Grade 9 English Language Arts Functional Writing Assignment 2020–2021 Scoring Guide

	Content	Content Management
Focus	When marking **Content** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which • ideas and development of the topic are effective • the purpose of the assignment is fulfilled with complete and relevant information • the tone is appropriate for a business letter, and awareness of audience is evident	When marking **Content Management** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which • words and expressions are used accurately and effectively • sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled • the formats of an envelope and a business letter are consistently applied **Proportion of error to length and complexity of response must be considered.**
Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts	2.1 2.2 2.4 3.1 3.2 3.3 4.1 4.3	4.1 4.2
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.	• Words and expressions used are consistently accurate and effective. • The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning. • The envelope and letter are essentially free from format errors and/or omissions.
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.	• Words and expressions used are usually accurate and effective. • The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning. • The envelope and letter contain few format errors and/or omissions.
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.	• Words and expressions used are generally accurate and occasionally effective. • The writing demonstrates basic control of correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning. • The envelope and letter contain occasional format errors and/or omissions.
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.	• Words and expressions used are vague, inexact, and/or frequently taken from the prompt. • The writing demonstrates limited evidence of control of correct sentence structure, usage, and mechanics. Errors may frequently impede meaning. • The envelope and letter contain frequent format errors and/or omissions.
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.	• Words and expressions used are inaccurate, misused, and/or essentially quoted from the prompt. • The writing demonstrates a lack of evidence of control of correct sentence structure, usage, and mechanics. Errors may severely impede meaning. • The envelope and letter contain numerous and glaring format errors and/or omissions.
Insufficient **INS**	• The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**.	• The response has been deemed **insufficient** in **Content**.

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

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

Grade 9 English Language Arts

Part A: Writing
2020–2021 Scoring Guides

Narrative / Essay Writing Assignment
Functional Writing Assignment

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

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.

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."

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

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Grade 9 English Language Arts Narrative / Essay Writing Assignment 2020–2021 Scoring Guide

