**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.”

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.”

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**Grading System**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Excellent</th>
<th>Limited</th>
<th>Poor</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The ideas are adequately developed, and organization of the news article is adequate.</td>
<td>• The ideas are generally well developed, and organization of the news article is generally effective.</td>
<td>• The ideas are well developed, and organization of the news article is clear and effective.</td>
<td>• The ideas are poorly developed, and organization of the news article is ineffective.</td>
<td>• The ideas are not developed, and organization of the news article is inadequate.</td>
<td>• 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.</td>
</tr>
<tr>
<td>Some information is given, and this information is substantiated by appropriate details that fulfill the purpose of the assignment.</td>
<td>Complete information is presented, and this information is substantiated by appropriate details that effectively fulfill the purpose of the assignment.</td>
<td>The writing has been awarded an INS for Content.</td>
<td>Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled.</td>
<td>Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled.</td>
<td>The writing has been awarded an INS for Content.</td>
</tr>
<tr>
<td>A tone appropriate for the assignment is generally maintained.</td>
<td>A tone appropriate for the assignment is clearly and effectively maintained.</td>
<td>• Words and expressions used are consistently accurate and effective.</td>
<td>Words and expressions used are generally accurate and occasionally effective.</td>
<td>• Words and expressions used are frequently vague and/or imprecise.</td>
<td>• Words and expressions used are frequently inaccurate and/or confused.</td>
</tr>
<tr>
<td>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</td>
<td>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</td>
<td>The writing demonstrates basic control of sentence structure, usage, and mechanics.</td>
<td>The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics.</td>
<td>The writing demonstrates faltering control of sentence structure, usage, and mechanics.</td>
<td>The writing demonstrates lack of control of sentence structure, usage, and mechanics.</td>
</tr>
</tbody>
</table>

**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.

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**TABLE 1: CONTENT MANAGEMENT**

<table>
<thead>
<tr>
<th>Satisfactory</th>
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<th>Excellent</th>
<th>Limited</th>
<th>Poor</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>When marking <strong>CONTENT</strong> appropriate for Grade 6 functional writing, the marker should consider: • effectiveness of development and organization of the news article. • whether the purpose of the assignment is fulfilled with complete and appropriate information. • appropriateness of tone for the assignment and awareness of audience is evident.</td>
<td>When marking <strong>CONTENT MANAGEMENT</strong> appropriate for Grade 6 functional writing, the marker should consider: • accuracy and effectiveness of words and expressions. • control of sentence structures, usage, and mechanics (spelling, punctuation, etc.) • clarity and flow of the communication.</td>
<td>Proportion of error to length and complexity of response must be considered.</td>
<td>Some information is given, and this information is substantiated by appropriate details that effectively fulfill the purpose of the assignment.</td>
<td>Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is only partially fulfilled.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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**TABLE 2: CONTENT**
Grade 6 Narrative Writing Scoring Guide 2020

When marking CONTENT appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer

- establishes a context
- uses ideas and/or events that are appropriate for the established context
- uses specific details (of characters, setting, actions, events, etc.)
- demonstrates an awareness of audience

When marking ORGANIZATION appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer

- introduces the response
- follows a coherent order
- establishes connections and/or relationships among events, actions, details, and/or characters
- brings closure to the writing

When marking SENTENCE STRUCTURE appropriate for Grade 6 narrative writing, the marker should consider the

- writer's control of sentence structure
- effectiveness and variety of sentence type and sentence length
- variety of sentence beginnings

Length and complexity of response must be considered.

When marking VOCABULARY appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses

- words and expressions accurately
- words and expressions effectively
- words and expressions to enhance the student's voice

Length and complexity of response must be considered.

When marking CONVENTIONS appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of

- mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.)
- usage (subject-verb agreement, pronoun-reference agreement, etc.)
- clarity and flow of the communication

Proportion of error to length and complexity of response must be considered.

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**FOCUS**

- The context is clearly established and consistent.
- The ideas and/or events are intentionally chosen for the context established.
- The writing is purposeful and draws the reader's interest.

- The context is vaguely established and/or may not be appropriate.
- The ideas and/or events are vague given the context established.
- The writing is superficial and does not hold the reader's interest.

**CONTENT**

- The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing.
- Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained.
- Connections and/or relationships among events, actions, details, and/or characters are consistently maintained.
- The ending ties events and/or actions together.

