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Other Information

Follow these steps to access Provincial Achievement Test resources on the Government of Alberta website:
Step 1: Type www.alberta.ca.
Step 2: Click on “Education and training.”
Step 3: Click on “Kindergarten to Grade 12 education.”
Step 4: Click on “K to 12 provincial assessment.”
Step 5: Click on “Provincial Achievement Tests.”
Step 6: Scroll down to find “Subject area resources” and click on the desired subject area tab.

On the website, there is a link to “Subject Bulletins” which provide students and teachers with information about the Provincial Achievement Tests scheduled for the current school year. Please share the contents of the Grade 9 English Language Arts Subject Bulletin with your students.

Also on the website, there is a link to “Examples of the Standards for Students’ Writing.” These samples are intended to be used to enhance students’ writing and to assist teachers in assessing student writing relative to the standards embedded in the scoring criteria in the scoring guides.

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Acknowledgements

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

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following teachers who served as members of the respective working groups: Exemplar Selection—Ryan Anderson, Shaunna Bradshaw, Marylou Dickson, Maureen Milne, Laurie Paddock, and Melissa Steeves; Exemplar Validation—Nzingha Austin, Ivona Comba, Colleen Doyle, Janelle Helgason, Nicole Orr, and Janet Westworth; and Standards Confirmation—Noreen Holt, Angie Hryhoryshyn-Snow, Denise Kissel, Paul Letkeman, Jaylene Lyons, Lyn Moehling, Gary Perfect, David Whan, and Kelsey Wilson.

We gratefully acknowledge the contributions made by members of the Provincial Achievement Testing Branch and the Document Design and Desktop Publishing Unit of the Provincial Assessment Sector, Alberta Education.
**Introduction**

The written responses in this document are examples of Grade 9 English Language Arts writing that meet or exceed the acceptable standard for student achievement. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for the Grade 9 English Language Arts *Part A: Writing* Provincial Achievement Test in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2018 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample papers and commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student’s work and the scoring criteria.

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

**Cautions**

1. *The commentaries are brief.* The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.

2. *Neither the scoring guide nor the assignment is meant to limit students to a single organizational or rhetorical approach in completing any Provincial Achievement Test assignment.* Students must be free to select and organize their material in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make. The student writing in this document illustrates just a few of the many successful organizational and rhetorical strategies used by students. We strongly recommend that you caution your students that there is no preferred approach to an assignment except that which enables the student to communicate his or her own ideas about the topic effectively. We advise you not to draw any conclusions about common patterns of approach taken by students.

3. *The sample papers presented in this document must not be used as models to be reiterated.* Because these papers are only illustrations of sample responses to a set topic, students must not memorize the content of any sample response with the intention of reiterating parts or all of a sample response when either completing classroom assignments or writing future Provincial Achievement Tests. The approaches taken by students at the standard of excellence, not their words or ideas, are what students being examined in the future should emulate. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure in order to develop an individual voice and engage the reader in ideas and forms that the student has considered. Provincial Achievement Test markers and staff at Alberta Education take plagiarism and cheating seriously.

Alberta Education, Provincial Assessment Sector 2 English Language Arts 9
4. **It is essential that each of these examples of student writing be considered as first-draft writing.** Given more time, students would be expected to produce papers of improved quality, particularly in the dimension of **Content Management.**

5. For further information regarding student performance on *Part A: Writing* of the Grade 9 English Language Arts Provincial Achievement Test, access the *Grade 9 English Language Arts 2018 Assessment Highlights* document that is posted on the Alberta Education website.

**Suggestions**

To provide each paper with the most accurate and impartial judgment possible, use only the scoring criteria and the standards set by the Exemplars and Rationales. Each student is a person trying to do his or her very best. All students are completely reliant on your careful, professional consideration of their work.

Markers are responsible for

- reviewing and internalizing the scoring criteria and their application to student writing
- applying the scoring criteria impartially, independently, and consistently to all papers
- refraining from marking a response if personal biases—regarding the student’s handwriting, development of topic, idiosyncrasies of voice, and/or political or religious preference—interfere with an impartial judgment of the response
- ensuring that every paper is scored
  - fairly
  - according to the scoring criteria
  - in accordance with the standards illustrated in the Exemplars and Rationales

**The scores awarded to student responses must be based solely on the scoring criteria with reference to the Exemplars and Rationales. Fairness to all students is the most important requirement of the marking process.**

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

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

For all Provincial Achievement Test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used both to establish expectations for student work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. These working groups are crucial to ensuring that marks are valid, reliable, and fair measures of student achievement.

Exemplar Selection Working Group
Exemplars are selections of student work, taken from field tests, that best illustrate the scoring criteria. The Exemplar Selection Working Group is composed of experienced teachers representing various regions of the province who read a large sample of students’ written responses. Working-group members select responses that best match the established standards in the Exemplars and Rationales from the previous marking session. The working group then writes Rationales that explain the relationship between each Exemplar and the scoring criteria in each scoring category. The same process also occurs at this time in the selection of Training Papers. These papers are selected to illustrate characteristics of student work that might not be covered in the Exemplars and that might lead to inconsistent judgments or marking difficulties. While Exemplars usually receive consistent scores across all categories, Training Papers typically do not. This is due to the reality that students rarely perform with equal ability in every scoring category, as well as to the necessity of evaluating each scoring category as a distinct skill area.

Exemplar Validation Working Group
The Exemplar Validation Working Group, another group of experienced teachers from various provincial regions, reviews and approves the Exemplars, Training Papers, and Rationales that have been prepared for local marking. The working group ensures that the Rationales accurately reflect the standards embedded in the descriptors in the Scoring Guide while verifying that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the Rationales.

Standards Confirmation Working Group
Teachers from throughout the province who serve on the Standards Confirmation Working Group read a large sample of student responses to Part A: Writing to confirm the appropriateness of the standards set by the test in relation to student work on the Grade 9 English Language Arts Provincial Achievement Test. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. Working-group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same student paper for inter-rater reliability. Reliability Reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

Working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are part of a complex set of processes that have evolved over the years of Provincial Achievement Test administration. These teacher working groups are crucial to ensuring that standards are consistently and fairly applied to student work.
Local Marking

Classroom teachers are encouraged to assess students’ writing, using the Scoring Guides, Exemplars, and Rationales that are sent to the schools along with the Part A: Writing tests, before returning the tests to Alberta Education. All papers are scored centrally in Edmonton in July.

Scores awarded locally can be submitted to Alberta Education, where they will be used as the first reading of a student’s response. Local markers are to use the “For Teacher Use Only” section on the back of each Part A: Writing test booklet to record their scores by filling in the appropriate circles. The “School Code” and “Accommodations Used” sections should also be completed (see accommodations in the General Information Bulletin for information). If a teacher wants to know how his or her locally awarded scores compare with the scores that the tests received when scored centrally, then he or she must create a three-digit identification number and enter it in the section labelled “ID No.” on the back of each student booklet. No two teachers from the same school should create and use the same ID number. No other marks are to be made in the test booklet by the teacher.

Tests are to be returned to Alberta Education according to the scheduling information in the online General Information Bulletin. The tests will then be scored centrally by Alberta Education as the second reading. Both sets of scores are used when calculating each student’s final mark. In the case of a discrepancy between these two sets of scores, papers will receive a third reading. All three sets of scores will be used to determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are not assessed locally by teachers will be scored centrally only once.

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

Teachers may make photocopies of student writing from only the English Language Arts Part A: Writing tests after the May administration of the test for inclusion in portfolios of the year’s work. Copies can be made for parents who request them.

The levels of student achievement in the scoring guides are identified by specific words to describe student achievement in each scoring category. Classroom teachers are encouraged to discuss and use the scoring criteria with their students during the year.

To determine a student’s mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, and Poor = 1.
A total score for a student’s written response may be calculated by a teacher using the following procedure. For the Narrative / Essay Writing Assignment, assign a score of 1 to 5 for each of Content, Organization, Sentence Structure, Vocabulary, and Conventions. Then, multiply the scores for Content and Organization by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative / Essay Writing is 35. For the Functional Writing Assignment, assign a score of 1 to 5 for each of Content and Content Management. Then, multiply each score by 2. The maximum score possible for Functional Writing is 20.

