></p>

## English Language Arts 30–2 Literary Exploration Assignment, January 2023

### Example Scored Satisfactory (S)

An individual's sense of accomplishments comes from pursuing a goal. When we set a goal, and we reach it we feel so proud of ourselves for being able to accomplish that goal. Sometimes it is not easy to reach our goals. We might experience facing obstacles when we walk the path towards that goal, and we might even feel like giving up before we even reach our goal.

In the excerpt given, William Kamkwamba built a wind turbine, and he did a test on this device using a light bulb. No one believed him and people thought he was crazy and when he gave the machine a test it produced a *magnificent glow* which proves that he has done it, and he has accomplished his goal which is to make it work. William has accomplished his goal and the people who thought he was crazy were shocked. This shows us that we feel a sense of accomplishment when we reach our goal just like William reached his.

It is the same in the film *Good Will Hunting* by Gus Von Sant. The character of Sean believed in Will and wanted to help Will Hunting. He wanted to help Will to let go of all the weight that Will has on his shoulders that holds him back from living a better life. It was hard for him to get Will's trust in the beginning however, Will slowly starts loosening up to Sean. Eventually at the end Sean got Will to let out all the pain that Will has been bottling up and let go of the past. Will's character then started to change and finally got to find a job and tries to live a better life than before. Seeing Will try to live a better life, Sean felt proud of Will as if he accomplished his goal in helping Will.

The same with William and Sean's experience, If we just believe in ourselves then we can all reach our goals, and we all have our sense of accomplishment from pursuing our own personal goal. Even if we feel like giving up on our achieving our goal we should just believe in our self that we can achieve it and continue to walk the path of our goal and eventually, in the end we will be able to reach our goal. Once we reach our goal then we will feel proud that we were able to accomplish it.

# English Language Arts 30–2 January 2023

## Assignment II: Literary Exploration

### Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p><b>Thought and Support (S)</b></p> <ul style="list-style-type: none"> <li>A defensible understanding of the topic is demonstrated.</li> <li>The student’s ideas are appropriately and straightforwardly explored.</li> <li>The literary example is related adequately to the student’s ideas.</li> <li>Support is relevant but tends to be general.</li> </ul>	<p>A <b>defensible understanding</b> of the topic is demonstrated in the student’s idea that “When we set a goal, and we reach it, we feel so proud of ourselves for being able to accomplish that goal.”</p> <p>The student’s ideas are <b>appropriately</b> and <b>straightforwardly</b> explored in the discussion of how “William has accomplished his goal and the people who thought he was crazy was shocked,” and in the discussion of the idea that “If we just believe in ourselves then we can all reach our goals, and we all have our sense of accomplishment from pursuing our own personal goal.”</p> <p>The literary example from <i>Good Will Hunting</i> is <b>related adequately</b> to the student’s ideas, as in “Seeing Will try to live a better life, Sean felt proud of Will as if he accomplished his goal in helping Will.”</p> <p>Support is <b>relevant</b> but <b>tends to be general</b>, as in “No one believed him and people thought he was crazy and when he gave the machine a test it produced a <i>magnificent glow</i> which proves that he has done it” and “Will’s character then started to change and finally got to find a job and tries to live a better life than before.”</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<p><b>Form and Structure (S)</b></p> <ul style="list-style-type: none"> <li>A controlling idea or unifying effect is evident, but unity may falter on occasion.</li> <li>Development of ideas and explanations is generally clear and coherent.</li> </ul>	<p>A controlling idea is <b>evident</b> in the student’s discussion of the idea that “An individual’s sense of accomplishments comes from pursuing a goal.”</p> <p>Development of ideas and explanations is <b>generally clear</b> and <b>coherent</b>: “We might experience facing obstacles when we walk the path towards that goal, and we might even feel like giving up before we even reach our goal,” “It was hard for him to get Will’s trust in the beginning however, Will slowly starts loosening up to Sean,” and “Even if we feel like giving up on our achieving our goal we should just believe in our self that we can achieve it and continue to walk the path of our goal and eventually, in the end we will be able to reach our goal.”</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>

