

ELA Grade 6 Functional Writing  
Scoring Guide 2020

	CONTENT	CONTENT MANAGEMENT
FOCUS	<p>When marking <b>CONTENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>effectiveness of development and organization of the news article</li> <li>whether the purpose of the assignment is fulfilled with complete and appropriate information</li> <li>appropriateness of tone for the assignment and awareness of audience is evident</li> </ul>	<p>When marking <b>CONTENT MANAGEMENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>accuracy and effectiveness of words and expressions</li> <li>control of sentence structures, usage, and mechanics (spelling, punctuation, etc.)</li> <li>clarity and flow of the communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
Excellent E	<ul style="list-style-type: none"> <li>The ideas are well developed, and organization of the news article is clear and effective.</li> <li>Complete information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly and effectively maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are consistently accurate and effective.</li> <li>The writing demonstrates confident and consistent control of sentence structure, usage, and mechanics.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
Proficient Pf	<ul style="list-style-type: none"> <li>The ideas are generally well developed, and organization of the news article is generally effective.</li> <li>Complete information is presented, and this information is substantiated by appropriate details that fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are usually accurate and effective.</li> <li>The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
Satisfactory S	<ul style="list-style-type: none"> <li>The ideas are adequately developed, and organization of the news article is adequate.</li> <li>Some information is given, and this information is supported by enough details to fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is generally maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are generally accurate and occasionally effective.</li> <li>The writing demonstrates basic control of sentence structure, usage, and mechanics.</li> <li>Errors that are present occasionally reduce the clarity or interrupt the flow of the communication.</li> </ul>
Limited L	<ul style="list-style-type: none"> <li>The ideas are poorly developed, and organization of the news article is ineffective.</li> <li>Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled.</li> <li>A tone appropriate for the assignment is evident but not maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are frequently vague and/or imprecise.</li> <li>The writing demonstrates faltering control of sentence structure, usage, and mechanics.</li> <li>Errors reduce the clarity and interrupt the flow of the communication.</li> </ul>
Poor P	<ul style="list-style-type: none"> <li>The ideas are not developed, and organization of the news article is inadequate.</li> <li>Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled.</li> <li>Little awareness of tone appropriate for the assignment is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are inaccurate and/or misused.</li> <li>The writing demonstrates lack of control of sentence structure, usage, and mechanics.</li> <li>Errors severely reduce the clarity and interrupt the flow of the communication.</li> </ul>
Insufficient INS	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>

**Note: Content and Content Management are equally weighted.**

Please advise students that their work must relate to the assignment.  
Those assignments that are completely off topic will be awarded a mark of Insufficient.

# Grade 6

## English Language Arts

### Part A: Writing

### Scoring Guide

### Narrative and Functional

### Writing Assignments

Because students' responses to the narrative writing prompt in the *Part A: Writing* portion of the Grade Six Achievement Test vary widely, assessment of their stories will be in the context of Louise Rosenblatt's suggestion:

**"... the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually ... thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's 'correct' answer."**

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Markers will also consider Grant P. Wiggins' suggestion that we should 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."**

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Alberta Provincial Achievement Testing 2020