To calculate the Total Part A: Writing Score, add the Narrative / Essay Writing and Functional Writing scores as follows: Narrative / Essay Writing /35 (63.6%) + Functional Writing /20 (36.4%) = Total Score /55 (100%). The mark for Part A: Writing is worth 50% of the total mark for the Grade 9 English Language Arts Provincial Achievement Test.

Because students’ responses to the Narrative / Essay Writing Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Narrative / Essay Writing Assignment on the 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 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.”


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.”


To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring Conventions for Assignment I: Narrative / Essay Writing as well as Content Management for Assignment II: Functional Writing.
### Scoring Guide: Functional Writing Assignment

#### Content

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

**Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</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 lacking. 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 reiteration 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**. |

**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**.
Content Management

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: 4.1, 4.2

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>- Words and expressions used are consistently accurate and effective.</td>
</tr>
<tr>
<td></td>
<td>- The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- The envelope and letter are essentially free from format errors and/or omissions.</td>
</tr>
<tr>
<td>Proficient</td>
<td>- Words and expressions used are usually accurate and effective.</td>
</tr>
<tr>
<td></td>
<td>- The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- The envelope and letter contain few format errors and/or omissions.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>- Words and expressions used are generally accurate and occasionally effective.</td>
</tr>
<tr>
<td></td>
<td>- The writing demonstrates basic control of correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- The envelope and letter contain occasional format errors and/or omissions.</td>
</tr>
<tr>
<td>Limited</td>
<td>- Words and expressions used are vague, inexact, and/or frequently taken from the prompt.</td>
</tr>
<tr>
<td></td>
<td>- The writing demonstrates limited evidence of control of correct sentence structure, usage, and mechanics. Errors may frequently impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- The envelope and letter contain frequent format errors and/or omissions.</td>
</tr>
<tr>
<td>Poor</td>
<td>- Words and expressions used are inaccurate, misused, and/or essentially quoted from the prompt.</td>
</tr>
<tr>
<td></td>
<td>- The writing demonstrates a lack of evidence of control of correct sentence structure, usage, and mechanics. Errors may severely impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- The envelope and letter contain numerous and glaring format errors and/or omissions.</td>
</tr>
<tr>
<td>Insufficient</td>
<td>- The response has been deemed <strong>insufficient</strong> in <strong>Content.</strong></td>
</tr>
</tbody>
</table>

Note: **Content** and **Content Management** are equally weighted.
Addressing an Envelope

1. Return Address

The return address is the name and address of the person sending the letter. The return address appears in the top left corner of the envelope and consists of the sender’s name, post office box number (if applicable), apartment or unit number followed by a hyphen (if applicable), street address (if applicable), city or town, province or territory, and postal code.

JEAN BROWN
PO BOX 8207
TORONTO ON L2R 3V6

JEAN BROWN
905-12963 61 ST
TORONTO ON L2R 3V6

2. Mailing Address

The mailing address is the name and address to which the letter is being sent. It always appears in the centre of the envelope. In a business letter, the address on the envelope is the same as the inside address of the letter. There may be separate lines for the title of the addressee (e.g., Editor, Director, President), the division or department in which the person works, and the name of his or her company, business, or organization.

SAM HUNT
DIRECTOR
THE KNITTING MILL
1409 3 AVE
TORONTO ON L3V 7O1

Envelope Format

1. Addresses should be typed or written in upper-case or block letters.

2. All lines of the addresses should be formatted with a uniform left margin.

3. Punctuation marks (such as commas and periods) should not be used unless they are part of a place name (e.g., ST. JOHN’S).

4. The postal code should appear on the same line as the municipality and province or territory, and should be separated from the municipality and province or territory by two spaces.

5. The two-letter abbreviation for the province or territory name should be used wherever possible (see next page); abbreviations for street (ST), avenue (AVE), and boulevard (BLVD) should also be used.

6. The return address should be formatted in the same way as the mailing address.

For more information, refer to the “Addressing Guidelines” in the Canada Postal Guide at www.canadapost.ca.
Format of a Business Letter

There are three basic business-letter formats. Any of these formats is appropriate and acceptable for the test. What is most important is that students choose one format and use it consistently so that the overall appearance of the letter is attractive.

Note: Students should double-space word-processed work in order to make revisions more easily. This should be applied only to the body of the letter and not to the other parts.

Parts of the Business Letter
(see illustrations on next page)

1. Heading
The heading consists of your address and the date.

   PO Box 8207
   Toronto ON  L2R 3V6
   May 9, 2018

   905-12963 61 St
   Toronto ON  L2R 3V6
   May 9, 2018

2. Inside Address
The inside address consists of the name and address of the person to whom you are writing. It usually appears four lines below the heading if a word processor is used or one line below if it is handwritten.

   Sam Hunt
   Director
   The Knitting Mill
   1409 3 Ave
   Toronto ON  L3V 7O1

3. Salutation
The most traditional salutation or greeting for a business letter is Dear followed by Mr., Ms., Mrs., or Miss, and the person’s last name, followed by a colon.

   Dear Mr. Smith:  Dear Mrs. Jones:
   Dear Ms. Black:  Dear Miss Green:

4. Body
The body is the main part of the letter in which you write what you have to say to the addressee. Skip one line after the salutation.

   • Be concise. Ensure that sufficient information is given so that your purpose is clearly understood and your request is well received.
   • Business letters are usually formal, so the language that you use should also be formal.

5. Closing
The closing is the ending to your letter. It appears at the bottom of the letter, directly under the body. Only the first word in the closing should be capitalized. It is always followed by a comma.

   Yours truly,
   Sincerely,

6. Signature
The signature is your full name signed. Your signature should appear directly below the closing. It should always be written in ink.

7. Your Name Printed

Commonly Used Abbreviations for Provinces and Territories

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>AB</td>
</tr>
<tr>
<td>British Columbia</td>
<td>BC</td>
</tr>
<tr>
<td>Manitoba</td>
<td>MB</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>NB</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>NL</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>NT</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>NS</td>
</tr>
<tr>
<td>Nunavut</td>
<td>NU</td>
</tr>
<tr>
<td>Ontario</td>
<td>ON</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>PE</td>
</tr>
<tr>
<td>Québec</td>
<td>QC or PQ</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>SK</td>
</tr>
<tr>
<td>Yukon</td>
<td>YT</td>
</tr>
</tbody>
</table>
**Business Letter Formats**

**The block format.** In this format, all parts of the letter run along the left side of the page (margin). No paragraphs in the body are indented.

**The modified block format.** In this format, the heading, the closing, the signature, and the printed name run along the right margin. All the other parts run along the left margin.

**The semi-block format.** This format is the same as the block format, except that the paragraphs in the body are indented.
Part A: Writing – *Description and Instructions*

Grade 9 Provincial Achievement Test

English Language Arts

Part A: Writing

**Description**

**Part A: Writing** contributes 50% of the total Grade 9 English Language Arts Provincial Achievement Test mark and consists of two assignments:

- **Assignment I:**
  **Narrative / Essay Writing**
  This assignment contains some material for you to consider. You must then respond in writing to the topic presented in the assignment. You should take about 70 minutes to complete Assignment I.
  Value: Approximately 65% of the total Part A: Writing test mark

- **Assignment II:**
  **Functional Writing**
  This assignment describes a situation to which you must respond in the format of a business letter. You should take about 40 minutes to complete Assignment II.
  Value: Approximately 35% of the total Part A: Writing test mark

**Instructions**

- You **may** use the following print references:
  – a dictionary (English and/or bilingual)
  – a thesaurus

- Complete both assignments.

- Record your ideas and/or make a plan before you write. Do this on the Planning pages.

- Write in pencil, or blue or black ink, on the lined pages provided.

- You are to do only one handwritten copy of your writing.

**Additional Instructions for Students Using Word Processors**

- Format your work using an easy-to-read 12-point or larger font, such as Times.

- Double-space your final printed copy. For the Functional Writing assignment, this should be applied to the body of the business letter but not to the other parts.

- Staple your printed work to the page indicated for word-processed work for each assignment. Hand in all work.

- Indicate in the space provided on the back cover that you have attached word-processed pages.

- You may make handwritten corrections and revisions directly on your printed work.