Scoring Criteria	Rationale	Score
<b>Matters of Choice (S)</b> <ul style="list-style-type: none"> <li data-bbox="142 268 513 327">• Diction is appropriate but may be general rather than specific.</li> <li data-bbox="142 365 513 424">• Sentence structures are generally straightforward and clear.</li> <li data-bbox="142 525 513 583">• Stylistic choices contribute to the creation of a clear voice.</li> </ul>	<p>Diction is <b>appropriate</b> but <b>general</b>, as in “The character of Sean believed in Will and wanted to help Will Hunting.”</p> <p>Sentence structures are <b>generally straightforward</b> and <b>clear</b>, as in “This shows us that we feel a sense of accomplishment when we reach our goal just like William reached his.”</p> <p>Stylistic choices contribute to the creation of a <b>clear</b> voice, as in “Sometimes it is not easy to reach our goals.”</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<b>Matters of Correctness (S)</b> <ul style="list-style-type: none"> <li data-bbox="142 674 532 793">• This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.</li> <li data-bbox="142 831 532 951">• There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics.</li> <li data-bbox="142 989 505 1047">• The communication, however, is clear.</li> </ul>	<p>The writing demonstrates <b>control of the basics</b> of correct sentence construction, usage, grammar, and mechanics: “Once we reach our goal then we will feel proud that we were able to accomplish it.”</p> <p>There are <b>occasional lapses</b> in control of sentence construction, and <b>minor</b> errors in grammar and mechanics, as in “William has accomplished his goal and the people who thought he was crazy was shocked.”</p> <p>The communication, however, is <b>clear</b>.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>

## English Language Arts 30–2 Literary Exploration Assignment, January 2023

### Example Scored Proficient (Pf)

I agree with the statement that an individual's sense of accomplishment comes from pursuing a goal because the boy in the excerpt doesn't feel accomplished until he completes this goal that he was chasing. I want to chase a goal in martial art and always feel accomplished when I see progress and Maggie from Million Dollar Baby doesn't feel accomplished or satisfied until she pursues her dream in boxing.

The boy in the excerpt is working towards the goal of building a wind turbine that's able to power the appliances in his house. He mentions how people mocked him this whole time and how people doubted him along this whole journey. This is one reason that I say it feels even better to accomplish a goal. When you can prove people wrong while accomplishing a goal of yours there is no better feeling. He gains fame from this invention too making the accomplishment that much more of a win. You can tell that he hasn't felt accomplished until this point when he scratches this goal off his checklist by the way he talks when he is about to get it going. It was like his whole sense of feeling accomplished came from whether this wind turbine was going to work or not which was a goal of his. That's what he most felt accomplished about. Proving his haters and doubters wrong and gaining fame feels like an accomplishment for him too but his greatest sense of accomplishment come when he finally completes the pursuit of this goal.

In my life I have recently started training in martial arts. I set goals for myself all the time and even though I gain a sense of accomplishment by doing other little things like lifting weights or winning a hockey game I will never feel as accomplished as when I set a goal in martial arts and achieve it. Although I haven't reached that many of my goals in it when I reach those goals I feel a sense of accomplishment better than anything I've ever done. Lots of people who aren't setting goals in something or aren't actively working towards usually feel unfulfilled and like they just go through the motions everyday. I feel like setting goals gives you more purpose and then when you achieve them it feels even better. Also a lot of people when they don't set goals will accomplish something and not feel proud about it as it almost feels like they stumbled across them. Setting goals is an important part of staying motivated and feeling accomplished in my life.

Maggie in Million Dollar Baby comes into Frankie's gym unsatisfied with life and with a goal. She even mentions during the movie when Frankie keeps trying to turn her away that she is going to chase this goal of hers as she feels as if she accomplishes nothing and lives a stagnant life when she's not at least pursuing them. Once she starts to work towards her goal she feels more fulfilled and like she has a purpose. Once she accomplishes her goal as well she suffers a bad injury but to her she feels so accomplished and like she has fulfilled her purpose. We know this when she asks Frankie to put her out of her misery and she mentions how she's already done everything she needs to do. She felt an ultimate sense of accomplishment when she heard she was fighting for a world title. Frankie even tried to hold her back from this

insisting she isn't ready but she doesn't care if she's ready or not as this is her goal and now that she had the opportunity there was no way she was turning it down. You can even tell throughout the progression of the movie that Maggie feels accomplished when she buys her mom a house but it will never compare to the feeling she got when she finally found out she was fighting for that world title and realized she had finally accomplished that goal.