# Grade 6 Narrative Writing Scoring Guide 2020

	CONTENT	ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY	CONVENTIONS
<b>FOCUS</b>	<p>When marking <b>CONTENT</b> appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>establishes a context</li> <li>uses ideas and/or events that are appropriate for the established context</li> <li>uses specific details (of characters, setting, actions, events, etc.)</li> <li>demonstrates an awareness of audience</li> </ul>	<p>When marking <b>ORGANIZATION</b> appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>introduces the response</li> <li>follows a coherent order</li> <li>establishes connections and/or relationships among events, actions, details, and/or characters</li> <li>brings closure to the writing</li> </ul>	<p>When marking <b>SENTENCE STRUCTURE</b> appropriate for Grade 6 narrative writing, the marker should consider the</p> <ul style="list-style-type: none"> <li>writer’s control of sentence structure</li> <li>effectiveness and variety of sentence type and sentence length</li> <li>variety of sentence beginnings</li> </ul> <p><b>Length and complexity of response must be considered.</b></p>	<p>When marking <b>VOCABULARY</b> appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses</p> <ul style="list-style-type: none"> <li>words and expressions accurately</li> <li>words and expressions effectively</li> <li>words and expressions to enhance the student’s voice</li> </ul> <p><b>Length and complexity of response must be considered.</b></p>	<p>When marking <b>CONVENTIONS</b> appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of</p> <ul style="list-style-type: none"> <li>mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.)</li> <li>clarity and flow of the communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"> <li>The context is clearly established and consistent.</li> <li>The ideas and/or events are creative and deliberately chosen for the context established.</li> <li>Supporting details are precise and consistently effective.</li> <li>The writing is confident and/or creative and holds the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are consistently maintained.</li> <li>The ending ties events and/or actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is effectively and consistently controlled.</li> <li>Sentence type and sentence length are consistently effective and varied.</li> <li>Sentence beginnings are consistently varied.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions are used accurately.</li> <li>Precise words and expressions are used to create vivid images and/or to enrich details.</li> <li>Words and expressions are used to enhance the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is enhanced because it is essentially error-free.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"> <li>The context is clearly established and appropriate.</li> <li>The ideas and/or events are intentionally chosen for the context established.</li> <li>Supporting details are specific and generally effective.</li> <li>The writing is purposeful and draws the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are maintained.</li> <li>The ending provides an appropriate finish for events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is controlled.</li> <li>Sentence type and sentence length are usually effective and varied.</li> <li>Sentence beginnings are often varied.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions are often used accurately.</li> <li>Specific words and expressions are frequently used to create images and/or to add clarity to details.</li> <li>Words and expressions are descriptive and generally enhance the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is sustained because it contains only minor convention errors.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"> <li>The context is established and generally appropriate.</li> <li>The ideas and/or events are adequate for the context established.</li> <li>Supporting details are general and may be predictable.</li> <li>The writing is straightforward and generally holds the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction directly presents information about events, characters, and/or setting.</li> <li>Events and/or details are developed in a discernible order, although coherence may falter occasionally.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are generally maintained.</li> <li>The ending is predictable and/or contrived, and is connected to events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is generally controlled, but lapses may occasionally impede the meaning.</li> <li>Sentence type and sentence length are sometimes effective and/or varied.</li> <li>Some variety of sentence beginnings is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions are generally used appropriately.</li> <li>General words and expressions are used adequately to clarify meaning.</li> <li>Words and expressions sometimes enhance the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is maintained through generally correct use of conventions.</li> <li>Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.</li> </ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"> <li>The context is vaguely established and/or may not be appropriate.</li> <li>The ideas and/or events are vague given the context established.</li> <li>Supporting details are few and/or may be repetitive.</li> <li>The writing is superficial and does not hold the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction presents information about events, characters, and/or setting but lacks direction.</li> <li>The development of events and/or details is not clearly discernible, and coherence falters frequently.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing.</li> <li>The ending is predictable and/or contrived, and may not be connected to events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure often lacks control, and this may impede the meaning.</li> <li>There is little variation of sentence type and sentence length.</li> <li>There is little variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions generally convey only vague meanings.</li> <li>Imprecise words and expressions predominate; specific words, if present, may be awkwardly used.</li> <li>Words and expressions are basic and may detract from the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is weakened by the frequently incorrect use of conventions.</li> <li>Errors often reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"> <li>The context may be unclear and/or inappropriate.</li> <li>The ideas and/or events are undeveloped and/or unrelated to any context established.</li> <li>Supporting details are scant.</li> <li>The writing is confusing and/or frustrating for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction provides little information and/or is ineffective.</li> <li>The development of events and/or details is haphazard and incoherent.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are missing.</li> <li>The ending, if present, is unconnected to the events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure generally lacks control, and this often impedes the meaning.</li> <li>There is no variation of sentence type or sentence length.</li> <li>There is no variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions convey only vague meanings.</li> <li>Overgeneralized words and expressions predominate; specific words, if present, are frequently misused.</li> <li>Words and expressions are simple and/or obscure the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is impaired by the consistently incorrect use of conventions.</li> <li>Errors severely reduce the clarity and impede the flow of the communication.</li> </ul>
<b>INSUFFICIENT</b> <b>INS</b>	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>

*Note: Content and Organization are weighted to be worth twice as much as each of the other categories.*