---

**Time:** 2 hours. You have up to 4 hours to complete this test plus an additional 30 minutes should you need it.

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

2018

Alberta Education, Provincial Assessment Sector
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

Crocus Plains School in the town of Franklin, Alberta, is celebrating the school’s 25th anniversary this year. To mark this event, the school community is coming together to create an exciting new outdoor classroom on the school grounds. The outdoor classroom will feature spaces for gardening and gathering as well as art displays. The costs are being funded by the school’s Outdoor Classroom Planning Committee, which applied for grants and fundraised for two years to pay for the project. The first phase of construction will begin in the first weekend in June. Approximately 25 people, including parents, teachers, and community members, have signed up to do this work.

You are Sam Park, a Grade 9 student who is a member of the Outdoor Classroom Planning Committee. You are very grateful to the volunteers who are giving their time for construction, and you wish to show your appreciation. In cooperation with teachers on the committee, you have made a plan to provide a breakfast for the volunteers on the first morning of construction. You are responsible for asking local businesses for donations of money, food, or supplies for the proposed breakfast.

The supermarket nearest to the school is Martin Family Foods, located in the neighbouring city of Weymouth, Alberta. The owner, Mr. Ken Martin, has made donations to support school functions in the past. You have decided to contact Mr. Martin to request a donation for the breakfast. In your letter, you should include the reasons for supporting this event to celebrate the creation of the outdoor classroom.

Assignment

Write a business letter to Mr. Ken Martin, owner of Martin Family Foods. In your letter, request a donation for the breakfast provided by the Outdoor Classroom Planning Committee. Provide enough information to convince Mr. Martin of the benefits of supporting this event.

When writing, be sure to

- identify the purpose of the letter
- explain the details of the situation and request
- organize your thoughts appropriately in sentences and paragraphs
- use vocabulary that is appropriate and effective
- sign your letter “Sam Park”—do not sign your own name
- address the envelope on page 14
Address Information

Use the following information for your letter and to address the envelope below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sam Park</strong></td>
<td>Sam Park lives in the town of Franklin, Alberta, at 275 Railway Avenue. The</td>
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<tr>
<td></td>
<td>postal code is T3L 1C9.</td>
</tr>
<tr>
<td><strong>Mr. Ken Martin</strong></td>
<td>Mr. Ken Martin is the owner of Martin Family Foods in the city of Weymouth,</td>
</tr>
<tr>
<td></td>
<td>Alberta. The store receives its mail at post office box number 7255 and the</td>
</tr>
<tr>
<td></td>
<td>postal code is T4K 2B0.</td>
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</tbody>
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Envelope
Observations from Standards Confirmation and Central Marking 2018: General Impressions

Throughout the 2018 marking session, every effort was made to reward student strengths where evident rather than to critique what was missing or speculate on what a student should have added or included. When marking student responses, markers were encouraged to conscientiously return to the “Focus” section of the scoring categories to consider the extent to which each student had demonstrated competence in the criteria listed. There were several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to review—at the start of each marking day—each assignment and the prompt materials provided in the test booklet with the expectation that many students’ ideas regarding the assignments were informed by details within the prompts. Occasionally, markers needed to re-read a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses were first drafts.

In the Functional Writing Assignment, nearly all students were able to connect the context provided in the “Situation” to their own experiences. From the viewpoint of “Sam Park” (“a Grade 9 student” and “member of the Outdoor Classroom Planning Committee” who is “very grateful to the volunteers who are giving their time for construction” and wishes to “show […] appreciation”), the majority of students successfully presented ideas regarding “a plan to provide a breakfast for the volunteers on the first morning of construction” and “asking local businesses for donations of money, food, or supplies for the proposed breakfast.” Many students recognized that “The supermarket nearest to the school is Martin Family Foods” and acknowledged that “The owner, Mr. Ken Martin, has made donations to support school functions in the past” when making a request for “a donation for the breakfast” and providing “reasons for supporting this event to celebrate the creation of the outdoor classroom.”

Most students directly referenced information provided in the “Situation” regarding how “Crocus Plains School in the town of Franklin, Alberta, is celebrating the school’s 25th anniversary this year,” how “To mark this event, the school community is coming together to create an exciting new outdoor classroom on the school grounds,” and how “The outdoor classroom will feature spaces for gardening and gathering as well as art displays.” Other students additionally identified that “The costs are being funded by the school’s Outdoor Classroom Planning Committee, which applied for grants and fundraised for two years to pay for the project,” that “The first phase of construction will begin in the first weekend in June,” and that “Approximately 25 people, including parents, teachers, and community members, have signed up to do this work.” When assessing student responses, markers recognized that, although many students adhered closely to the information provided in the test booklet, doing so was acceptable given the manner in which the assignment was framed primarily within outcomes specified in General Outcome 3: Managing Ideas and Information. The extent to which these guidelines were analyzed and particularized to achieve the student’s purpose in the “Assignment”—to “Write a business letter to Mr. Ken Martin, owner of Martin Family Foods,” to “request a donation for the breakfast provided by the Outdoor Classroom Planning Committee” and to “Provide enough information to convince Mr. Martin of the benefits of supporting this event”—distinguished the quality of student responses.

Most students appropriately appealed to Mr. Martin to make a donation of money, food, or other supplies for the breakfast to be held for volunteer workers who will begin to construct an outdoor classroom. Some students commented on the importance of showing appreciation for the
volunteers and the value of recognizing their selflessness and generosity. Other students highlighted the merits of the outdoor classroom in enhancing student learning, while others commented on celebrating the fundamental role played by the school in the community for 25 years. In other responses, students elaborated on the commitment of members of the Outdoor Classroom Planning Committee and the efforts they have made to fulfill the committee’s goal. In addition, some students suggested that, in return for supporting the event, Martin Family Foods could benefit from heightened publicity and increased sales of goods.

As in other years, markers were to acknowledge that there was no prescribed length for responses to the Functional Writing Assignment. While some students concisely fulfilled the requirements of the task, others elaborated more fully on ideas that they presented. Such brevity or embellishment was neither beneficial nor detrimental in and of itself, and markers were to take into account the overall effectiveness of each response when assessing its quality. With regard to envelope and letter format, recommendations were provided in the guidelines of Canada Post. Other formats/styles were to be considered equally acceptable and markers were to assess the extent to which a student had been consistent in applying a chosen format to both the envelope and letter rather than “deduct marks” for deviations from the Canada Post guidelines. There were a number of student responses in which there were varying amounts of white space between the heading, inside address, and salutation in the letter and some students single-spaced the body of the letter while others used double-spacing. These issues specifically were not to be viewed as detrimental to the quality of student work and were not to be penalized in the assessment of “Content Management.”

The Functional Writing Assignment provided each student with the opportunity to successfully demonstrate his or her attainment of text creation outcomes in the Program of Studies. Most students succeeded in meeting the achievement standards expected of students in the Functional Writing Assignment on Part A: Writing of the 2018 Grade 9 English Language Arts Provincial Achievement Test.
Observations from Standards Confirmation and Central Marking 2018: Qualities of Student Writing That Did Not Meet the Acceptable Standard

Students whose responses demonstrated qualities characteristic of “Poor” or “Limited” scores in “Content” sometimes relied on verbatim reiteration of information presented in the assignment with little of their own thinking or development. Other students misconstrued the role of the writer of the letter to be that of the principal of Crocus Plains School asking for parental support for the construction of an outdoor classroom or that of a parent of a student wishing to become involved in the building of an outdoor classroom. In other responses, students misrepresented information when contending that the building of the outdoor classroom has been completed, that the breakfast was intended to be provided for students of the school or members of the community, or that the outdoor classroom would not be built if the volunteers were not provided with breakfast. In some instances, students mistakenly argued against the need to build an outdoor classroom or inappropriately contended that such a classroom would lack supervision and promote student misbehaviour. In some instances, students used an inappropriately inflammatory tone in a misguided effort to persuade Mr. Martin to fulfill the request for a donation.