I do believe you can feel good about yourself by doing nice things for other people but I don't think you will truly feel accomplished until you pursue real goals you have. The kid in the excerpt shows this when he finally is able to get his wind turbine up and running, I feel this in life when I set goals in martial arts I feel accomplished pursuing it and Maggie teaches us this when we see how her sense of feeling accomplished changed when she finally started pursuing her goals.

# English Language Arts 30–2 January 2023

## Assignment II: Literary Exploration

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<b>Thought and Support (Pf)</b>	<ul style="list-style-type: none"> <li data-bbox="142 548 537 604">• A well-considered understanding of the topic is demonstrated.</li> <li data-bbox="142 772 537 829">• The student’s ideas are thoughtfully explored.</li> <li data-bbox="142 997 537 1054">• The literary example is related competently to the student’s ideas.</li> <li data-bbox="142 1375 537 1400">• Support is specific and relevant.</li> </ul>	<p data-bbox="1273 955 1398 980"><b>Proficient</b></p> <p data-bbox="1273 1003 1354 1066"><b>Pf</b></p>



Scoring Criteria	Rationale	Score
<b>Form and Structure (Pf)</b> <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> <li data-bbox="142 621 440 678">• Development of ideas and explanations is coherent.</li> </ul>	<p>A controlling idea or unifying effect is <b>sustained</b> throughout the response from the student’s introductory statement that “an individuals sense of accomplishments comes from pursuing a goal,” to the assertion that “his greatest sense of accomplishment come when he finally completes the pursuit of this goal,” to “Lots of people who aren’t setting goals in something or aren’t actively working towards usually feel unfulfilled and like they just go through the motions everyday,” through to the idea that “Once she starts to work towards her goal she feels more fulfilled and like she has a purpose.”</p> <p>Development of ideas and explanations is <b>coherent</b> in the student’s discussion of the excerpt, the student’s personal experience, and <i>Million Dollar Baby</i>.</p>	<b>Proficient</b> <b>Pf</b>
<b>Matters of Choice (Pf)</b> <ul style="list-style-type: none"> <li data-bbox="142 800 493 856">• Diction is specific and generally effective.</li> <li data-bbox="142 936 500 1026">• Many sentences appear to have been purposefully structured for effect.</li> <li data-bbox="142 1188 513 1245">• Stylistic choices contribute to the creation of a competent voice.</li> </ul>	<p>Diction, such as “stumbled across them,” “stagnant life,” “put her out of her misery,” and “truly feel accomplished” is <b>specific</b> and <b>generally effective</b>.</p> <p>Many sentences appear to have been <b>purposefully structured</b> for effect, as in “You can even tell throughout the progression of the movie that Maggie feels accomplished when she buys her mom a house but it will never compare to the feeling she got when she finally found out she was fighting for that world title and realized she had finally accomplished that goal.”</p> <p>Stylistic choices contribute to the creation of a <b>competent</b> voice, as in “I do believe you can feel good about yourself by doing nice things for other people but I don’t think you will truly feel accomplished until you pursue real goals you have.”</p>	<b>Proficient</b> <b>Pf</b>
<b>Matters of Correctness (Pf)</b> <ul style="list-style-type: none"> <li data-bbox="142 1404 480 1524">• This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</li> <li data-bbox="142 1629 537 1749">• Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</li> </ul>	<p>This writing demonstrates <b>competent control</b> of correct sentence construction, usage, grammar, and mechanics: “She even mentions during the movie when Frankie keeps trying to turn her away that she is going to chase this goal of hers as she feels as if she accomplishes nothing and lives a stagnant life when she’s not at least pursuing them.”</p> <p><b>Minor errors</b> in mechanics, grammar, and complex language structures are understandable considering the circumstances, as in “Lots of people who aren’t setting goals in something or aren’t actively working towards usually feel unfulfilled and like they just go through the motions everyday.”</p>	<b>Proficient</b> <b>Pf</b>

## English Language Arts 30–2 Literary Exploration Assignment, January 2023

### Example Scored Excellent (E)

It is crucial that we as individuals form goals that we actively strive towards in order to motivate, inspire and push us closer to success. I believe that when we achieve these goals, even the small ones we have set for ourselves, it provides us with a great sense of relief and motivation that is very important to keep us going. The novel *Rita Hayworth and The Shawshank Redemption* written by Stephen King and film *The Shawshank Redemption* follows main character Andy Dufresne through his trying years at Shawshank prison. This story is a perfect example of how endlessly pursuing a goal, once achieved, can provide a person with a great sense of hope and accomplishment.

