### Knowledge and Employability Language Arts Provincial Achievement Test Part A: Writing

**Scoring Guide for 2021**

**Focus on Content**

- **Excellent (E)**: When marking Content appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the writer:
  - expresses the topic
  - establishes a point of view
  - chooses ideas
  - supports the response
  - holds the reader’s interest

- **Proficient (Pf)**: The writer’s exploration of the topic is well thought out. The writer’s point of view, whether stated or implied, is intentional. The ideas presented by the writer are developed in paragraphs. The writer’s exploration of the topic is clear and/or direct. The introduction is purposeful and serves to establish a focus that is generally maintained. The development of ideas and/or details is developed in paragraphs in a logical order, and coherence is generally maintained. Transitions clearly connect ideas and/or details within sentences and between paragraphs. The conclusion is effective and enhances the focus.

- **Satisfactory (S)**: The writer’s exploration of the topic is clear and/or plausible. The writer’s point of view, whether stated or implied, is evident. The ideas presented by the writer are developed in paragraphs and support the writer’s position. The introduction is functional and establishes a focus that is generally maintained. The development of ideas and/or details is developed in paragraphs in a logical order, although coherence may falter occasionally. Transitions tend to be mechanical and are generally used to connect ideas and/or details within sentences and between paragraphs. The conclusion is adequate and may be related to the focus.

- **Limited (L)**: The writer’s exploration of the topic is superficial or simplistic. The writer’s point of view, whether stated or implied, is evident. The ideas presented by the writer are superficial or/and ambiguous. The writer’s point of view is unclear or incomplete. The writing is confusing and/or undeveloped and does not hold the reader’s interest.

- **Poor (P)**: The writer’s exploration of the topic is minimal or irrelevant. The writer’s point of view, whether stated or implied, is incomprehensible. The ideas presented by the writer are undeveloped or overgeneralized. Supporting details are irrelevant and/ or lacking. The writing is confusing and/ or undeveloped and does not hold the reader’s interest.

**Focus on Organization**

- **Excellent (E)**: When marking Organization appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the writing demonstrates:
  - introduction
  - coherent order
  - connections between ideas and/or details
  - conclusion

- **Proficient (Pf)**: The conclusion is appropriate and reinforces the focus. The quality of the writing is weakened by frequent incorrect use of conventions. Sentence type and sentence length are consistently explored the topic. Clarity and flow of the response are enhanced. The conclusion is effective and enhances the focus.

- **Satisfactory (S)**: Sentence structure lacks control, and this often impedes meaning. The development of ideas and/or details is haphazard and incoherent. Transitions are absent and/or inappropriately used to connect ideas and/or details within sentences and between paragraphs. The conclusion is incoherent or missing.

- **Limited (L)**: The introduction, if present, is obscure or ineffective; no focus is established. The development of ideas and/or details is haphazard and incoherent. Transitions are absent and/or inappropriately used to connect ideas and/or details within sentences and between paragraphs. The conclusion is incoherent or missing.

**Focus on Sentence Structure**

- **Excellent (E)**: Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. Proportion of error to length and complexity of response must be considered.

- **Proficient (Pf)**: Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied.

- **Satisfactory (S)**: Sentence structure often lacks control, and this may impede meaning. Sentence type and sentence length are rarely effective and varied. There is little variety of sentence beginnings.

- **Limited (L)**: Sentence structure lacks control, and this often impedes meaning. There is no variation of sentence type or sentence length; run-on sentences and/or sentence fragments, if present, often impede meaning. There is no variety of sentence beginnings.

**Focus on Vocabulary**

- **Excellent (E)**: Words and expressions are consistently used accurately and effectively. Well-chosen words and expressions are used to support the writer’s position. The voice/tone created by the writer is consistently engaging throughout.

- **Proficient (Pf)**: Words and expressions are generally used accurately and appropriately. Well-chosen words and expressions are used to support the writer’s position. The voice/tone created by the writer is frequently distinct.

- **Satisfactory (S)**: Errors may occasionally impede clarity and sometimes interrupt the flow of the response. Errors may occasionally reduce clarity and support the writer’s position. The voice/tone created by the writer is generally distinct.

- **Limited (L)**: Words and expressions used generally convey only vague meanings. Imprecise words and expressions predominate; specific words, if present, may be awkwardly used to support the writer’s position. The voice/tone created by the writer is not clearly established or is inconsistent.

**Focus on Conventions**

- **Excellent (E)**: Accuracy of the words and expressions; effectiveness of the words and expressions; appropriateness and effectiveness of the voice/tone created by the writer.

- **Proficient (Pf)**: The quality of the writing is enhanced because it is essentially error-free. Any errors that are present do not reduce clarity and do not interrupt the flow of the response.

- **Satisfactory (S)**: Any errors that are present rarely reduce clarity and are not interest the reader. Words and expressions are used predominantly to support the writer’s position. The voice/tone created by the writer is generally distinct.

- **Limited (L)**: Errors predominate; specific words, if present, are frequently misused and/or are repeated to support the writer’s position. The voice/tone created by the writer is not clearly established or is inconsistent.

- **Poor (P)**: Errors severely reduce clarity and impede the flow of the response. Errors may occasionally reduce clarity and sometimes interrupt the flow of the response. Errors are present and are used predominantly to support the writer’s position. The voice/tone created by the writer is not clearly established or is inconsistent.

Note: Content and Organization are weighted to be worth twice as much as the other categories. Students whose writing is unrelated to the topic will be awarded a score of Insufficient.