Examples of the Standards for Students’ Writing 2013

English Language Arts
Grade 9

• Functional Writing
Contacts

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Other Information

Follow these steps for easy access to the Alberta Education website:
Step 1: Type education.alberta.ca
Step 2: Click on “Administrators”
Step 3: Under “Provincial Testing,” click on “Achievement Tests”

On the “Achievement Tests” web page, there is a specific link to “Subject Bulletins.” These bulletins provide students and teachers with information about the 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 this web page is a specific 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 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, Lori Bradford, Helen Mann, Maureen Milne, Nicole Orr, Gary Perfect, Sharon Smith, and David Whan; Exemplar Validation—Allison Critch, Pat Galandie, Shantelle Gervais, Angie Hryhoryshyn-Snow, Ted McClare, Steve Parrish, and Susan Woo; and Standards Confirmation—Shaunna Bradshaw, Jerry Buchko, Shawn Duncan, Sherry Lefebvre, Marion Lessard, Nora MacGregor, and Kathryn Sander.

We gratefully acknowledge the contributions made by members of the Achievement Testing Branch and the Document Design and Desktop Publishing Unit of the 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 Achievement Test in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2013 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 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 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 as a way of developing an individual voice and engaging the reader in ideas and forms that the student has considered. Achievement test markers and staff at Alberta Education take plagiarism and cheating seriously.
4. It is essential that each of these examples of student writing be considered in light of the constraints of the test-writing situation. Under time constraints, students produce first-draft writing. Given more time, they would be expected to produce papers of considerably 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 Achievement Test, access the Grade 9 English Language Arts 2013 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—such as 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 students’ papers 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 Assessment Sector staff members to discuss any questions or concerns.
Maintaining Consistent Standards

For all 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 actual student work on the 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 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, which will 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 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, 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 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 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, 3.3, 4.1, 4.3**

<table>
<thead>
<tr>
<th>Excellent</th>
</tr>
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<tbody>
<tr>
<td><strong>E</strong></td>
</tr>
<tr>
<td>• The ideas are perceptive, and development of the topic is clear and effective.</td>
</tr>
<tr>
<td>• Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td>• A tone appropriate for the addressee is skillfully maintained.</td>
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<table>
<thead>
<tr>
<th>Proficient</th>
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<tr>
<td><strong>Pf</strong></td>
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<tr>
<td>• The ideas are thoughtful, and development of the topic is generally effective.</td>
</tr>
<tr>
<td>• Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td>• A tone appropriate for the addressee is clearly maintained.</td>
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<table>
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<tr>
<th>Satisfactory</th>
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<tr>
<td><strong>S</strong></td>
</tr>
<tr>
<td>• The ideas are appropriate, and development of the topic is adequate.</td>
</tr>
<tr>
<td>• Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td>• A tone appropriate for the addressee is generally maintained.</td>
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<table>
<thead>
<tr>
<th>Limited</th>
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<tr>
<td><strong>L</strong></td>
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<tr>
<td>• The ideas are superficial and/or flawed, and development of the topic is inadequate.</td>
</tr>
<tr>
<td>• Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.</td>
</tr>
<tr>
<td>• A tone appropriate for the addressee is evident but not maintained.</td>
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<table>
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<tr>
<th>Poor</th>
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<tr>
<td><strong>P</strong></td>
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<tr>
<td>• The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.</td>
</tr>
<tr>
<td>• Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.</td>
</tr>
<tr>
<td>• Little awareness of a tone appropriate for the addressee is evident.</td>
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<table>
<thead>
<tr>
<th>Insufficient</th>
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<tbody>
<tr>
<td><strong>INS</strong></td>
</tr>
<tr>
<td>• 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 <strong>Content</strong>.</td>
</tr>
</tbody>
</table>

**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 awarded a score of **Insufficient**.
### 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>Grade</th>
<th>Description</th>
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</table>
| Excellent | • 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 | • 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 | • 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 | • Words and expressions used are frequently vague and/or inexact.  
• The writing demonstrates faltering control of correct sentence structure, usage, and mechanics. Errors frequently impede meaning.  
• The envelope and letter contain frequent format errors and/or omissions. |
| Poor | • Words and expressions used are inaccurate and/or misused.  
• The writing demonstrates a lack of control of correct sentence structure, usage, and mechanics. Errors severely impede meaning.  
• The envelope and letter contain numerous and glaring format errors and/or omissions. |
| Insufficient | • The response has been awarded an **INS** for **Content**. |

*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, 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 name, and should be separated from the province by two spaces.
5. The two-letter abbreviation for the province 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 13, 2013

905-12963 61 St
Toronto ON L2R 3V6
May 13, 2013

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. Brown:
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>
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<td>British Columbia</td>
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<td>Manitoba</td>
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<td>New Brunswick</td>
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<td>Newfoundland</td>
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<td>Nunavut</td>
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<td>Ontario</td>
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<td>Prince Edward Island</td>
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<td>Québec</td>
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<td>Saskatchewan</td>
<td>SK</td>
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<td>Yukon Territory</td>
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**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, and the signature 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 Achievement Test
English Language Arts
Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts 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.
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

Contaminants from vehicle emissions are a major cause of air pollution, particularly in large cities. You are Morgan Stevenson, a grade nine student who lives in New Vista, a town near the city of Lindberg. You are concerned about how idling (leaving a vehicle running while parked) wastes fuel and contaminates the air.

You support the creation of a bylaw for the city of Lindberg that could contain guidelines such as:

• signs posted nearby designated no-idling zones such as schools and hospitals
• maximum of three minutes of idling during a one-hour period in a no-idling zone
• enforcement based on complaint calls received
• letter of warning for first offense and fine of $250.00 for second offense
• exceptions for below freezing or extremely hot weather
• emergency and public transit vehicles exempt
• public education campaign to raise awareness

You believe a bylaw containing guidelines such as these will encourage people to refrain from needlessly idling their vehicles.

You have decided to write a letter to Mr. David Jones, mayor of the city of Lindberg, to encourage members of the city council to enact an anti-idling bylaw. In your letter, be sure to identify the positive impact of an anti-idling bylaw on air quality and people’s health in the city and surrounding areas.