Ideas such as these are shown in the following excerpts from student responses that received “Poor” or “Limited” scores:

• “I am thankful you donated what you could for us the school and the parents are very greatful for what you have done for them and I am to but I wanna help my teaches by giving break fast.”
• “It wont cost you a dime to give a donation. […] In rewords for a donation I would talk to the OCPC about putting a adertisment for your store on the wall of the class room along with putting your company name on the speshal thanks wall for advertisment.”
• “The classroom is been built wether I like it or not next week so I need to find some way to feed the workers. […] I’m writing to you cause I’ve run out of options.”
• “We have a bunch of people coming to make our school better and we want to make our school better. So that’s why I’ve called you. […] If you don’t donate we wont be able to have the class room that we want.”
• “We got 25 volunteers here who are hungry and need to be fed they will be dispointed if they don’t get fed. […] It’s the least you can do for everthing we have done for you in the past.”
• “As the principle of Crocus Plaines School I’m responsible for making sure that students learn what their suppose to learn. A outdoor classroom can make sure of this. […] I promise I will buy my stuff at your store for the next 10 years if you help me out this time.”
• “We were wandering if you would like to donate food to our school so that we would be able to make brakefast for our residents and children at the school. […] This would give you tons of benfits. You will be helping us to learn since it’s more easier to learn if I have a full stumuck.”
• “How am I gonna consintrate if I don’t have a classroom that I’m never gonna use. I need the out door classroom to be built now not tomorrow and so lets have a breakfast to get it going. […] Your donation will make sure we get what we want.”
• “The reson I am asking is becus you have don’t it before so I’ am hoping you can make a nother one. […] You’re help will be greatly presheated. It would make me and a lot of others vary happy. This could be the start of some thing great so think about it.”
• “We would love it if you could be there ready to work on the first week of june to help out with the makeing of the out door class room. […] I would like to here back from you in two weeks tops.”
In student responses scored “Poor” or “Limited” in “Content,” such as those from which these excerpts were taken, ideas were superficial, flawed, and/or merely a repetition of the situation presented in the assignment or overgeneralized, misconstrued, and/or a verbatim reiteration of the situation presented in the assignment. Development of the topic was inadequate or ineffective. Information presented was imprecise, undiscerning, and/or simply a restatement of the prompt provided or irrelevant, missing, and/or essentially copied from the prompt provided. Supporting details were insignificant and/or lacking or obscure and/or absent, and the purpose of the assignment was only partially fulfilled or not fulfilled. A tone appropriate for the addressee was either evident but inconsistently maintained or little awareness of a tone appropriate for the addressee was evident. In responses scored “Poor” or “Limited” in “Content Management,” words and expressions used were vague, inexact, and/or frequently taken from the prompt or inaccurate, misused, and/or essentially quoted from the prompt. The writing demonstrated either limited evidence or a lack of evidence of control of correct sentence structure, usage, and mechanics. Errors that were present may have frequently or severely impeded meaning. The envelope and letter contained frequent or numerous and glaring format errors and/or omissions.

As in other years, the connection between the assignment and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a response sufficiently addressed the task presented in the assignment. Most often, there was evidence that the student had implicitly addressed the topic and/or prompts, and the response was assessed accordingly. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that the response was “Insufficient,” then the floor supervisors in consultation with the examination manager made a final judgment.
Observations from Standards Confirmation and Central Marking 2018: Qualities of Student Writing That Met the Acceptable Standard

Students whose responses received a score of “Satisfactory” in “Content” typically recognized the importance of expressing gratitude for the willingness of the volunteers to put in the time and effort to build the outdoor classroom and acknowledged that hosting a breakfast as an event to kick off construction would build relationships as well as foster goodwill. Most students understood the need to appeal to Mr. Martin, who had previously supported school functions, to request a donation of some of the foods that could be served, as well as money for expenses or supplies such as plastic cutlery and paper plates. Many students highlighted aspects of the planned features of the outdoor classroom, including spaces for groups to gather, garden plots, and displays of student artwork, as well as the interest of students in having access to a new learning environment. Some students elaborated on the duration of the school’s existence and its importance to the community at large. Still others added personal reflections on positive experiences undergone while attending Crocus Plains School and the impact of the school in the lives of students.

Qualities of student writing awarded “Satisfactory” scores are evident in the following excerpts from student responses:

• “I am a grade nine student at Crocus Plains School, I am also on the school’s Outdoor Classroom Planning Committee. I have decided to contact you to request a donation for a breakfast that the Committee has planned. […] We believe this breakfast is a hopeful way of starting construction on our outdoor classroom which in turn would benefit the learning of our students.”

• “We have gained enough funds to start construction of the new classroom, but the construction will be handled by many volunteers. Due to these volunteers and their hard work to make this all possible we wanted to give back to them by having a breakfast for them.”

• “Volunteers are people that spend their time giving back to the community and have good hearts. We want them to feel appreciated for their effort. […] By donating to provide breakfast for the volunteers, you help them feel a sense of community and their efforts are acknowledged.”

• “Since these people have volunteered their time for the school I have made a plan to provide a breakfast during the first weekend in June. […] If you donate to our school for this purposed breakfast it would help us a lot and make it much more easier for us to prepare this breakfast. It would mean alot to the school committee, students, and mostly the volunteers.”

• “Our outdoor classroom is to display art, places for gardening and even for groups to gather. This would mean a stronger sense of community in our school and give us a place for students to unwind and relax. […] In cooperation with our outstanding teachers on the committee we would like to prepare a breakfast on the first day of construction.”

• “The outdoor classroom will help grow students knowledge and will bring more neighbors of the community together. Us planners for the classroom are very thankful for the parents, teachers and community members that are able to lend a helping hand. […] In return we want to provide a breakfast for the volunteers that have helped us to show our appreciation and thanks.”
• “Martin Family Foods is my favourite grocery store and I would be pleased if you help out. […] I am choosing to have a breakfast with things like bacon, eggs, pancakes, and orange juice. I think this would be the easiest kind of breakfast since these things aren’t very hard to make.”

• “I’m extremely grateful of the volunteers time and dedication that they’re devoting to this project. This is deserving of some gratitude and recognition, and will happen if we are able to receive donations from your business. […] The classroom will help the community grow together, so your donation would be part of a good cause.”

• “In return for the food you provide we will announce your company as a sponsor of the outdoor classroom and put your businesses name on the plaqu with the other sponsors of the classroom. […] You will get the name of your store to more people and increase your overall sales.”

• “We are grateful for the support that you have given to us in the past. Your donation again would mean a lot to us and to the volunteers. […] Thank you for taking the time to read this letter. I hope you will consider this proposal we would greatly appreciate if you could help.”

In responses scored “Satisfactory” in “Content,” as illustrated in these excerpts, students presented appropriate ideas and adequately developed the topic. Relevant information was presented and supported by enough detail to fulfill the purpose of the assignment. A tone appropriate for the addressee was generally maintained. In responses scored “Satisfactory” in “Content Management,” words and expressions used were generally accurate and occasionally effective. The writing demonstrated basic control of correct sentence structure, usage, and mechanics and contained errors that may have occasionally impeded meaning. The envelope and letter contained occasional format errors and/or omissions.
Student Exemplar – Satisfactory

Address Information

Use the following information for your letter and to address the envelope below.

Sam Park

Sam Park lives in the town of Franklin, Alberta, at 275 Railway Avenue. The postal code is T3L 1C9.

Mr. Ken Martin

Mr. Ken Martin is the owner of Martin Family Foods in the city of Weymouth, Alberta. The store receives its mail at post office box number 7255 and the postal code is T4K 2B0.

Envelope

SAM PARK
275 RAILWAY AVENUE
FRANKLIN AB T3L1C9

KEN MARTIN
MARTIN FAMILY FOODS
OWNER
PO BOX 7255
WEYMOUTH AB T4K 2B0
Assignment II: Planning

Use this page to plan in whatever way you choose.

Background
Purpose
Details
Operations
Goodwill
Scott Park
275 Railway Avenue
Franklin, AB T3L 1C9
May 10, 2018

Ken Martin
Owner
Martin Family Foods
PO Box 7255
Wetaskiwin AB T4L 2B0

Dear Mr. Martin:

I am a Grade 9 student from Franklin, Alberta attending Crocus Plains School. I am writing to you on behalf of my school. Our school is building an outdoor classroom. This will feature a garden, art displays, etc. Many volunteers have contributed their time to make this classroom. Our school wants to hold a breakfast for all the volunteers who have signed up to help with this classroom. As representative of the outdoor classroom committee, it is my job to find a sponsor for the breakfast.
Seeing as you are the closest supermarket, I would like you to sponsor our volunteers' breakfast. It would be an appreciated donation.