Andy's first while at Shawshank was mainly spent alone. He was a very quiet, poised man who kept to himself. He eventually reached out to another prisoner named Red to inquire about getting him a rock hammer. Once attained Andy spent his time searching around the yard looking for rocks to clean up, shape and polish. This was one of Andy's passions; he chose to continue in the walls of Shawshank. A few years later, after the warden discovered that Andy possesses extensive education and knowledge because of his previous job as a banker, he puts him to work for him. In exchange, the warden gives Andy the opportunity to start up a library at Shawshank. Andy engulfed all his free time into trying to make the library the best he could, setting up different programs, getting book donations and grants from the government to improve the space. I believe that the feeling of accomplishment Andy got through these small wins kept him going and helped survive life at Shawshank.

Despite the circumstances, one thing Andy Dufresne was known for was his optimistic mindset and how he always remained hopeful during his most trying times. Andy had his mind set on moving away to Mexico and living the rest of his days out on a beach in the sun. A lot of people would call this an unrealistic dream or fantasy, especially for a prisoner serving 2 life sentences, but Andy Dufresne was different. His hopefulness never staggered and he never let doubt creep in. If he had his mind set on something, he was gonna achieve it no matter how long it would take him. Maintaining an outlook like this is critical especially in places like Shawshank where there is very little happiness and positive things to look forward to.

Finally, after over 20 years at Shawshank prison Andy Dufresne accomplished his goal. One stormy night Andy Dufresne escaped Shawshank Prison and was never found again, I think you can guess where he was headed to. He had used the rock hammer his friend Red had gotten him when he first arrived. Andy spent upwards of 20 years, everynight, slowly mining away at the withering walls of Shawshank prison. Once he finally escaped in the stormy night, Andy was overwhelmed with a sense of relief, freedom and accomplishment. The scene in the film where Andy escapes out the sewer in the pouring rain is one I think to be very significant. I think it perfectly shows the contrast in the situation where Andy was all full of dirt and sewage yet he's on his knees in the rain with the biggest smile on his face spreading his arms to welcome freedom like a warm hug. Many doubted Andy, many thought he was crazy for having hope. Despite all the challenges he persevered and achieved everything he had said he would.

Conclusively, it is my belief that endlessly pursuing a goal, once achieved, can provide a person with a great sense of hope and accomplishment. In Andys case, I believe it saved his life. In a dull, grim place like Shawshank it is important to find happiness in the little things. It's the wins both big and small that provide one with the feeling of accomplishment which is like the light at the end of a long, dark tunnel.

# English Language Arts 30–2 January 2023

## Assignment II: Literary Exploration

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<b>Thought and Support (E)</b>	<ul style="list-style-type: none"> <li data-bbox="142 548 516 604">• An insightful understanding of the topic is demonstrated.</li> <li data-bbox="142 741 542 798">• The student’s ideas are perceptively explored.</li> <li data-bbox="142 898 505 955">• The literary example is related effectively to the student’s ideas.</li> <li data-bbox="142 1157 501 1182">• Support is precise and effective.</li> </ul>	<p data-bbox="1273 890 1393 915"><b>Excellent</b></p> <p data-bbox="1273 940 1325 1003"><b>E</b></p>