Assignment

Write a business letter to Mr. David Jones, mayor of the city of Lindberg. In your letter, present your arguments in favour of establishing an anti-idling bylaw. Provide enough information to convince Mr. Jones of the beneficial aspects of this bylaw.

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 Morgan Stevenson—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.

Mr. David Jones

Mr. David Jones’ office is located at City Hall in Lindberg, Alberta. The postal code is T7M 2K4. City Hall is located at 14763 Eagleview Drive.

Morgan Stevenson

Morgan Stevenson lives in New Vista, Alberta. Morgan’s mailing address is post office box 8562 and the postal code is T1P 5L9.

Envelope
Observations from Standards Confirmation and Central Marking 2013: General Impressions

Throughout the 2013 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 are several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were asked 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 written under time constraints.

In the Functional Writing Assignment, most students were able to connect the context provided in the “Situation” to their own experiences. From the viewpoint of “Morgan Stevenson, a grade nine student,” students acknowledged that “Contaminants from vehicle emissions are a major cause of air pollution,” expressed concerns “about how idling […] wastes fuel and contaminates the air,” and presented “arguments in favour of establishing an anti-idling bylaw” in order to “encourage people to refrain from needlessly idling their vehicles.” In most responses, students referenced or listed the suggested guidelines provided in the test, such as “signs posted nearby no-idling zones such as schools and hospitals,” a “maximum of three minutes of idling during a one-hour period in a no-idling zone,” “enforcement based on complaint calls received,” a “letter of warning for [a] first offense and [a] fine of $250.00 for [a] second offense,” “exceptions for below freezing or extremely hot weather,” exemptions for “emergency and public transit vehicles,” and a “public education campaign to raise awareness.”

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. David Jones, mayor of the city of Lindberg,” to present “arguments in favour of establishing an anti-idling bylaw” in order “to convince Mr. Jones of the beneficial aspects of this bylaw”—was significant in determining the quality of student responses. Some students demonstrated a pronounced reliance on the suggested guidelines of the anti-idling bylaw provided, possibly a result of the seemingly prescriptive specification in the “Assignment” of the importance of establishing “this bylaw.” When assessing student responses, markers recognized that, although a student may have adhered closely to the information provided, doing so was acceptable given the manner in which the assignment is framed primarily within outcomes specified in General Outcome 3: Managing Ideas and Information.

Most students were able to identify the need for “a bylaw that will encourage people to not idle when it is not necessary” in order to “reduce vehicle emissions and the amount of pollution” and to “avoid wasting natural resources.” Many students acknowledged that “the health of residents of the city is at risk because of contaminants released into the air from vehicle exhausts” and elaborated on how “this bylaw will have a positive impact on air quality and people’s health in the city of Lindberg and surrounding areas.” Other students ruminated on how people have “become accustomed to the convenience of leaving their car running when going to the store or stopping by a friend’s house” and that such “habits” need to be “broken.”
Some students contended that, in the absence of an anti-idling bylaw, “pollution will reach toxic levels,” “valuable resources such as gas and oil will be wasted,” and “health care costs will rise” and argued that an anti-idling bylaw is necessary in order to “preserve the environment for generations to come.” Others spoke of the benefits of the bylaw for “both the city and its air quality as well as the drivers of vehicles who won’t be spending as much money on fuel” and how “a reduction in the amount of idling will decrease the emission of noxious gases and keep the people, animals, and our planet healthy.” Still others argued that “If people are informed of the detriments of idling, they will voluntarily do what they can to refrain from doing so” and “enforcement […] through penalties and fines will not be required.” In some cases, students provided information regarding how the addressee could contact the sender should he wish to do so, but this was not a requirement of the assignment.

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 students with myriad opportunities to successfully demonstrate their 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 2013 Grade 9 English Language Arts Achievement Test.
Observations from Standards Confirmation and Central Marking 2013:
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 exclusively 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 a concerned parent, a member of the city council, or an adult whose career depended on “driving a truck.” In some instances, students mistakenly argued against having an anti-idling bylaw or contended that “we need a law to keep vehicles idle.” In other responses, students asserted that “Man maid vehicles are a problem in todays world be cause people don’t care about the surroundings and just drive wher ever it they want and this makes contaminants the air and makes us sick and need medicle care” in order to support the contention that “If there is less vehicles there will be better air and less people will get sick.”

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

• “latly I have been conserned about the number of people idling in certin areas as such I believe that you should pass an anti-loitring bylaw. Resently people have taken to standing at intersections or entrance ways to stores makeing it hard to enter or exsit. The problem with people loitring at intersection is because I am afraid to turn because I fear that I will run into them as I have don before. An anti-loitring bylaw will cut less strain and make life more easier for drivers.”

• “I wuld like to talk to you about idling of vehicles. Thar is many vehicles that are idling around town be cause of the high gas prises. Thats destroying the ecosysteme. I wulde like to ask you to pass a law to raise gas prises so people dont have to be idling. I thank you for your time and to concider theses ideas, please reply as soon as posible.”

• “I live in New Vista witch isent that far from Lindberg. It takes only fifteen minutes to get there from my house. We go to Lindberg almost ever day when we go shoping we like the stores there, so that we can buy what we want. Thats why we should have a anti-idling bylaw to get ride of people wasting time and gas in traffic so that we can get to were we want to go.”

• “I am very concerned about this law I think it is going to be a hard law to pass but its a good one in the long run. I speaking as a parent just want my kid to be safe and live a nice life. I want her to have a good quality air and healthy water and food but thats kind of hard when the air and stuff is getting poluted by all these cars.”

• “Iam riting this letter to you to tell you that Iam against the bylaw. Iam against the by law because they shouldn’t be allowed to decide about what other do. Iam very concerned about this. Something needs to change, quickly. If you leave your car run for so long, it may pollute our environment. Alot of us don’t want that to happen. Otherwise, I hope you agree that something should be changed about all this non-sense. I hope to hear from you sometime soon.”

• “I am writing to you because of I am concerned of how vehicles are idling to much and cause bad things so there should be a crime for it. If people don’t want to listen than they should go to jail.”