- The introduction fails to establish events, characters, and/or setting, or fails to provide direction for the writing.
- Events and/or details are developed in paragraphs, in a purposeless and/or ineffective order, and coherence is not consistently maintained.
- Connections and/or relationships among events, actions, details, and/or characters may be generally maintained, but the coherence is unclear.
- The ending lacks an appropriate finish for events and/or actions.

**ORGANIZATION**

- The introduction introduces purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing.
- Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained.
- Connections and/or relationships among events, actions, details, and/or characters are consistently maintained.
- The ending ties events and/or actions together.

- The introduction is purposeless, confusing, and/or lacks direction, or fails to establish events, characters, and/or setting.
- Events and/or details are developed in paragraphs, in a purposeless, ineffective, or confusing order, and coherence is not consistently established.
- Connections and/or relationships among events, actions, details, and/or characters may be generally maintained, but the coherence is unclear.
- The ending lacks an appropriate finish for events and/or actions.

**SENTENCE STRUCTURE**

- The introduction contains only minor convention errors.
- Words and expressions are used to enhance the student's voice.
- Errors, if present, do not reduce the clarity or interrupt the flow of the communication.

- The introduction contains multiple, major convention errors.
- Words and expressions are used to obscure the student's voice.
- Errors severely reduce the clarity and impede the flow of the communication.

**VOCABULARY**

- The introduction presents information about events, characters, and/or setting in an effective order, and coherence is maintained.
- Connections and/or relationships among events, actions, details, and/or characters are generally maintained.
- The ending is predictable and/or continued, and is connected to events and/or actions.

- The introduction presents information about events, characters, and/or setting in an ineffective order, and coherence falters occasionally.
- Connections and/or relationships among events, actions, details, and/or characters may be generally maintained, but the coherence is unclear.
- The ending is predictable and/or continued, and may not be connected to events and/or actions.

- The introduction provides little information about events, characters, and/or setting, and coherence fails frequently.
- Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent and/or missing.
- The ending is unpredictable, and may not be connected to events and/or actions.

- The introduction provides little information about events, characters, and/or setting, and coherence fails frequently.
- Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent and/or missing.
- The ending is unpredictable, and may not be connected to events and/or actions.

**CONVENTIONS**

- Words and expressions are used accurately.
- Specific words and expressions are used to create vivid images and/or to enrich details.
- Words and expressions are used to enhance the student's voice.

- Words and expressions are often used inaccurately.
- Specific words and expressions are frequently used to obscure the student's voice.
- Errors that are present rarely reduce the clarity or interrupt the flow of the communication.

- Words and expressions are used to obscure the student's voice.
- Errors severely reduce the clarity and impede the flow of the communication.

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**EXEMPLARY**

- The context is clearly established and consistent.
- The ideas and/or events are intentionally chosen for the context established.
- The writing is confident and/or creative and holds the reader's interest.

- The context is vaguely established and/or may not be appropriate.
- The ideas and/or events are vague given the context established.
- The writing is superficial and does not hold the reader's interest.

**PROFICIENT**

- The context is clearly established and consistent.
- The ideas and/or events are intentionally chosen for the context established.
- The writing is purposeful and draws the reader's interest.

- The context is vaguely established and/or may not be appropriate.
- The ideas and/or events are vague given the context established.
- The writing is superficial and does not hold the reader's interest.

**SATISFACTORY**

- The context is established and generally appropriate.
- The ideas and/or events are adequate for the context established.
- The writing is straightforward and generally holds the reader's interest.

- The context is vaguely established and/or may not be appropriate.
- The ideas and/or events are vague given the context established.
- The writing is superficial and does not hold the reader's interest.

**LIMITED**

- The context may be unclear and/or inappropriate.
- The ideas and/or events are undeveloped and/or unrelated to any context established.
- The writing is confusing and/or frustrating for the reader.

- The context is clearly established and consistent.
- The ideas and/or events are intentionally chosen for the context established.
- The writing is confident and/or creative and holds the reader's interest.

- The context is vaguely established and/or may not be appropriate.
- The ideas and/or events are vague given the context established.
- The writing is superficial and does not hold the reader's interest.

**INHERIT**

- The context may be unclear and/or inappropriate.
- The ideas and/or events are undeveloped and/or unrelated to any context established.
- The writing is confusing and/or frustrating for the reader.

- The context is clearly established and consistent.
- The ideas and/or events are intentionally chosen for the context established.
- The writing is confident and/or creative and holds the reader's interest.

- The context is vaguely established and/or may not be appropriate.
- The ideas and/or events are vague given the context established.
- The writing is superficial and does not hold the reader's interest.