Scoring Criteria	Rationale	Score
<b>Form and Structure (E)</b> <ul style="list-style-type: none"> <li data-bbox="142 268 529 359">• A focused controlling idea or unifying effect is skillfully sustained throughout the response.</li> <li data-bbox="142 527 451 617">• Development of ideas and explanations is smooth and coherent.</li> </ul>	<p>A focused controlling idea is <b>skillfully sustained</b> from the explanation of how “the feeling of accomplishment Andy got through these small wins kept him going and helped survive life at Shawshank,” to “lfhe had his mind set on something, he was gonna achieve it no matter how long it would take him” through to “Despite all the challenges he persevered and achieved everything he had said he would.”</p> <p>Development of ideas and explanations is <b>smooth</b> and <b>coherent</b> from “It is crucial that we as individuals form goals that we actively strive towards in order to motivate, inspire and push us closer to success,” to “Maintaining an outlook like this is critical especially in places like Shawshank where there is very little happiness and positive things to look forward to,” through to “In Andys case, I believe it saved his life.”</p>	<p><b>Excellent</b></p> <p><b>E</b></p>
<b>Matters of Choice (E)</b> <ul style="list-style-type: none"> <li data-bbox="142 831 488 858">• Diction is precise and effective.</li> <li data-bbox="142 957 508 1050">• Many sentences have been successfully structured for effect and are sometimes polished.</li> <li data-bbox="142 1213 513 1274">• Stylistic choices contribute to the creation of a convincing voice.</li> </ul>	<p>Diction such as “actively strive towards,” “extensive education and knowledge,” “dull, grim place,” and “the light at the end of a long, dark tunnel” are <b>precise</b> and <b>effective</b>.</p> <p>Many sentences have been <b>successfully structured</b> for effect, such as “Andy spent upwards of 20 years, everynight, slowly mining away at the withering walls of Shawshank prison” and are <b>sometimes polished</b>, as in “A lot of people would call this an unrealistic dream or fantasy, especially for a prisoner serving 2 life sentences, but Andy Durfreense was different.”</p> <p>Stylistic choices contribute to the creation of a <b>convincing</b> voice, as in “His hopefulness never staggered and he never let doubt creep in” and “he’s on his knees in the rain with the biggest smile on his face spreading his arms to welcome freedom like a warm hug.”</p>	<p><b>Excellent</b></p> <p><b>E</b></p>
<b>Matters of Correctness (E)</b> <ul style="list-style-type: none"> <li data-bbox="142 1461 540 1583">• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</li> <li data-bbox="142 1713 534 1835">• The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.</li> </ul>	<p>This writing demonstrates <b>confident control</b> of correct sentence construction, usage, grammar, and mechanics: “This was one of Andy’s passions; he chose to continue in the walls of shawshank. A few years later, after the warden discovered that Andy possesses extensive education and knowledge because of his previous job as a banker, he puts him to work for him.”</p> <p>The <b>relative insignificance</b> of errors is impressive considering the complexity of the response and the circumstances.</p>	<p><b>Excellent</b></p> <p><b>E</b></p>

## English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2023

### Example Scored Satisfactory (S)

Dear Admin of Prosper high school

My name is Kelly Jonhson . I'm a recent graduate at Prosper high school. I'm writing to you on behalf of the subject of the proposal to adopt the flipped classroom. I personally think you should not adopt the flipped classroom for these reasons.

When I was in high school I had enough struggle studying in my own time at home mostly due to being distracted easily and not finding any motivation. I'm sure a lot of people have the same issue. If a lot of people struggle to simply study at home, imagine how you're supposed to learn anything at home. I much rather learn at school and be able to ask questions right then and there not have to wait the next day where I might forget my question. Not only that its incredibly expensive, not every family could afford something like that. Studies done by “Academic Journal” state that, “a study done on 5000 teachers revealed a significant number of those teachers believe that placing too much faith in one single education method is contrary to decades of experience in education.” Also in the same Journal they say “ Teachers often continue with instructional practice because they feel it is most effective.” If they flipped the classroom, how would students be able to engage with teachers and how will the teacher with years of experience be able to help students find the best learning styles that best suits them.

Thank you for taking the time out of your busy day to read this, it is much appreciated sincerely Kelly Jonhson