The breakfast will be held at my school next week on Tuesday. There will be around 25 people at the breakfast. We have decided on having pancakes, fruit, and some beverages like juice. If you could have all this delivered by Friday this week, that would be great. Hopefully you are planning on donating.

If you have any questions or concerns on this topic, please let me know through my cell. The number is 804-408-0840. I'll be available anytime. You have helped this community many times and I hope that you keep on doing so. Also, best of luck for your business and thank you for your time.

Sincerely,

Sam Park
Sam Park
## Rationale for Student Exemplar – Satisfactory

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<tr>
<th>Score</th>
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<tbody>
<tr>
<td>S</td>
<td><strong>Content</strong></td>
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<tr>
<td></td>
<td>• The ideas (pertaining to how “Our school is building an outside classroom,” how “Our school wants to hold a breakfast for all the volunteers who have signed up to make this classroom” and how “you are the closest supermarket”) are appropriate, and development of the topic—in the request that Mr. Martin “sponsor our volunteers, breakfast”—is adequate.</td>
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<td>S</td>
<td>• Relevant information related to finding “a sponsor for the breakfast,” holding “The breakfast […] at my school next week on Tuesday,” and there being “around 25 people at the breakfast” is presented, and this information is supported by enough detail—regarding “a garden, art displays, etc.,” the “Many volunteers [who] have contributed their time to make this classroom,” and “having pancakes, fruit, and some beverages like juice”—to fulfill the purpose of the assignment.</td>
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<td>S</td>
<td>• As demonstrated in the use of expressions such as “I am writing to you on behalf of my school,” “As representative of the outdoor classroom committee, it is my job,” “I would like you to,” “It would be an appreciated donation,” “Hopefully you are planning on donating,” and “best of luck for your business and thank you for your time,” a tone appropriate for the addressee is generally maintained.</td>
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<td><strong>Content Management</strong></td>
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<tr>
<td>S</td>
<td>• Words and expressions used are generally accurate and occasionally effective, as seen in “building an outside classroom,” “volunteers who have signed up,” “planning on donating,” “available anytime,” “helped this community many times,” and “keep on doing so.”</td>
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<td>S</td>
<td>• The writing demonstrates basic control of correct sentence structure (as in “I am a grade 9 student from Franklin, Alberta attending Crocus Plains School”), usage (as in “If you could have all this delivered by Friday this week, that would be great”), and mechanics (as in “If you have any questions or concerns on this topic, please let me know through my cell”). Errors—such as in “As representative of,” “Seeing, as,” and “appreciated”—may occasionally impede meaning.</td>
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<tr>
<td>S</td>
<td>• Occasional format errors and omissions are contained in the envelope—in the lack of abbreviation in “275 RAILWAY AVENUE” in the return address and the misplacement of the recipient’s title (“OWNER”) beneath the organization (“MARTIN FAMILY FOODS”) in the mailing address—and letter—in the inclusion of the sender’s name and the incorrect presentation of “Railway avenue” and “Franklin, AB. T3L 1C9” in the heading as well as the incorrect presentation of “PO box 7255” and “Weymouth AB, T4K 2B0” in the inside address.</td>
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**Proportion of error to length and complexity of response has been considered.**
Observations from Standards Confirmation and Central Marking 2018: Qualities of Student Writing That Met the Standard of Excellence

In responses awarded scores of “Proficient” or “Excellent” in “Content,” students often broadened the discussion of the merits of creating an outdoor classroom to the wider social and economic implications for the residents of the surrounding community of strengthening the programs offered by the local school. In other responses, students ruminated on the commitment of members of the Outdoor Classroom Planning Committee in devoting a significant amount of their time and effort to such a worthwhile project, and praised the kindness, self-sacrifice, and wisdom of those who have volunteered their support. Some students commented on the diverse learning needs of students and of the significance of an alternative or supplement to conventional classroom learning in promoting the success of all students. Other students effectively contended that Mr. Martin would enjoy reciprocal benefits from making a donation, such as appreciation of his generosity and civic-mindedness, promotion of the goods at his store, and financial prosperity resulting from growth in sales. Still other students reasoned that the symbolic token of appreciation offered by the breakfast would add motivation to the work of the volunteers and forge a bond shared by all participants.

The excerpts below were taken from student responses that received “Proficient” or “Excellent” scores:

• “As a student from Crocus Plains School and a member of the school’s Outdoor Classroom Planning Committee, I am writing to inform you of the celebratory breakfast to be held at the commencement of construction of an outdoor classroom. […] It is extremely important, in this technological world of which we are a part, that students be exposed to hands-on learning about the environment that surrounds them. […] We are very appreciative of the volunteers because, without them, the realization of our years of planning would not be possible.”

• “Excitement has flourished about the proposed outdoor classroom, as it will offer an abundance of new learning options. It will allow students to pursue studies beyond the confines of a stark classroom. […] I encourage you to play a role in the creation of this innovative learning environment by providing a donation of food or other supplies for the appreciation breakfast to be held in honour of the volunteers who are to begin construction during the first week of June.”

• “The Outdoor Classroom Planning Committee has been applying for grants and has held fundraisers for the past two years in anticipation of the creation of this outdoor classroom. Alongside recognition of Crocus Plains School’s 25th anniversary, the prospect of making this planned classroom a reality is indeed worthy of celebration. […] Your contribution will provide both personal and financial benefits. You will be comforted knowing you have supported a worthwhile cause and promotion of your business could encourage greater patronage of your store.”

• “Crocus Plains School is a school that houses students from kindergarten to Grade 9. Therefore, it is vital that a wide range of learning environments be provided to accommodate the different learning styles of the students. […] The hands-on experiences offered by an outdoor classroom will be invaluable in giving students meaningful understandings of their world. Speaking for the members of the Outdoor Classroom Planning Committee, I am ecstatic to know that this innovative classroom is at last going to be built.”
• “I am working diligently with the teachers who have volunteered their time to serve on the committee to find the resources necessary for a complimentary breakfast to be served to the volunteers when construction begins. By donating to this breakfast, you are not only honoring the volunteers but you are also supporting an innovative initiative fundamental to the education of future generations. […] Your participation in this event would illustrate your engagement with the community and could promote sales of goods in your establishment.”

• “For 25 years, Crocus Plains School has played a fundamental role in shaping the lives of students. In celebration of the school’s anniversary, construction is set to begin on an outdoor classroom that will afford students opportunities to cultivate produce and provide venues for learning alongside others. […] For two years, members of the Outdoor Classroom Planning Committee have painstakingly completed applications for public grants and coordinated fundraisers such as car washes, bottle drives, and magazine sales.”

• “Working together can attract more people to your business, as people will be more inclined to purchase goods at Martin Family Foods if they know of your active participation in community events through your support of school functions such as the breakfast. […] On a broader scale, your donation also contributes to the provision of learning opportunities for students once the outdoor classroom is built. Your contribution will have a positive impact on the lives of the students of Crocus Plains School for years to come.”

• “To assist the Outdoor Classroom Planning Committee in its work, I have assumed the responsibility of contacting local entrepreneurs to request donations of money, food, or supplies for a breakfast to be held in honor of the individuals who have volunteered their time to build an outdoor classroom at Crocus Plains School. […] I am grateful for your consideration of my request. I look forward to a reply at your convenience.”

• “This event is an occasion that we have been anticipating for two years, and it would mean so much to us if you would be able to contribute to making a breakfast possible in recognition of the time and effort to be spent by the volunteers who will be building the outdoor classroom. […] We are grateful for the support we have received in the past from community-minded people like yourself. Your generosity will have a lasting effect on the lives of students of Crocus Plains School.”

• “I have had the privilege of attending Crocus Plains School for the past three years. I am indebted to the teachers on staff who challenged me, physically and mentally, enabling me to acquire valuable skills in the classroom that I will carry with me to adulthood. To repay that debt in some way, I have devoted much of my free time to the work of the committee that has realized its goal of further enriching students’ lives with the creation of an outdoor learning commons for the school.”