• “I do thing that the big amout of useless idling is killing the environment right now I would like you to start a law that cars can idle for a max of 3 minutes. Car owners and the human race will stay alive for a few more years.”
• “As the mayor of Lindberg I am enforcing you that the anti-idling bylaw is in effect and the
will be less pollution and smog for us to be able to breathe. It will cost money to make it
happen but the citizens want it so we can do it then we will have a good place to live.”
• “If we don’t have a anti-idling bylaw plants and animals will go extinct that way they will not
be around for future generations. People are also fighting over gas cause there’s not enough but
really there is just not using it aficianly. A idling by law will fix all this and let everyone have
hope for the future.”
In student writing scored “Poor” or “Limited” in “Content,” as illustrated in these excerpts,
ideas were superficial, flawed, overgeneralized, and/or misconstrued and development of the topic
was inadequate or ineffective. Information presented was imprecise, undiscerning, irrelevant,
and/or missing. Supporting details were insignificant, lacking, 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 not 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 frequently vague and/or inexact or inaccurate and/or misused.
The writing demonstrated either faltering control or a lack of control of correct sentence structure,
usage, and mechanics. Errors that were present frequently or severely impeded meaning. The
envelope and letter contained frequent or numerous and glaring format errors and/or omissions.

As is often the case each year, 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 given 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 should be assessed. 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 team leader made a final
judgment.
Observations from Standards Confirmation and Central Marking 2013: Qualities of Student Writing that Met the Acceptable Standard

Students whose responses received a score of “Satisfactory” in “Content” typically expressed “concerns about idling and how it contaminates the air and wastes fuel,” argued that “contaminants are having a bad impact on the environment and it puts people's health in danger,” and contended that “There are people getting sick in and around the city and to prevent this from happening any further we should create a bylaw that prevents people from idling.” Many students cited the need to “make it known to our town that idling causes toxic gases and that if they keep a vehicle idling too long they could get a $250.00 ticket” and speculated that “carbon dioxide has an impact now but the impact will be much greater in the future. That's why we need to act now and maybe other towns will follow.” Still others provided suggestions for “setting a legal time limit for cars to no more then three minutes in a given one-hour period,” allowing “exceptions for public transit vehicles,” “adjusting the time period during winter and hot summer days,” and giving “fines to force citizens to follow the law.”

Qualities of student writing awarded “Satisfactory” scores are evident in the following excerpts from student responses:
• “To help encourage a decrease in idling I support the creation of a bylaw to limit the use of idling. […] I feel that a vehicle should only be left idling no more than three minutes in a given one hour period. The bylaw would still allow for public transit to idle when necessary and idling would be accepted during extreme temperatures to heat up or cool down. […] This will help the health of residents and the environment.”
• “I am writing this letter to you concerning the issue of cars idling. This not only wastes gas but also has an impact on the environment. This is a serious issue that needs to be taken care of if we want to preserve our surroundings in good conditions because the gases have a negative impact.”
• “Our town’s air is becoming very unclean due to the idling of vehicles. When we idle our vehicles, they produce a lot of unnecessary fumes and gases. The gases that fly into the air can be very dangerous. It is polluting our air. When someone idles their car, they waste their gas and energy. Money is being spent which can be beneficial for the gas companies but it is not good at all for the people breathing in this unclean air.”
• “Hi my name is Morgan Stevenson. I am writing this letter to you concerning the health and safety of resident. Many people are leaving their vehicles on while in the stores and I think we need to stop. Doing this is polluting our air and our health is going down. We are wasting are fuel making us spend our money on gas more often. A bylaw is necessary for the time a vehicle is left running. The bylaw should still allow people to wait for a few minutes if they are picking someone up.”
• “Idling may not seem like a big problem to most people but it puts carbon dioxide into the air. […] We need a bylaw that limits the time a vehicle can idle. […] Fuel prices would go lower and there would be less pollution in the air. A way to ensure the bylaw to be followed would be to fine anyone caught breaking the rule. Exceptions to the rule would be on extremely hot or cold days. […] Implementing this bylaw could help save the earth.”
• “I would like to see this bylaw become active. It will encourage drivers to limit their idling time and help save our air. The exceptions to this bylaw would be for public transportation and during extreme weather conditions. […] We should also start a campaign to make people aware of the bylaw and why it is in place.”
• “Idling of vehicles is a very serious matter due to the loss of fuel and unnecessary contaminants being released into the air like carbon dioxide. This is hurting the health of humans and the ecosystems by polluting the air we breathe. […] The cost of gas and contaminants in the air could be reduced drastically by putting a restriction on idling time to 3 minutes in a one hour period.”

• “By making this bylaw, it would allow public transit to idle. During the extremely hot or cold months there would be a change in idling time allowed. Information sessions would be set up to raise awareness about idling too long. Fines of $250.00 will make sure that everyone cooperates.”

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.
Address Information

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

Mr. David Jones

Mr. David Jones’ office is located at City Hall in Lindberg, Alberta. The postal code is T7M 2K4. City Hall is located at 14763 Eagleview Drive.

Morgan Stevenson

Morgan Stevenson lives in New Vista, Alberta. Morgan’s mailing address is post office box 8562 and the postal code is T1P 5L9.

Envelope

MORGAN STEVENSON
P.O. BOX 8562
NEW VISTA AB T1P 5L9

MR. DAVID JONES
14763 EAGLEVIEW DRIVE
LINDBERG AB T7M 2K4
Assignment II: Planning

Use this page to plan in whatever way you choose.
Mr. David Jones, Mayor
City of Lindberg
14763 Eagleview Drive
Lindberg AB T7M 2K4

Dear Mr. Jones

When I was walking around the neighbourhood, I couldn't help but notice a lot of cars are left idling, which is very toxic and harmful to the environment.

Even though public transport is left idling to pick up, drop off, and waiting for passengers, other vehicles should be discouraged to leave their vehicles idling. I suggest to you to create a law against idling. It will be very environmentally friendly and the kids won't have to breath in
dangerous toxins like carbon monoxide. Also, car owners will save gas if their vehicles are not idling. The cars left idling shouldn't be longer than three minutes in an hour. If people are caught with their vehicles idling, they should receive a fine.

Some exceptions should be made to this bylaw. Cars should be allowed to idle on extreme weather condition to ensure the heating and cooling of the engine. Public transit should be left idling when picking up, waiting, and dropping off passengers. There should be drivers who can volunteer to raise awareness to other drivers about idling.