	Content	Organization	Sentence Structure	Vocabulary	Conventions
Focus Cross-reference to Outcomes in the Program of Studies for Grade 9 English Language Arts	When marking **Content** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the student • explores the topic • establishes a purpose • presents ideas • supports the response • considers the reader **2.1 2.2 2.4 3.1 3.3 4.1 4.3**	When marking **Organization** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the writing demonstrates • focus • coherent development • connections between events and/or details • closure **3.1 3.3 4.1 4.3**	When marking **Sentence Structure** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which • sentence structure is controlled • sentence type and sentence length are effective and varied • sentence beginnings are varied **Proportion of error to length and complexity of response must be considered.** **4.1 4.2**	When marking **Vocabulary** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the • accuracy of the words and expressions • effectiveness of the words and expressions • appropriateness and effectiveness of the voice/tone created by the student **Proportion of error to length and complexity of response must be considered.** **4.1 4.2**	When marking **Conventions** appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which the student has control of • mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.) • clarity and flow of the response **Proportion of error to length and complexity of response must be considered.** **4.2**
Excellent **E**	• The student's exploration of the topic is insightful and/or imaginative. • The student's purpose, whether stated or implied, is deliberate. • The ideas presented by the student are perceptive and/or carefully chosen. • Supporting details are precise and/or original. • The writing is confident and/or creative and holds the reader's interest.	• The introduction is engaging and skillfully establishes a focus that is consistently sustained. • Events and/or details are developed in a judicious order, and coherence is maintained. • Transitions, either explicit or implicit, fluently connect events and/or details within and/or between sentences and/or paragraphs. • Closure is effective and related to the focus.	• Sentence structure is effectively and consistently controlled. • Sentence type and sentence length are consistently effective and varied. • Sentence beginnings are consistently varied.	• Words and expressions are used accurately and deliberately. • Precise words and expressions are used to create vivid images and/or to enrich details. • The voice/tone created by the student is convincing.	• The quality of the writing is enhanced because it is essentially error-free. • Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
Proficient **Pf**	• The student's exploration of the topic is adept and/or plausible. • The student's purpose, whether stated or implied, is intentional. • The ideas presented by the student are thoughtful and/or sound. • Supporting details are specific and/or apt. • The writing is considered and/or elaborated and draws the reader's interest.	• The introduction is purposeful and clearly establishes a focus that is capably sustained. • Events and/or details are developed in a sensible order, and coherence is generally maintained. • Transitions, either explicit or implicit, clearly connect events and/or details within and/or between sentences and/or paragraphs. • Closure is appropriate and related to the focus.	• Sentence structure is consistently controlled. • Sentence type and sentence length are usually effective and varied. • Sentence beginnings are often varied.	• Words and expressions are often used accurately. • Specific words and expressions show some evidence of careful selection and/or some awareness of connotative effect. • The voice/tone created by the student is distinct.	• The quality of the writing is sustained because it contains only minor convention errors. • Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
Satisfactory **S**	• The student's exploration of the topic is clear and/or logical. • The student's purpose, whether stated or implied, is evident. • The ideas presented by the student are appropriate and/or predictable. • Supporting details are relevant and/or generic. • The writing is straightforward and/or generalized and occasionally appeals to the reader's interest.	• The introduction is functional and establishes a focus that is generally sustained. • Events and/or details are developed in a discernible order, although coherence may falter occasionally. • Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is related to the focus and is mechanical and/or moralistic.	• Sentence structure is generally controlled, but lapses may occasionally impede meaning. • Sentence type and sentence length are sometimes effective and/or varied. • Some variety of sentence beginnings is evident.	• Words and expressions are generally used appropriately. • General words and expressions are used adequately to clarify meaning. • The voice/tone created by the student is discernible but may be inconsistent or uneven.	• The quality of the writing is sustained through generally correct use of conventions. • Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
Limited **L**	• The student's exploration of the topic is tenuous and/or simplistic. • The student's purpose, whether stated or implied, is vague. • The ideas presented by the student are superficial and/or unclear. • Supporting details are imprecise and/or abbreviated. • The writing is unsubstantiated and/or incomplete and does not appeal to the reader's interest.	• The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained. • The development of events and/or details is not clearly discernible, and coherence falters frequently. • Transitions, either explicit or implicit, are lacking and/or indiscriminately used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is abrupt, contrived, and/or unrelated to the focus.	• Sentence structure often lacks control, and this may impede meaning. • Sentence type and sentence length are seldom effective and/or varied; syntactic structures are frequently awkward. • There is little variety of sentence beginnings.	• Words and expressions are often used inexactly. • Imprecise words and expressions predominate; specific words, if present, may be improperly used. • A voice/tone created by the student is not clearly established or is indistinct.	• The quality of the writing is weakened by the frequently incorrect use of conventions. • Errors blur clarity and/or interrupt the flow of the response.
Poor **P**	• The student's exploration of the topic is minimal and/or tangential. • The student's purpose, whether stated or implied, is insubstantial. • The ideas presented by the student are overgeneralized and/or underdeveloped. • Supporting details are irrelevant and/or scant. • The writing is confusing and/or lacks validity and does not interest the reader.	• The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped. • The development of events and/or details is haphazard and/or incoherent. • Transitions, either explicit or implicit, are absent and/or inappropriately used to connect events and/or details within and/or between sentences and/or paragraphs. • Closure is ineffectual or missing.	• Sentence structure generally lacks control, and this often impedes meaning. • There is essentially no variation in sentence type or sentence length; syntactic structures are unintelligible. • There is essentially no variety of sentence beginnings.	• Words and expressions are generally used inaccurately. • Ineffective words and expressions predominate; specific words, if present, are frequently misused. • A voice/tone created by the student is not evident or is indiscreet.	• The quality of the writing is impaired by the consistently incorrect use of conventions. • Errors severely reduce clarity and/or impede the flow of the response.
Insufficient **INS**	• The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**.	• The response has been deemed **insufficient** in **Content**.	• The response has been deemed **insufficient** in **Content**.	• The response has been deemed **insufficient** in **Content**.	• The response has been deemed **insufficient** in **Content**.

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

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