# English Language Arts 30–2 January 2023

## Assignment III: Persuasive Writing in Context

### Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p><b>Thought and Support (S)</b></p> <ul style="list-style-type: none"> <li>A sufficient but generalized understanding of the issue is demonstrated.</li> <li>The student’s arguments are appropriate and straightforward.</li> <li>Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency.</li> <li>The voice is clear.</li> </ul>	<p>A <b>sufficient</b> but <b>generalized</b> understanding of the issue is demonstrated: “I personally think you should not adopt the flipped classroom for these reasons.”</p> <p>The student’s arguments (“I much rather learn at school and be able to ask questions right then and there” “its incredibly expensive,” and “how would students be able to engage with teachers”) are <b>appropriate</b> and <b>straightforward</b>.</p> <p>Support is <b>relevant</b> but <b>general</b>: “not have to wait the next day where I might forget my question,” “not every family could afford something like that,” and “how will the teacher with years of experience be able to help students find the best learning styles.”</p> <p>The voice is <b>clear</b>.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<p><b>Writing Skills (S)</b></p> <ul style="list-style-type: none"> <li>The selection and use of words and structures are occasionally effective.</li> <li>This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</li> </ul>	<p>The selection and use of words and structures are <b>occasionally effective</b>: “If a lot of people struggle to simply study at home, imagine how you ‘re supposed to learn anything at home.”</p> <p>The writing demonstrates <b>basic</b> control of correct sentence construction, usage, grammar, and mechanics, as in “When I was in high school I had enough struggle studying in my own time at home mostly due to being distracted easily and not finding any motivation.”</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>



## English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2023

### Example Scored Proficient (Pf)

Hello my name is Kelly Johnson. I am a recent graduate from Prosper High School, I'm here today to discuss the "flipped classroom" model of teaching. I believe this new model of teaching should be rejected due to the cost of the technology needed for their homework, the interaction/ learning time between students and teachers. Also there have been trends and fads before that did not hundred percent work out for the majority.

Firstly, Technology through the years have only increased, this would become an issue for families with more than one child having to purchase more than one tablet or computer for their children. An online website fastpoll.com asked our community what they thought of adopting the flipped classroom. One parent named Grace Park stated her concern, saying "what about the technology required to view the videos? Will I have the internet capacity, and what will that do to my monthly bill?" This shows that some parents simply do not have the funding to support at home learning, Making this model of learning more difficult for our community has a hole.

Also, Class time is used to have class discussions on whatever topic they are learning at that time. Without these discussions I feel kids will become detached from their work making it more difficult for them to do it. Being able to have an interaction between the students and teachers is a must because without that interaction students that experience issues are unable to get help. Within the same website fastpoll.com a student named Nixon Watemba states "if I have questions about the lessons, I'll have to wait until the next day to have the answers. If the concept is taught in a way I

don't understand, I am not able to let the teacher know” knowing this model of teaching would affect a student in a negative way should make it not able to be implemented.

Lastly, In the past there have been trends and fads that grow rapidly over time for people to realize that it did not work out for the majority of their community. There are teachers that have stated this fact in a nationwide study done by the Academic journal titled “Trends In Education” this article states that “education, more than any other field, has been plagued with trends and fads of doubtful value.” also “5000 seasoned teachers revealed a significant number of teachers believe that placing too much faith in one single education method is contrary” it goes on to say that teachers would rather continue with instructional practices they feel are most effective for their specific class using professional judgment. Even the teachers believe that kids shouldn't be given that much independence and responsibility to teach themselves.

Parents are unable to afford the cost of technology needed to do these assignments at home. as well It could affect the monthly bills especially if a family has more than one child in the same school, Making it more difficult for parents and funding. Class time I believe should be used for class discussion for the students to get a better understanding of there work without these discussion I believe kids will become detached from there work also with out contact with the teachers the students would not be able to get the help they need on assignments, teachers agree that there as been trends and fads in the past that don't have much value instead they choose to using there professional judgment to decide on what the class needs. Thank you for listening and considering my opinion on this topic at this time.