Thank you for reading my letter. Please consider my suggestion. The Earth is getting hotter and we must prevent it as much as we can. If you have any questions, please contact me at hello.mynameis66@gmail.com.

Sincerely,

Morgan Stevenson
**Rationale for Student Exemplar – Satisfactory**

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<td><strong>Content</strong></td>
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<td>• The ideas related to how the sender “was walking around the neighbourhood” and “couldn't help but notice a lot of cars are left idling, which is very toxic and harmful to the environment” and how “car owners will save gas if their vehicles are not idling” are appropriate, and development of the topic in the arguments pertaining to how people “should be discouraged to leave their vehicles idling” is adequate.</td>
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<td>• <strong>Relevant information</strong> is presented in the premise that the bylaw “will be very environmentally friendly and the kids won’t have to breath in dangerous toxins like carbon monoxide” and the argument that “Some exceptions should be made to this bylaw” during “extreme weather condition,” and this information is supported by enough detail (regarding “public transport” being “left idling to pick up, drop off, and waiting for passengers,” “cars left idling” for no “longer than three minutes in an hour,” “people […] caught with their vehicles idling” receiving “a fine,” and “drivers who can volunteer to raise awareness to other drivers about idling”) to fulfill the purpose of the assignment.</td>
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<td>S</td>
<td>• A <strong>tone appropriate</strong> for the addressee—such as in “I suggest to you to create a law against idling” and “Thank you for reading my letter. Please consider my suggestion. The Earth is getting hotter and we must prevent it as much as we can”—is generally maintained.</td>
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<td><strong>Content Management</strong></td>
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<td>• As demonstrated in “I couldn’t help but notice,” “toxic and harmful to the environment,” “very environmentally friendly,” “dangerous toxins like carbon monoxide,” “to ensure the heating and cooling of the engine,” and “volunteer,” words and expressions used are generally accurate and occasionally effective.</td>
</tr>
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<td>S</td>
<td>• The writing demonstrates basic control of correct sentence structure (as in “If people are caught with their vehicles idling, they should receive a fine”), usage (as in “Public transit should be left idling when picking up, wating, and dropping off passengers”), and mechanics (as in “If you have any questions, please contact me at <a href="mailto:hellomynamemeis86@gmail.com">hellomynamemeis86@gmail.com</a>”). Errors such as in “wating,” “other vehicles should be discouraged to leave their vehicles idling,” “breath in,” “allowed to idle on extreme weather condition,” and “raise awareness to other drivers” may occasionally impede meaning.</td>
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<td>S</td>
<td>• Occasional format errors and omissions are contained in the envelope—in the inclusion of punctuation in both the return address and mailing address as well as in the omission of the recipient’s title and organization and the lack of abbreviation of “DRIVE” in the mailing address—and letter—in the presentation of “City of Lindberg” instead of “City Hall” and the lack of abbreviation of “Drive” in the inside address, the omission of a colon in the salutation, and the presentation of “Sincerly” in the closing).</td>
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**Proportion of error to length and complexity of response has been considered.**
Observations from Standards Confirmation and Central Marking 2013: Qualities of Student Writing that Met the Standard of Excellence

In responses awarded scores of “Proficient” or “Excellent” in “Content,” students contended that “Many people do not realize the harm they are causing by leaving their cars running when parked,” argued that “By posting signs alongside designated no-idling zones such as schools and hospitals, we can remind citizens of the damage they are causing to our planet by releasing emissions that harms wildlife, natural ecosystems, and human beings,” and proposed that “Having a public education campaign will inform drivers of the detrimental effects of idling upon the environment and motivate them to do their part in making the world a better place.” In some cases, students adopted a tone of indignation with regard to the detriments of not having an anti-idling bylaw in attempting to convince Mr. Jones of the need for its establishment. As well, students sometimes recommended how members of the City Council could “consult with their constituents” in order to gain support for the establishment of an anti-idling bylaw.

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

• “Idling wastes many of our natural resources, many of which are non-renewable. Fuel is a non-renewable resource that we take for granted. To leave your car running, when it is not being used, seems like a harmless action. Even though it may seem harmless it is not because all of the contaminants from the exhaust pipe enter either our atmosphere or our lungs. When the contaminants enter the atmosphere it destroys our planet and when they are inhaled it creates health problems that can lead to many respiratory diseases and many others. To put this unnecessary habit to a stop certain measures must be taken.”

• “Lindberg is a large city and most people own a vehicle which, for the most part, they leave idling while they run and grab their mail from the post office or other such errands. This habit is a major source of pollution, not only for Lindberg, but for the communities surrounding it. I feel that a bylaw would decrease pollution and help residents save money. […] Chemicals in vehicle exhaust deteriorate the ozone layer and are harmful when inhaled. […] With less idling, less gasoline will be burned which benefits both the pocketbook of drivers and the people who live in the city.”

• “I would like to support the establishment of this bylaw for many reasons. […] When we leave our vehicles running while we are not driving, the contaminants in the exhaust of our vehicles are being released to pollute the air in our community, which can threaten and even result in the death of plants, animals, and even humans. These contaminants cause global warming which has increased the dissolution of the Arctic and Antarctic ice caps and disrupted weather patterns, threatening the survival of our planet.”

• “Idling is a major factor in the creation of greenhouse gases and results in the depletion of limited reserves of non-renewable fossil fuels. By simply turning the key off when parking a car, people can reduce their carbon footprint, conserve energy, and save money. People in large cities such as Lindberg, particularly the very young and senior citizens, are getting sick from air pollution. Asthma sufferers as well suffer more frequently from breathing problems when exposed to smog from traffic.”

• “Idling is a great way to warm or cool a car in extremely cold or hot temperatures, but is not necessary when the weather is temperate. When idling, vehicles put out many environmentally unfriendly chemicals. Each and every day we breathe these noxious fumes. […] By creating
a bylaw that would limit the maximum idling time to three minutes in any given hour in a no-idling zone and would drastically reduce our environmental footprint. […] A publicly funded publicity campaign to endorse this bylaw accompanied by fines of up to $250.00 will greatly increase compliance with this bylaw.”