Student responses scored “Proficient” or “Excellent” in “Content,” such as those from which these excerpts were taken, were characterized by ideas that were thoughtful or perceptive, and development of the topic was generally effective or clear and effective. Significant or pertinent information was presented, and this information was substantiated or enhanced by specific or precise details that fulfilled the purpose of the assignment. A tone appropriate for the addressee was clearly or skillfully maintained. In responses scored “Proficient” or “Excellent” in “Content Management,” words and expressions used were usually or consistently accurate and effective. The writing demonstrated either competent and generally consistent control or confident and consistent control of correct sentence structure, usage, and mechanics. Any errors present rarely or in no way impeded meaning. The envelope and letter contained few, if any, format errors or omissions.
**Student Exemplar – Proficient**

**Address Information**

Use the following information for your letter and to address the envelope below.

**Sam Park**

Sam Park lives in the town of Franklin, Alberta, at 275 Railway Avenue. The postal code is T3L 1C9.

**Mr. Ken Martin**

Mr. Ken Martin is the owner of Martin Family Foods in the city of Weymouth, Alberta. The store receives its mail at post office box number 7255 and the postal code is T4K 2B0.

**Envelope**

```
SAM PARK
275 RAILWAY AVENUE
FRANKLIN AB  T3L 1C9

KEN MARTIN
OWNER
MARTIN FAMILY FOODS
P.O. BOX 7255
WEYMOUTH AB  T4K 2B0
```
Assignment II: Planning

Use this page to plan in whatever way you choose.

B - sam park, ga student @
crocus plans school representative outdoor classroom planning committee

P - to request donation of food

D - paragraph 2

O - helps business, free marketing, good reputation, disclose money adv. make up for it w/marketing positive thing for you, why the donation is helpful

G
275 Railway Avenue  
Franklin AB T3L 1C9  
May 10, 2018

Ken Martin, Owner  
Martin Family Foods  
P.O. Box 7255  
Weymouth AB T4K 2B0

Dear Mr. Martin,

My name is Sam Park, and I am a grade nine student at Crocus Plains School. I am also the grade nine representative of the Outdoor Classroom Planning Committee. I am writing you today to ask that you consider contributing a food donation for a breakfast celebration for construction workers.

This year at Crocus Plains School, we are celebrating our 25th
To commemorate this anniversary, our school community has come together to launch a new outdoor classroom. We will feature spaces for art galleries, as well as gardening and gathering spaces. Our costs are being funded by our school’s parent committee.

Our students are extremely grateful to the dedicated volunteers who are helping with construction, and to show our gratitude, we want to provide a breakfast for the volunteers on the first morning of construction. We hope that you will consider donating foods from your store, such as fruit, juice, and pancakes. We have worked very hard to accomplish this much, and your contribution would be greatly appreciated.

Although you may be concerned about losing profits through this...
donation, we can assure you that the exposure your company will receive will surely outweigh any losses. This donation will help expand your wonderful reputation as a generous and active local market which, in turn, will help you receive more exposure and profits. I am sure that you appreciate the hard work and dedication that we have put into this program for the past two years, and we would all be extremely grateful for your contributions. As you can see, this donation would be very beneficial for both parties involved.

Thank you for taking the time to read this letter. Should you have any questions or concerns, please contact me at sam.park@crocusplains.ca.

Sincerely,

Shara

Sam Park
### Rationale for Student Exemplar – Proficient

<table>
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<tr>
<td>Pf</td>
<td>Content</td>
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<td></td>
<td>• The ideas related to the request that Mr. Martin “consider contributing a food donation for a breakfast celebration for construction workers” and “the dedicated volunteers who are helping with construction” so that the school’s students can show their “gratitude” by providing “a breakfast for the volunteers” are thoughtful, and development of the topic (in contending that “the exposure your company will receive will certainly outweigh any losses” and “will help expand your wonderful reputation as a generous and active local market which, in turn, will help you receive more exposure and profits”) in order to support the argument that “this donation would be very beneficial for both parties involved” is generally effective.</td>
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<td>Pf</td>
<td>• Significant information—documenting how “This year at Crocus Plains School, we are celebrating our 25th anniversary,” how “our school community has come together to launch a new outdoor classroom,” and how “hard work and dedication” have been “put into this program for the past two years”—is presented, and this information is substantiated by specific details (referencing “spaces for art galleries, as well as gardening and gathering spaces,” “costs […] being funded by our school’s parent committee,” and the donation of “foods […] such as fruit, juice, and pancakes”) that fulfill the purpose of the assignment.</td>
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<td>Pf</td>
<td>• A tone appropriate for the addressee—in statements such as “I am also the grade nine representative of the Outdoor Classroom Planning Committee,” “I am writing you today to ask that you,” “To commemorate this anniversary,” “We will feature,” “Our students are extremely grateful,” “We hope that you will consider,” “Although you may be concerned about losing profits through this donation, we can assure you that,” “I am sure that you appreciate,” “As you can see,” and “Thank you for taking the time to read this letter”—is clearly maintained.</td>
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<td>Pf</td>
<td><strong>Content Management</strong></td>
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<td>• As illustrated in “This year at Crocus Plains School, we are celebrating,” “our school community has come together to launch a new outdoor classroom,” “dedicated volunteers,” “to show our gratitude, we want to provide,” “consider donating foods from your store,” “will certainly outweigh any losses,” “a generous and active local market,” “we would all be extremely grateful for your contributions,” and “beneficial for both parties involved,” <strong>words and expressions</strong> used are <strong>usually accurate</strong> and effective.</td>
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<tr>
<td>Pf</td>
<td>• The writing demonstrates <strong>competent</strong> and <strong>generally consistent control</strong> of correct <strong>sentence structure</strong>—as in “My name is Sam Park, and I am a grade nine student at Crocus Plains School,” <strong>usage</strong>—as in “We have worked very hard to accomplish this much, and your contribution would be greatly appreciated,” and <strong>mechanics</strong>—as in “Should you have any questions or concerns, please contact me at <a href="mailto:sam.park@crocusplains.ca">sam.park@crocusplains.ca</a>.” <strong>Errors</strong> that are present (such as in “comittee” and “recieve”) <strong>rarely impede</strong> meaning.</td>
</tr>
<tr>
<td>Pf</td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> contain <strong>few format errors</strong>, which include the lack of abbreviation of the word <strong>avenue</strong> in the return address and heading, the inclusion of punctuation in the mailing address and inside address, and the misplacement of the colon in the salutation (in “Dear Mr: Martin”). <strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>
Student Exemplar – Excellent

Address Information

Use the following information for your letter and to address the envelope below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Park</td>
<td>Sam Park lives in the town of Franklin, Alberta, at 275 Railway Avenue. The postal code is T3L 1C9.</td>
</tr>
<tr>
<td>Mr. Ken Martin</td>
<td>Mr. Ken Martin is the owner of Martin Family Foods in the city of Weymouth, Alberta. The store receives its mail at post office box number 7255 and the postal code is T4K 2B0.</td>
</tr>
</tbody>
</table>

Envelope

SAM PARK
275 RAILWAY AVE
FRANKLIN AB  T3L 1C9

KEN MARTIN, OWNER
MARTIN FAMILY FOODS
PO BOX 7255
WEYMOUTH AB  T4K 2B0
Assignment II: Planning

Use this page to plan in whatever way you choose.
275 Railway Ave  
Franklin AB T3L 1C9  
May 10, 2018

Ken Martin, Owner  
Martin Family Foods  
PO Box 7255  
Weymouth AB T4K 2B0

Dear Mr. Martin,

On behalf of the students of Crocus Plains School, I would like to express our heartfelt gratitude for your support of our school functions in past years. We are grateful for your contribution of funds for the newly rebuilt playground facilities we now enjoy as well as your generous offering of gift certificates for food at your store for families of students at our school who are facing financial hardships. We were hoping that you might once again extend your generosity by making a donation to support an appreciation breakfast we are holding to honor members of the Outdoor Classroom Planning Committee.

Many individuals are giving their time to plan and construct the outdoor classroom, which is intended to mark the 25th anniversary of Crocus Plains School. Spaces for hands-on gardening, outdoor gathering places, and open areas for art displays are among the many outstanding features of the outdoor classroom. The money needed for the project has already been raised through the fundraising efforts of the Parent Committee as well as grants from the government. These people that have committed to building the outdoor classroom deserve recognition for the time and effort they are putting into the project. To show our appreciation, the Grade 9
students and their teachers will provide a free breakfast on June 2, the morning of
the day when construction begins to honor the work of the approximately 25 parents,
teachers, and community members.