# English Language Arts 30–2 January 2023

## Assignment III: Persuasive Writing in Context

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p><b>Thought and Support (Pf)</b></p> <ul style="list-style-type: none"> <li>A thoughtful and competent understanding of the issue is demonstrated.</li> <li>The student’s arguments are well considered and sound.</li> <li>Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way.</li> <li>The voice is competent.</li> </ul>	<p>A <b>thoughtful</b> and <b>competent</b> understanding of the issue is demonstrated in the student’s discussion of the idea that “this new model of teaching should be rejected due to the cost of the technology needed for their homework, the interaction/ learning time between students and teachers. Also, there have been trends and fads before that did not hundred percent work out for the majority.”</p> <p>The student’s arguments (“Parents are unable to afford the cost of technology needed to do these assignments at home,” “Class time I believe should be used for class discussion for the students to get a better understanding of there work,” and “teachers agree that there as been trends and fads in the past that don’t have much value”) are <b>well considered</b> and <b>sound</b>.</p> <p>Support is <b>accurate</b> and <b>occasionally purposefully chosen</b> to reinforce the student’s ideas in a <b>logical</b> and <b>clear</b> way: “this would become an issue for families with more than one child having to purchase more than one tablet or computer for their children,” “Being able to have an interaction between the students and teachers is a must because without that interaction students that experience issues are unable to get help,” and “teachers would rather continue with instructional practices they feel are most effective for their specific class using professional judgment. Even the teachers believe that kids shouldnt be given that much independence and responsibility to teach themselves.”</p> <p>The voice is <b>competent</b>, as in “Thank you for listening and considering my opinion on this topic at this time.”</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>
<p><b>Writing Skills (Pf)</b></p> <ul style="list-style-type: none"> <li>The selection and use of words and structures are frequently effective.</li> <li>This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</li> </ul>	<p>The selection and use of words and structures are <b>frequently effective</b>, as in “This shows that some parents simply do not have the funding to support at home learning” and “Being able to have an interaction between the students and teachers is a must because without that interaction students that experience issues are unable to get help.”</p> <p>The writing demonstrates <b>competent control</b> of correct sentence construction, usage, grammar and mechanics: “Without these discussions I feel kids will become detached from their work making it more difficult for them to do it.”</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>

## English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2023

### Example Scored Excellent (E)

Good afternoon ladies and gentlemen of the Prosper High School board. I am Kelly Johnson, a recently graduated student of this lovely school. I propose that this school must not follow the model of instruction of the “flipped classroom”. There are many limitations students of this school may share, such as the limited technology they can afford, and how cruel the “flipped classroom” model can be against unmotivated students. I myself can share such a tragedy that befell me when the model of instruction had changed so suddenly.

Technology as a means of supplying lessons to students in their home is a terrible idea. Technology from then to now has always been a very expensive luxury to have. Not all families have incredibly well paying jobs, and so they cannot afford something like a laptop, or even a phone. As Grace Park said in the FastPoll.com website, what if she could not afford to pay for her monthly bill, or have enough internet capacity for her children to be able to watch the videos required to pass their classes? If that is not bad enough, how are the student's family or house situation? Do they live in a noisy house, and cannot afford earphones, or alone time? Not every student has the privilege in even having a proper home, or a room to be alone in.

Furthermore, students can no longer directly ask the questions needed to get the help they need. As Nixon Watemba mentioned in the FastPoll.com website, students would have to wait until a full day has passed to ask their teacher a question. There are three main categories in how people learn, visual, auditory, and physical, so that would mean that the students who learn physically cannot fully understand what they are learning through video, as they cannot “feel” what they are learning. What about the students with no motivation to watch a one hour long video? They will get left behind, and get no help from teachers or friends until the next day, and by then they might already be failing or falling behind in class. This model of instruction does not help students with catching up, and punishes them so, for lacking motivation, or not being able to understand the lessons.

Lastly, I have gone through something quite similar. During the Covid-19 pandemic, I and every other student were forced to learn through our laptops and or phones. Some students borrowed laptops from the school, while others just used their phones, which made it more difficult to learn and focus as it has a smaller screen. Many times questions arose from my mind, but because of the limitations that the pandemic had enforced upon me, I could not ask the teacher or acquaintances questions in the way I preferred, physically. I ended up falling behind rather quickly, and many students had their grades drop lower than ever before. I, like many others, ended up failing one class, math. I failed because I could not understand what was being taught, and because I could not ask for help. I failed because I was not being taught in the way I was most comfortable with.

In conclusion, relying on technology when some students do not have the ability to acquire such technological items is a bad idea, as it does not allow those students to learn properly. Having to wait a full day to ask a question is preposterous, and will only make students fail and fall behind, as it does not allow them to have their questions answered in time of need. The model of instruction changed so drastically during the pandemic, compared to the previous model of instruction, that many students and myself had failed a class, and had our grades drop lower than ever. Thank you very much for listening to my proposition. I am very glad I can be of help, and I really like the fact that even after many years of the same model of instruction, you try to change the formula up to help students and teachers.