• “Informing people of the reasons for each guideline in the bylaw will encourage people to abide by the bylaw. […] Idling would be prohibited near schools and hospitals in order to protect the health of children and those who are ill and susceptible to illness. […] Signs would let people know where no-idling zones have been established and a public awareness campaign would inform people of the benefits of the bylaw. […] Three minutes of idling during a one-hour period is sufficient to either heat or cool a vehicle as needed. […] No additional funds need be spent on hiring officers to enforce the bylaw because it would be enforced by calls received from the public. […] Ambulances, fire trucks, taxis, and buses would not be subject to the bylaw because they are offering essential services.”

• “Although Alberta’s economy is driven in large part by oil production and petrochemical processing, particularly in the oil sands, fossil fuels are limited in supply and we need to manage these resources carefully. As supplies dwindle, the price of fuel rises and causes inflation which negatively impacts the quality of life of citizens. […] As well, the pollution created by vehicles threatens the health and well being of all people. […] Idling vehicles is only one of many factors that contribute to resource depletion and toxins in the air, but it is one thing we have control over that can have an impact.”

• “My family and I travel frequently to the Lindberg City Centre Mall and I have noticed many cars in the parking lot with their engines running. I am alarmed by this because of the pollution that fuel combustion generates and believe strongly that idling must be curtailed. One way to do so is to enact an anti-idling bylaw for the city of Lindberg. […] Toxic compounds such as carbon monoxide, as well as sulfur dioxide and nitrogen oxide, lead to depletion of the earth’s ozone layer, and can even create acid rain. Moreover, people exposed to these chemicals for a lengthy duration suffer from fatigue, may have trouble breathing, and could develop chronic respiratory problems.”

• “Other cities have taken the necessary steps to prevent idling in their communities so why shouldn’t we? I fully support the establishment of an anti-idling bylaw to work toward restoring the environment to what it once was before human advancement destroyed plant and animal habitats and weakened the ozone layer that protects us from the sun’s harmful rays. […] The demise of the polar bear in glacial regions is a prime example of the disastrous consequences of global warming, a result of pollutants amassing in the air, many of which come from vehicle exhausts.”

Student writing scored “Proficient” or “Excellent” in “Content,” as illustrated in these excerpts, was 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 impeded or did not impede 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.

<table>
<thead>
<tr>
<th>Mr. David Jones</th>
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<tbody>
<tr>
<td>Mr. David Jones’ office is located at City Hall in Lindberg, Alberta. The postal code is T7M 2K4. City Hall is located at 14763 Eaglesview Drive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Morgan Stevenson</th>
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</thead>
<tbody>
<tr>
<td>Morgan Stevenson lives in New Vista, Alberta. Morgan’s mailing address is post office box 8562 and the postal code is T1P 5L9.</td>
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</tbody>
</table>

Envelope

```
morgan stevenson
p.o. box 8562
new vista, alberta t1p 5l9

m.r.david jones, mayor
city hall
14763 eaglesview drive
lindberg, alberta t7m 2k4
```
Assignment II: Planning

Use this page to plan in whatever way you choose.

- Pollution
  - harms environment (global warming)
  - ozone
- Inconvenience for people that want to park
- Causes cancer and health issues
  - exhaust
  - affects city and other places
P. O. Box 8562  
New Vista, Alberta  T1P 5L9  
May 13, 2013

Mr. David Jones, Mayor  
City Hall  
14763 Eaglesview Drive  
Lindberg, Alberta  T7M 2K4

Dear Mr. Jones,

My name is Morgan Stevenson and I am a citizen from the community of New Vista. I am writing in regarding to the problem of idling cars that has occurred recently in the city of Lindberg as well as the surroundings. Idling vehicles creates many problems for the environment as well as for the citizens. The contaminants that are released from the exhaust of the idling vehicles on the streets have a large impact. A bylaw should be put into place in order to limit the amount of idling of vehicles.

First off, many contaminants, such a carbon dioxide, are released from the car’s exhaust into the atmosphere. These contaminants create greenhouse gas pollution which has a large negative impact on the environment. The contaminants get trapped in the atmosphere and result in the warming of our planet. These toxins also endanger many animals as well as many plants. However, these contaminants do not only affect the flora and fauna that surround us. Many of these toxins create
illnesses such as cancer. By idling, you are not only endangering your surrounding but you are also endangering yourself.

To encourage citizens to not idle their vehicles, I would like a city bylaw to be put into place. This bylaw will disallow idling near schools and hospitals, limit the length of time a vehicle can idle to three minutes an hour, make exceptions for freezing or hot weather. By having a public awareness campaign, people will be encouraged to report unnecessary idling and a letter or warning will be given. Fines of up to $250.00 could be given to people who are caught more than once.

By limiting the time of idling vehicles you are saving the environment and the citizens from the toxins. Idling vehicles is a large problem that has only occurred recently in our society. However, it is not too late to solve this problem. I would like to schedule a meeting with you to discuss my concern in person. You can reach me at morgan.stevenson@telus.net. Thank you very much for your time.

