Grade 9 English Language Arts Functional Writing Assignment 2019–2020 Scoring Guide

### Focus

<table>
<thead>
<tr>
<th>Content</th>
<th>Content Management</th>
</tr>
</thead>
</table>
| When marking Content appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which:  
• ideas and development of the topic are effective  
• the purpose of the assignment is fulfilled with complete and relevant information  
• the tone is appropriate for a business letter, and awareness of audience is evident. | When marking Content Management appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which:  
• words and expressions are used accurately and effectively  
• sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled  
• the formats of an envelope and a business letter are consistently applied  
• Proportion of error to length and complexity of response must be considered. |

### Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts

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<thead>
<tr>
<th>2.1</th>
<th>2.2</th>
<th>2.4</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>4.1</th>
<th>4.2</th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>P</td>
<td>S</td>
<td>L</td>
<td>P</td>
<td>S</td>
<td>L</td>
<td>S</td>
</tr>
</tbody>
</table>

### Excellent

**E**

- The ideas are perceptive, and development of the topic is clear and effective.
- Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.
- A tone appropriate for the addressee is skillfully maintained.

### Proficient

**Pf**

- The ideas are thoughtful, and development of the topic is generally effective.
- Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.
- A tone appropriate for the addressee is clearly maintained.

### Satisfactory

**S**

- The ideas are appropriate, and development of the topic is adequate.
- Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.
- A tone appropriate for the addressee is generally maintained.

### Limited

**L**

- The ideas are superficial, flawed, and/or merely a repetition of the situation presented, and development of the topic is inadequate.
- Information presented is imprecise, undiscerning, and/or simply a restatement of the prompt provided. Supporting details are insignificant and/or absent. The purpose of the assignment is only partially fulfilled.
- Some awareness of a tone appropriate for the addressee is evident but may be inconsistently maintained.

### Poor

**P**

- The ideas are overgeneralized, misconstrued, and/or essentially a verbatim replication of the situation presented, and development of the topic is ineffective.
- Information is irrelevant, missing, and/or essentially copied from the prompt provided. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.
- Little awareness of a tone appropriate for the addressee is evident.

### Insufficient

**INS**

- The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.
- The response has been deemed insufficient in Content.

Note: Content and Content Management are equally weighted.

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be deemed insufficient in Content.

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**Part A: Writing**

2019–2020 Scoring Guides

**Narrative / Essay Writing Assignment**

Functional Writing Assignment

Because students’ responses to the Narrative / Essay Writing Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Narrative / Essay Writing Assignment on the Provincial Achievement Test will be in the context of Louise Rosenblatt’s suggestion that “the evaluation of the answers would be in terms of the extent to which the essayist 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.’”


Consider also Grant P. Wiggins’ suggestion to assess students’ writing “with the tact of Socrates: tact to respect the student’s ideas enough to enter them fully—even more fully than the thinker sometimes—and thus the tact to accept apt but unanticipatable or unique responses.”

**Content**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Organization</th>
<th>Sentence Structure</th>
<th>Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor (P)</td>
<td>The student’s exploration of the topic is minimal and/or tangential.</td>
<td>The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped.</td>
<td>The response has been deemed insufficient in Content.</td>
<td>The quality of the writing is weakened by the frequently incorrect use of conventions.</td>
</tr>
<tr>
<td>Limited (L)</td>
<td>The student’s exploration of the topic is tenuous and/or simplistic; the student’s purpose, whether stated or implied, is incoherent.</td>
<td>The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not developed.</td>
<td>The response has been deemed insufficient in Content.</td>
<td>The quality of the writing is weakened by the frequently incorrect use of conventions.</td>
</tr>
<tr>
<td>Satisfactory (S)</td>
<td>The student’s exploration of the topic is clear and/or logical; the student’s purpose, whether stated or implied, is evident.</td>
<td>The introduction is functional and establishes a focus that is generally sustained.</td>
<td>The response has been deemed insufficient in Content.</td>
<td>The quality of the writing is sustained through generally correct use of conventions.</td>
</tr>
<tr>
<td>Proficient (PF)</td>
<td>The student’s exploration of the topic is adept and/or plausible.</td>
<td>The introduction is purposeful and clearly establishes a focus that is capably sustained.</td>
<td>The response has been deemed insufficient in Content.</td>
<td>Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.</td>
</tr>
<tr>
<td>Excellent (E)</td>
<td>The student’s exploration of the topic is insightful and/or imaginative.</td>
<td>The introduction is engaging and skillfully establishes a focus that is consistently sustained.</td>
<td>The response has been deemed insufficient in Content.</td>
<td>The quality of the writing is sustained because it contains only minor convention errors.</td>
</tr>
</tbody>
</table>

Note: Content and Organization are weighted to be worth twice as much as the other scoring categories. Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be deemed insufficient in Content.