# English Language Arts 30–2 January 2023

## Assignment III: Persuasive Writing in Context

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<b>Thought and Support (E)</b>	<p>A <b>perceptive</b> and <b>thorough</b> understanding of the issue is demonstrated in the development of the idea that “There are many limitations students of this school may share, such as the limited technology they can afford, and how cruel the ‘flipped classroom’ model can be against unmotivated students. I myself can share such a tragedy that befell me when the model of instruction had changed so suddenly.”</p> <p>The student’s arguments are <b>adept</b> and <b>convincing</b>, as in “Technology as a means of supplying lessons to students in their home is a terrible idea,” “There are three main categories in how people learn, visual, auditory, and physical, so that would mean that the students who learn physically cannot fully understand what they are learning through video, as they cannot ‘feel’ what they are learning. What about the students with no motivation to watch a one hour long video?” and “Many times questions arose from my mind, but because of the limitations that the pandemic had enforced upon me, I could not ask the teacher or acquaintances questions in the way I preferred, physically.”</p> <p>Support is <b>well defined</b> and <b>purposefully chosen</b> to reinforce the student’s ideas in a <b>deliberate</b> and <b>judicious</b> way: “Technology from then to now has always been a very expensive luxury to have. Not all families have incredibly well paying jobs, and so they cannot afford something like a laptop, or even a phone,” “If that is not bad enough, how are the student’s family or house situation? Do they live in a noisy house, and cannot afford earphones, or alone time? Not every student has the privilege in even having a proper home, or a room to be alone in,” and “During the Covid-19 pandemic, I and every other student were forced to learn through our laptops and or phones. Some students borrowed laptops from the school, while others just used their phones, which made it more difficult to learn and focus as it has a smaller screen.”</p> <p>The voice is <b>confident</b>, as in “I failed because I could not understand what was being taught, and because I could not ask for help. I failed because I was not being taught in the way I was most comfortable with.”</p>	<p><b>Excellent</b></p> <p><b>E</b></p>

Scoring Criteria	Rationale	Score
<b>Writing Skills (E)</b> <ul style="list-style-type: none"> <li data-bbox="142 268 540 323">• The selection and use of words and structures are effective.</li> <li data-bbox="142 464 540 579">• This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</li> </ul>	<p>The selection and use of words and structures are <b>effective</b>:  “this lovely school,” “This model of instruction does not help students with catching up, and punishes them so, for lacking motivation, or not being able to understand the lessons,” “preposterous,” and “questions answered in time of need.”</p> <p>This writing demonstrates <b>confident</b> control of correct sentence construction, usage, grammar, and mechanics:  “The model of instruction changed so drastically during the pandemic, compared to the previous model of instruction, that many students and myself had failed a class, and had our grades drop lower than ever.”</p>	<b>Excellent</b> <b>E</b>

# Scoring Categories and Criteria for 2022–2023

## 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

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#### 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.

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#### 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.

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#### 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.

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#### 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.

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#### 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.

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#### 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.**

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### Excellent

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

## E

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### Proficient

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

## Pf

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### Satisfactory

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

## S

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### Limited

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

## L

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### Poor

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

## P

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## Scoring Categories and Criteria for 2022–2023

### 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)*.

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#### 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.

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#### 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.

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#### 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.

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#### 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.

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#### 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

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## 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

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### Excellent

# E

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

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### 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.

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### Limited

# L

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

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### Poor

# P

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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**

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<b>Excellent</b> <b>E</b>	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.
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<b>Proficient</b> <b>Pf</b>	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.
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<b>Satisfactory</b> <b>S</b>	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.
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<b>Limited</b> <b>L</b>	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.
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<b>Poor</b> <b>P</b>	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.
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## 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

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<b>Excellent</b> <b>E</b>	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.
<b>Proficient</b> <b>Pf</b>	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.
<b>Satisfactory</b> <b>S</b>	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.
<b>Limited</b> <b>L</b>	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.
<b>Poor</b> <b>P</b>	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.

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# Scoring Categories and Criteria for 2022–2023

## 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**

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#### 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.

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#### 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.

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#### 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.

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#### 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.

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#### 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
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## 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.**

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

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