Yours Truly,

Morgan Stevenson
# Rationale for Student Exemplar – Proficient

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<th>Score</th>
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<td>Pf</td>
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<td>• The <strong>ideas</strong> are <strong>thoughtful</strong> (as is evident in “These contaminants create greenhouse gas pollution which has a large negative impact on the environment” and “By idling, you are not only endangering your surrounding but you are also endangering yourself”), and <strong>development</strong> of the topic (in the argument that “This bylaw will disallow idling near schools and hospitals, limit the length of time a vehicle can idle to three minutes an hour, [and] make exceptions for freezing or hot weather” and the suggestion that “Idling vehicles is a large problem that has only occurred recently in our society. However, it is not to late to solve this problem”) is <strong>generally effective</strong>.</td>
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<tr>
<td>Pf</td>
<td>• <strong>Significant information</strong> is presented related to why “A bylaw should be put into place in order to limit the amount of idling of vehicles”—including “contaminants [that] get trapped in the atmosphere and result in the warming of our planet” and the need to save “the environment and the citizens from the toxins”—and this information is <strong>substantiated by specific details</strong> regarding how “many contaminants, such a carbon dioxide, are released from the car’s exhaust into the atmosphere” and “endanger many animals as well as many plants,” how “toxins create illnesses such as cancer,” and how “By having a public awareness campaign, people will be encouraged to report unneccessary idling and a letter or warning will be given. Fines of up to $250.00 could be given to people who are caught more than once” that <strong>fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td>Pf</td>
<td>• A <strong>tone appropriate</strong> for the addressee is <strong>clearly maintained</strong>, as illustrated in “My name is Morgan Stevenson and I am a citizen from the community of New Vista. I am writing in regarding to the problem of idling cars that has occurred recently in the city of Lindberg as well as the surroundings,” “To encourage citizens to not idle their vehicles, I would like a city bylaw to be put into place,” and “I would like to schedule a meeting with you to discuss my concern in person.”</td>
</tr>
<tr>
<td>Score</td>
<td>Reporting Category</td>
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</tr>
<tr>
<td>Pf</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used—such as “The contaminants that are released from the exhaust of the idling vehicles on the streets have a large impact,” “These contaminants create,” “However, these contaminants do not only affect the flora and fauna that surround us,” “This bylaw will disallow,” and “By limiting the time of idling vehicles you are saving the environment and the citizens from the toxins”—are <strong>usually accurate</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td>Pf</td>
<td>• The writing demonstrates <strong>competent</strong> and <strong>generally consistent control</strong> of correct <strong>sentence structure</strong> (as seen in “Idling vehicles creates many problems for the environment as well as for the citizens”), <strong>usage</strong> (as seen in “These toxins also endanger many animals as well as many plants”), and <strong>mechanics</strong> (as seen in “You can reach me at <a href="mailto:morgan.stevenson@telus.net">morgan.stevenson@telus.net</a>. Thank you very much for your time”). <strong>Errors</strong> that are present (such as in “writing in regarding to,” “such a carbon dioxide,” “your surrounding,” “unneccessary,” and “not to late”) <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 misspelling of “Eaglesview” in both the mailing address and inside address, the use of a comma in the salutation, and the presentation of “Yours Truly” in the closing. <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>Mr. David Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. David Jones’ office is located at City Hall in Lindberg, Alberta. The postal code is T7M 2K4. City Hall is located at 14763 Eagleview Drive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Morgan Stevenson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan Stevenson lives in New Vista, Alberta. Morgan’s mailing address is post office box 8562 and the postal code is T1P 5L9.</td>
</tr>
</tbody>
</table>

**Envelope**

MORGAN STEVENSON
PO BOX 8562
NEW VISTA AB T1P 5L9

MR DAVID JONES
MAYOR, CITY HALL
14763 EAGLEVIEW DR
LINDBERG AB T7M 2K4
Assignment II: Planning

Use this page to plan in whatever way you choose.

- Tolling could easily be stopped
- Y speeds between addresses
- Killing da ecosystems
Mr. David Jones  
Mayor, City Hall  
14763 Eagleview Drive  
Lindberg AB  T7M 2K4

Dear Mr. Jones:

It has come to my attention that there is no law against idling in our community, though it is something that is harmful to the environment as well as easy to fix. Idling releases harmful chemicals- such as carbon dioxide and carbon monoxide- that have proved significant factors in the deterioration of human and environmental health. There are many risks that result from idling, but I believe that a way to remove this harmful behavior is to establish a bylaw to cut down the amount of idling occurring.

Idling should be limited because it is a needless waste of fuel. Some people leave their vehicle idling for half an hour in the morning, when a much shorter time would be effective. It is unfortunate, because the energy used to keep their vehicle idling could have been used for something else. Cutting down idling time to three minutes per hour will help citizens to do their part to conserve our earth and its natural resources. Exceptions should be allowed for emergency vehicles such as ambulances and public transit buses as well as for very cold or very hot weather. Signs posted at no-idling zones will remind us that every time we idle, we use up gasoline that is non-renewable promoting a non-sustainable lifestyle and permanently removing that energy source from the earth.
The idling of vehicles impacts on the health of people, wildlife, and our environment. Toxic emissions can destabilize ecosystems and cause sickness and disease in people and animals. Asthma and other respiratory problems could be reduced in their severity if the city cut down on the idling of vehicles. By limiting idling, we would be doing our part in conserving our ecosystems, and keeping ourselves more healthy in the process.

A solution that would effectively fix the problem would be the introduction of a bylaw to limit idling. A campaign involving signs, commercials, and community events would be effective is alerting people of the new bylaw. Enforcement of the bylaw would be based on complaints received from citizens, and a letter of warning being sent. If needed a fine of up to $250.00 could be given to people who refuse to obey the bylaw. Eventually, people will realize that it is so much more reasonable just to keep their idling to a minimum and save themselves money on gas and possibly fines.

Idling needs to be limited and an idling bylaw would be the best solution for it. The benefits of conserving the environment and improving people’s health are what make this bylaw necessary. If you have questions or concerns, please contact me by mail, by phone at (123) 456-7890, or through email at mstevenson@gmail.com. Thank you for your time and consideration of this weighty matter.