I am responsible for contacting local businesses to see if they would be willing
to contribute some of the items needed for the breakfast. That’s why I immediately
thought of Martin Family Foods. All contributions will be publicly acknowledged at
the breakfast, and this would provide your store with a great opportunity to promote
business. Your past support has been invaluable to the school, and we were hoping
that you might be able to provide some beverages such as orange juice, coffee, or
tea or possibly some trays of fresh fruit. We are also hoping to serve a menu of
pancakes, eggs, bacon, and sausages, and would accept any donations of this kind.
Donations of money are also welcome! Your support will go a long way in making
the breakfast a success.

Crocus Plains School provides great programs for its students, and the
outdoor classroom will offer even more places for learning. Thanks to the efforts of
the Outdoor Classroom Planning Committee, it is about to become a reality. The
breakfast to honor the people involved is our way of showing how grateful we are.
Martin Family Foods could be part of this celebration! Thank you for taking the time
to consider this request. If you would like to contact me, I can be reached at
spark@telus.net or at Crocus Plains School at 780-555-4231.

Sincerely,

Sam Park

Sam Park
**Rationale for Student Exemplar – Excellent**

<table>
<thead>
<tr>
<th>Score</th>
<th>Scoring Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>• The <strong>ideas</strong> (such as in how the acknowledgement that “We are grateful for your contribution of funds for the newly rebuilt playground facilities we now enjoy as well as your generous offering of gift certificates for food at your store for families of students at our school who are facing financial hardships” provides context for the request that Mr. Martin make “a donation to support an appreciation breakfast we are holding to honor members of the Outdoor Classroom Planning Committee”) are <strong>perceptive</strong>, and <strong>development</strong> of the topic in the arguments that the “people that have committed to building the outdoor classroom deserve recognition for the time and effort they are putting into the project,” that “All contributions will be publicly acknowledged at the breakfast, and this would provide your store with a great opportunity to promote business,” that “Crocus Plains School provides great programs for its students, and the outdoor classroom will offer even more places for learning,” and that “The breakfast to honor the people involved is our way of showing how grateful we are. Martin Family Foods could be part of this celebration!” is <strong>clear</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td>E</td>
<td>• <strong>Pertinent information</strong> referencing how “Many individuals are giving their time to plan and construct the outdoor classroom, which is intended to mark the 25th anniversary of Crocus Plains School,” how “the Grade 9 students and their teachers will provide a free breakfast on June 2, the morning of the day when construction begins to honor the work of the approximately 25 parents, teachers, and community members,” and how “Donations of money are also welcome!” is presented, and this information is <strong>enhanced</strong> by <strong>precise details</strong>—in the documentation of “Spaces for hands-on gardening, outdoor gathering places, and open areas for art displays [which] are among the many outstanding features of the outdoor classroom,” “The money needed for the project [which] has already been raised through the fundraising efforts of the Parent Committee as well as grants from the government,” “beverages such as orange juice, coffee, or tea or possibly some trays of fresh fruit,” and “a menu of pancakes, eggs, bacon, and sausages”—that <strong>effectively fulfill</strong> the <strong>purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>E</td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>skillfully maintained</strong> through the use of expressions such as “On behalf of the students of Crocus Plains School, I would like to express our heartfelt gratitude for your support of our school functions in past years,” “We were hoping that you might once again extend your generosity,” “To show our appreciation,” “Your past support has been invaluable to the school, and we were hoping that you might be able to provide,” “We are also hoping to serve,” “Your support will go a long way in making the breakfast a success,” and “Thank you for taking the time to consider this request.”</td>
</tr>
<tr>
<td>Score</td>
<td>Scoring Category</td>
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<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td>E</td>
<td><strong>Content Management</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used—including “our heartfelt gratitude,” “the newly rebuilt playground facilities we now enjoy,” “generous offering of gift certificates,” “families of students at our school who are facing financial hardships,” “once again extend your generosity,” “giving their time to plan and construct,” “among the many outstanding features,” “the fundraising efforts of the Parent Committee,” “All contributions will be publicly acknowledged,” “would accept any donations of this kind,” and “The breakfast to honor the people involved”—are <strong>consistently accurate</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td>E</td>
<td>• The writing demonstrates <strong>confident</strong> and <strong>consistent control</strong> of correct <strong>sentence structure</strong> (as seen in “I am responsible for contacting local businesses to see if they would be willing to contribute some of the items needed for the breakfast”), <strong>usage</strong> (as seen in “Thanks to the efforts of the Outdoor Classroom Planning Committee, it is about to become a reality”), and <strong>mechanics</strong> (as seen in “If you would like to contact me, I can be reached at <a href="mailto:spark@telus.net">spark@telus.net</a> or at Crocus Plains School at 780-555-4231”). <strong>Errors</strong> such as in “governement” and “imediately” <strong>do not impede</strong> meaning.</td>
</tr>
<tr>
<td>E</td>
<td>• With the exception of the use of a comma in the salutation, the <strong>envelope</strong> and <strong>letter</strong> are <strong>essentially free</strong> from <strong>format errors</strong> and <strong>omissions</strong>. <strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>
**Appendix: Marker Training Papers**

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

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

Reminders for marking:

- When a student’s work exhibits characteristics of two scoring criteria, a marker must use professional judgment to apply the scoring criterion that most accurately and appropriately describes the features of the paper. Usually, the appropriate criterion is the one from which there are the most descriptors that “fit” the student’s work.

- Be objective in your marking. Mark according to the Scoring Guide and Exemplars ONLY.

- Before marking each scoring category, read the focus information to help you to focus on the key words and phrases of each scoring category that help to distinguish differences among scoring levels.

- Student work must be related to the assignment. An INSUFFICIENT paper demonstrates no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content. A NO RESPONSE paper has absolutely nothing written, drawn, or highlighted.

- Information provided by a student on the planning page can be used to inform a marker’s judgments but is not directly scored.

- Do not be misled by the physical appearance of a response. Poorly handwritten/word-processed responses are not necessarily poorly constructed, just as neatly handwritten/word-processed responses are not necessarily of quality and substance.

- Score each bullet within each scoring category separately, and then assign an overall score for that category. For example, if two of the three bullets in a scoring category are scored as “Pf” and the third bullet as “S,” assign an overall score of “Pf” in this scoring category. You will encounter papers that, according to the scoring guide, are at the high end or low end of the range of a given scoring level; nonetheless, **a single score must be awarded** for each scoring category.

- A student response does not have to be perfect to receive a score of Excellent in any one or both scoring categories.
Marker Training Paper A

Address Information

Use the following information for your letter and to address the envelope below.

Sam Park

Sam Park lives in the town of Franklin, Alberta, at 275 Railway Avenue. The postal code is T3L 1C9.

Mr. Ken Martin

Mr. Ken Martin is the owner of Martin Family Foods in the city of Weymouth, Alberta. The store receives its mail at post office box number 7255 and the postal code is T4K 2B0.

Envelope

Sam Park
275 Railway Ave
Franklin AB T3L 1C9

Ken Martin
Owner
Martin Family Foods
P.O. Box 7255
Weymouth AB T4K 2B0
Assignment II: Planning

Use this page to plan in whatever way you choose.
G75 Railway Ave
Frannin AB T3L 1C9
May 19, 2018

Mr. Martin,

My name is Sean Park and I am on the Outdoor Classroom Planning Committee at Crocus Plains School. I am writing you this letter to request a donation in support of the Outdoor Classroom Planning Committee's breakfast.

This year, the school is celebrating its 25th anniversary. To mark this event, Crocus Plains School is building an exciting new outdoor classroom on the grounds. The classroom will feature places for gardening and gathering, as well as an art display room. In order to cover the costs of this classroom, the school's parent committee has applied for grants and has fundraised for two years. Construction is set to begin in the first week of June. Approximately 25 parents, teachers, and community members have signed up to


help with the building. My fellow students and I are extremely grateful for all the hard work the volunteers have put in and continue to put in. To show our appreciation, the Outdoor Classroom Planning Committee has decided to provide volunteers with breakfast on the first day of construction. The proposed menu includes pancakes, fruits, and beverages. Martin Family Foods is the closest supermarket to the school and also has a good relationship with our school. The committee and I need approximately 10 boxes of pancake mix, 5 fruit trays, and 40 juice boxes. We would greatly appreciate if you donated a portion of these amounts to this great cause.