Sincerely,

Morgan Stevenson

Morgan Stevenson
### Rationale for Student Exemplar – Excellent

<table>
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<td><strong>E</strong></td>
<td>Content</td>
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<tr>
<td></td>
<td>• The <strong>ideas</strong> pertaining to how “Idling releases harmful chemicals—such as carbon dioxide and carbon monoxide—that have proved significant factors in the deterioration of human and environmental health” and how “By limiting idling, we would be doing our part in conserving our ecosystems, and keeping ourselves more healthy in the process” are <strong>perceptive,</strong> and <strong>development</strong> of the topic—in the contention that “the energy used to keep their vehicle idling could have been used for something else […] to conserve our earth and its natural resources” and the assertion that “Eventually, people will realize that it is so much more reasonable just to keep their idling to a minimum and save themselves money on gas and possibly fines”—is <strong>clear</strong> and <strong>effective.</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Pertinent information</td>
</tr>
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<td></td>
<td>(in the arguments that idling “is a needless waste of fuel,” “every time we idle, we use up gasoline that is non-renewable promoting a non-sustainable lifestyle,” “Toxic emissions can destabilize ecosystems and cause sickness and disease in people and animals,” and “A solution that would effectively fix the problem would be the introduction of a bylaw to limit idling”) is presented, and this information is <strong>enhanced</strong> by <strong>precise details</strong> such as those describing “people [who] leave their vehicle idling for half an hour in the morning,” “Cutting down idling time to three minutes per hour,” “Exceptions […] for emergency vehicles such as ambulances and public transit buses,” “Asthma and other respiratory problems,” “A campaign involving signs, commercials, and community events would be effective in alerting people of the new bylaw,” and “Enforcement” being “based on complaints received from citizens, and a letter of warning being sent” or “a fine of up to $250.00” that <strong>effectively fulfill the purpose</strong> of the assignment.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>A tone appropriate for the addressee—as in “It has come to my attention that there is no law against idling in our community, though it is something that is harmful to the environment as well as easy to fix,” “I believe that a way to remove this harmful behavior is to establish a bylaw to cut down the amount of idling occurring,” “Idling needs to be limited and an idling bylaw would be the best solution for it,” and “Thank you for your time and consideration of this weighty matter”—is <strong>skillfully maintained.</strong></td>
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<td>Score</td>
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<td>E</td>
<td>Content Management</td>
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<td></td>
<td>• <strong>Words</strong> and <strong>expressions</strong> used are <strong>consistently accurate</strong> and <strong>effective</strong>, as illustrated in “There are many risks that result from idling,” “It is unfortunate, because,” “help citizens to do their part,” “very cold or very hot weather,” “Signs posted at no-idling zones will remind us,” “removing that energy source from the earth,” “could be reduced in their severity if the city cut down on the idling of vehicles,” and “The benefits of conserving the environment and improving people’s health are what make this bylaw necessary.”</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 “Idling should be limited because it is a needless waste of fuel”), <strong>usage</strong> (as seen in “If needed a fine of up to $250.00 could be given to people who refuse to obey the bylaw”), and <strong>mechanics</strong> (as seen in “If you have questions or concerns, please contact me by mail, by phone at (123) 456-7890, or through email at <a href="mailto:mstevenson@gmail.com">mstevenson@gmail.com</a>”). <strong>Errors</strong> that are present such as in “perhour,” “permantly,” “The idling of vehicles impacts on,” “reiratory problems,” and “would be effective is alerting” <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>, with the only exception being the lack of abbreviation of “Drive” in the inside address.</td>
</tr>
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<td></td>
<td><strong>Proportion of error to length and complexity of response has been considered.</strong></td>
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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 reporting 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 reporting 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 all of the scoring categories.
Marker Training Paper A

Address Information

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

Mr. David Jones

Mr. David Jones’ office is located at City Hall in Lindberg, Alberta. The postal code is T7M 2K4. City Hall is located at 14763 Eagleview Drive.

Morgan Stevenson

Morgan Stevenson lives in New Vista, Alberta. Morgan’s mailing address is post office box 8562 and the postal code is T1P 5L9.

Envelope

MORGAN STEVENSON
BOX 8562
NEW VISTA, AB T1P 5L9

DAVID JONES
MAYOR
14763 EAGLEVIEW DR
LINDBERG, AB T7M 2K4
Assignment II: Planning

Use this page to plan in whatever way you choose.

para 1
Intro yourself & the problem
Any other background info.
Say the reason why you're writing

para 2
- Describe more of the problem
- Tell how leaving your car on affects the environment
- Propose for it to be a bylaw
- Describe more of the bylaw

para 3
- Wrap it up
- Provide contact info
- Thank him
Box 8562  
New Vista, AB  T1P 5L9  
May 13, 2013

David Jones  
Mayor  
14763 Eagleview Dr  
Lindberg, AB  T7M 2K4

Dear Mr. Jones,

I am concerned about the effect that the unnecessary idling of vehicles in urban centers has on the environment and peoples health. The city of Lindberg should establish a bylaw that regulates the idling of vehicles and do it's part to preserve the world for future generations.

Leaving your vehicle running while you are parked is a waste of non-renewable fossil fuels. With scarce resources we need too ensure that until alternative energy sources become viable we are dependant on that which is currently available. Chloroflorocarbons and other contaminants from vehicle exhaust cause depletion of the earth's ozone layer these toxins cause the greenhouse effect and cause global warming which has led to the destruction of wild animal habitats such as that of the polar bear and also migratory birds. To save species from extinction we need to reduce the amount of pollution we are creating and one way to do this is to cut down on vehicle emissions.

Peoples health suffers from the pollution created by vehicles, and leaving vehicles idling excessively only ads to the problem. The burning of hydrocarbons releases a multitude of poisenous chemicals that reduce the quality of the air. The
smog that cites such as London and Los Angeles have is dangerous for everyone but especially the very young, the elderly, and people with asthma or other breathing problems. Even healthy people suffer from fatigue and find concentration difficult. An anti-idling bylaw could help prevent this from happening here. 

To encourage people to refrain from needlessly idling their vehicles, I support the enactment of a city bylaw to limit the length of time a vehicle should be left idling to no more than three minutes an hour. Crucial services such as ambulances and public transit will be allowed to idle when waiting for, picking up, and dropping off passengers. Idling during extreme outdoor temperatures to ensure heating or cooling inside a vehicle as required. Drivers would be encouraged to comply with the bylaw voluntarily by signs posted in no-idling zones and a public education campaign to raise awareness of the problems caused by excessive idling. When complaints are received, a warning letter and fines of up to two hundred and fifty dollars could be issued. The hope is that people will become conscious of their carbon footprint and want to act in accordance with the bylaw voluntarily.

I hope that you will consider what I have said and enact an anti-idling bylaw. If you wish to contact me, I can be reached at 555-246-1357 or mstevenson@gmail.com. Thank you for your time.

Sincerely,

Morgan Stevenson
E

**Rationale for Marker Training Paper A**

<table>
<thead>
<tr>
<th>Score</th>
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<td>Content</td>
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<td></td>
<td>• The ideas—regarding how “Leaving your vehicle running while you are parked is a waste of non-renewable fossil fuels,” how “Peoples health suffers from the pollution created by vehicles, and leaving vehicles idling excessively only ads to the problem” because “The burning of hydrocarbons releases a multitude of poisenous chemicals that reduce the quality of the air,” and how “The hope is that people will become consious of their carbon footprint and want to act in accordance with the bylaw volontarily”—are perceptive, and development of the topic—through the argument that “The city of Lindberg should extablish a bylaw that regulates the idling of vehicles and do it’s part to preserve the world for future generations”—is clear and effective.</td>
</tr>
<tr>
<td>E</td>
<td>Pertinent information is presented (such as that related to having “scarse resources […] until alternative energy sources become viable,” being aware that “Chloroflorocarbons and other contamintens from vehicle exhaust cause depletion of the earths ozone layer,” seeking “To save species from extinction,” and enacting a bylaw “to limit the length of time a vehicle should be left idling to no more than three minutes an hour” while making allowances for “Crusial services such as ambulances and public transit” and “Idling during extreme outdoor tempratures”), and this information is enhanced by precise details (as in “these toxins cause the greenhouse effect and cause global warming which has led to the destruction of wild animal habitats such as that of the polar bear and also migratory birds,” “The smog that cites such as London and Losangels have is dangerous for everyone but expecially the very young, the elderly, and people with asthma or other breathing problems,” “Drivers would be encouranges to comply with the bylaw volontarily by signs posted in no-idling zones and a public education campain to raise awareness of the problems cause by excessive idling,” and “When complaints are received, a warning letter and fines of up to two hundred and fifty dollars could be issued”) that effectively fulfill the purpose of the assignment.</td>
</tr>
<tr>
<td>E</td>
<td>As seen in “I am conserned about the effect that the unnecessary idling of vehicles in urban centers has on the environment and peoples health,” “we need to reduce the amount of pollution we are creating and one way to do this is to cut down on vehicle emissions,” “An anti-idling bylaw could help prevent this from happening here,” and “To encourage people to refrain from needlessly idling their vehicles, I support the enactement of a city bylaw,” a tone appropriate for the addressee is skillfully maintained.</td>
</tr>
<tr>
<td>Score</td>
<td>Reporting Category</td>
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<tr>
<td><strong>E</strong></td>
<td><strong>Content Management</strong></td>
</tr>
<tr>
<td></td>
<td>• As is evident in “the unnecessary idling of vehicles in urban centers,” “a waste of non-renewable fossil fuels,” “until alternative energy sources become viable we are dependant on that which is currently available,” “depletion of the earth’s ozone layer,” “the destruction of wild animal habitats,” “The burning of hydrocarbons releases a multitude of poisenous chemicals,” “alloud to idle when waiting for, picking up, and dropping off passengers,” “to ensure heating or cooling inside a vehicle as required,” “comply with the bylaw volentarily,” and “become consious of their carbon footprint,” <strong>words and expressions used are consistently accurate and effective.</strong></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>• The writing demonstrates <strong>basic control of correct sentence structure</strong> (as in “Even healthy people suffer from fetique and find consentration difficult”), <strong>usage</strong> (as in “I hope that you will concider what I have said and enact an anti-idling bylaw”) and <strong>mechanics</strong> (as in “If you wish to contact me I can be reached at 555-246-1357 or <a href="mailto:mstevenson@gmail.com">mstevenson@gmail.com</a>. Thank you for your time”). <strong>Errors</strong> such as in “conserned,” “unnecessary,” “peoples,” “extablish,” “do it’s part,” “fossil,” “scarse,” “need too ensure,” “contaminents,” “earths,” “habitates,” “migeratory,” “exssesively,” “ads to the problem,” “poisenous,” “cites such as London and Losangels,” “expecially,” “fetique,” “consentration,” “needesly,” “enactement,” “Crusial,” “alloud,” “tempratures,” “would be encourges,” “volentarily,” “campain,” “cause by,” “consious,” and “concider” may <strong>occassionally impede</strong> meaning.</td>
</tr>
</tbody>
</table>
| **Pf** | • The **envelope and letter** contain **few format errors and omissions**—such as the use of punctuation in both the return address and heading, the use of punctuation and the omission of the recipient’s organization in both the mailing address and inside address, and the use of a comma in the salutation.

**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.

Mr. David Jones

Mr. David Jones’ office is located at City Hall in Lindberg, Alberta. The postal code is T7M 2K4. City Hall is located at 14763 Eagleview Drive.

Morgan Stevenson

Morgan Stevenson lives in New Vista, Alberta. Morgan’s mailing address is post office box 8562 and the postal code is T1P 5L9.

Envelope
Assignment II: Planning

Use this page to plan in whatever way you choose.
PO Box 8562
New Vista AB T1P 5L9
May 13, 2013

Mr. David Jones, Mayor
Mayor's Office
14763 Eagleview Drive
Lindberg AB T7M 2K4

Dear Mr. Jones:

I am writing to you to request that you create a bylaw that limits idling of vehicles. When vehicles idle, they release chemicals into the air that harm the environment and all living things.

The health of people living around here is at risk if you let this continue and I do not have time to explain so get this done as soon as possible.

Sincerely,

Morgan Stevenson
## Rationale for Marker Training Paper B

<table>
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<th>Score</th>
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<tbody>
<tr>
<td>L</td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td>• The ideas related to the need to “create a bylaw that limits idling of vehicles” are superficial, and development of the topic in the unsupported assertion that “The health of people living around here is at risk if you let this continue” is inadequate.</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>• Information presented regarding “chemicals […] that harm the environment and all living things” is imprecise. Supporting details are lacking. The purpose of the assignment (to “Provide enough information to convince Mr. Jones of the beneficial aspects of this bylaw”) is only partially fulfilled.</td>
</tr>
<tr>
<td></td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>• A tone appropriate for the addressee is evident—as in “I am writing to you to request that you create a bylaw”—but not maintained—as is evident in “I do not have time to explain so get this done as soon as possible.”</td>
</tr>
<tr>
<td>S</td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• Words and expressions used such as “to request that,” “a bylaw that limits,” “The health of people,” and “at risk if you let this continue” are generally accurate and occasionally effective.</td>
</tr>
<tr>
<td></td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>• Given the brevity and simplicity of the response, the writing demonstrates basic control of correct sentence structure, usage, and mechanics—as seen in “When vehicles idle, they release chemicals into the air that harm the environment and all living things.”</td>
</tr>
<tr>
<td></td>
<td>Pf</td>
</tr>
<tr>
<td></td>
<td>• The envelope and letter contain few format errors and omissions—as in the lack of abbreviation of the word drive in both the mailing address and inside address, the misplacement of the closing and printed name, and the omission of a signature.</td>
</tr>
</tbody>
</table>

Proportion of error to length and complexity of response has been considered.