Donating to this cause will benefit both Martin Family Foods and Crow Plains school. Martin Family Foods will gain a better reputation within the community and, therefore, attract more customers. It is also a very small donation one will not put any financial burden on the store. Teachers have agreed to pick up the goods from your store, saving you time and money. Morally, it is also just the right thing to do. This is a great cause and these people deserve our support. The school has also agreed to put up small flyers advertising your store. Please consider donating to this extremely good cause.

Thank you for taking the time to read this letter. If
If you require any additional information, contact me at sam.p@email.com.

Sincerely,

[Signature]

Sam Park
### Rationale for Marker Training Paper A

<table>
<thead>
<tr>
<th>Score</th>
<th>Scoring Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pf</td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>• The ideas—pertaining to why “a donation in support of the Outdoor Classroom Planning Committee’s breakfast” (to be held “on the first day of construction” in recognition of “all the hard work the volunteers have put in and are continuing to put in”) “will benefit both Martin Family Foods and Crocus Plains School”—are <strong>thoughtful</strong>, and <strong>development</strong> of the topic in the documentation of the “proposed menu [which] includes pancakes, fruits, and beverages,” the proximity of Crocus Plains School to “Martin Family Foods [which] is the closest supermarket to the school” and “has a good relationship” with the school, the possibility that “Martin Family Foods will gain a better reputation within the community and, therefore, attract more customers,” and the “very small donation” needed that “will not put any financial burden on the store” is <strong>generally effective.</strong></td>
</tr>
<tr>
<td>Pf</td>
<td>• <strong>Significant information</strong> (related to “celebrating” the school’s “25th anniversary,” the “building [of] an exciting new outdoor classroom on the grounds” with “places for gardening and gathering, as well as an art display room,” and the beginning of “Construction […] in the first week of June”) is presented, and this information is <strong>substantiated</strong> by <strong>specific details</strong>—regarding how “the school’s parent committee has applied for grants and has fundraised for two years,” how “Approximately 25 parents, teachers and community members have signed up to help with the building,” how “The committee and I need approximately 10 boxes of pancake mix, 5 fruit trays, and 40 juice boxes,” how “Teachers have offered to pick up the goods from your store, saving you time and gas,” and how “The school has also agreed to put up small flyers advertising your store”—that <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>• As seen in expressions such as “I am writing you this letter to request,” “My fellow students and I are extremely grateful,” “We would greatly appreciate if you donated a portion of these amounts to this great cause,” “Morally, it is also just the right thing to do,” “This is a great cause and these people deserve a reward,” “Please consider donating to this extremely good cause,” and “Thank you for taking the time to read this letter,” a <strong>tone appropriate</strong> for the addressee is <strong>clearly maintained.</strong></td>
</tr>
</tbody>
</table>

Alberta Education, Provincial Assessment Sector

To go back after using an internal link, simultaneously press and hold Alt + (in some browsers).
### Score  
#### Scoring Category

<table>
<thead>
<tr>
<th>Pf</th>
<th>Content Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used—such as “This year, the school is celebrating its 25\textsuperscript{th} anniversary,” “In order to cover the costs of this classroom,” “Construction is set to begin,” “the hard work the volunteers have put in and are continuing to put in,” “greatly appreciate if you donated,” “Donating to this cause will benefit,” “gain a better reputation within the community and, therefore, attract more customers,” and “put up small flyers advertising your store”—are <strong>usually accurate</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td>E</td>
<td>• The writing demonstrates <strong>confident</strong> and <strong>consistent control</strong> of correct <strong>sentence structure</strong> (as in “My name is Sam Park and I am on the Outdoor Classroom Planning Committee at Crocus Plains School”), <strong>usage</strong> (as in “To show our appreciation, the Outdoor Classroom Planning Committee has decided to provide volunteers with breakfast on the first day of construction”), and <strong>mechanics</strong> (as in “If you require any additional information, contact me at <a href="mailto:SamP@gmail.com">SamP@gmail.com</a>”). <strong>Errors</strong> that may be present <strong>do not impede</strong> meaning.</td>
</tr>
<tr>
<td>E</td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> are <strong>essentially free</strong> from <strong>format errors</strong> and <strong>omissions</strong>.</td>
</tr>
</tbody>
</table>

Proportion of error to length and complexity of response has been considered.
**Marker Training Paper B**

**Address Information**

Use the following information for your letter and to address the envelope below.

---

**Sam Park**

Sam Park lives in the town of Franklin, Alberta, at 275 Railway Avenue. The postal code is T3L 1C9.

---

**Mr. Ken Martin**

Mr. Ken Martin is the owner of Martin Family Foods in the city of Weymouth, Alberta. The store receives its mail at post office box number 7255 and the postal code is T4K 2B0.

---

**Envelope**

Sam Park

Crocus Plains School

Franklin, AB

275 Railway Ave

T3L 1C9

KEN MARTIN

WEYMOUTH, AB

P.O. BOX 7255

T4K 2B0
Assignment II: Planning

Use this page to plan in whatever way you choose.
Sam Park
Crocus Plains School
Franklin, AB
275 Railway Ave
T3L 1C9

Ken Martin
Weymouth, AB
P.O. box 7255
T9K 2B0

Dear Mr. Ken Martin,

My name is Sam Park, and on behalf of the Crocus Plains School, I would like to thank you on your previous donations to the school, this year we are starting an outdoor classroom.

As a thank-you to all the volunteers, we will be giving them breakfast on the first morning of construction in the first weekend of June.
There will be approximately 25 parents, teachers and community members, we ask for a food donation for this amount of people and that they are appropriate for breakfast.

Thank you for taking your time to read this letter, we hope to hear back from you.

Sincerely

SM

Sam Park
### Rationale for Marker Training Paper B

<table>
<thead>
<tr>
<th>Score</th>
<th>Content Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td><strong>Words and expressions</strong> used (such as “your previous donations to the school,” “this year we are starting,” “As a thank-you,” “we will be giving them breakfast,” and “taking your time to read this letter”) are <strong>generally accurate</strong> and <strong>occasionally effective</strong>.</td>
</tr>
<tr>
<td>L</td>
<td><strong>Frequent format errors and omissions</strong> are contained in the <strong>envelope</strong> in the return address (in the inclusion of “Crocus Plains School” and misplacement and inclusion of punctuation in “Franklin, AB”) and mailing address (in the omission of the recipient’s title and organization as well as the inclusion of punctuation in and misplacement of “WEYMOUTH, AB” and “P.O. BOX 7255”) and <strong>letter</strong> in the heading (in the inclusion of “Sam Park / Crocus Plains School,” misplacement and inclusion of punctuation in “Franklin, AB,” and omission of the date), the inside address (in the omission of the recipient’s title and organization and misplacement and incorrect presentation of “Weymouth, AB,” “P.O. box 7255,” and “T9K 2B0”), the incorrect presentation of the salutation (in “Dear Mr. Ken Martin.”), and the omission of a comma in the closing. Differences in <strong>Proportion of error to length and complexity of response</strong> have been considered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Scoring Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>S</td>
<td>• <strong>The ideas</strong> related to thanking “all the volunteers” and “giving them breakfast” are <strong>superficial</strong>, and <strong>development</strong> of the topic in the abrupt request for “a food donation” that is “appropriate for breakfast” is <strong>inadequate</strong>.</td>
</tr>
<tr>
<td>S</td>
<td>• <strong>Relevant information</strong> regarding “previous donations” made by Martin Family Foods “to the school” and the “starting [of] an out doors class room” is presented, and this information is <strong>supported by enough detail</strong> (pertaining to a breakfast to be held “On the first mourning of construction in the first weekend of June” for “approximately 25 parents, teachers and community members”) to <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>S</td>
<td>• A <strong>tone appropriate</strong> for the addressee—such as in “My name is Sam Park,” “on behaf of the Crocus Plains School, I would like to thank-you,” “Thank you for taking your time to read this letter,” and “we hope to hear back from you”—is <strong>generally maintained</strong>.</td>
</tr>
</tbody>
</table>

To go back after using an internal link, simultaneously press and hold Alt + → (in some browsers).