Examples of the Standards for Students’ Writing 2017

English Language Arts Grade 9

• Functional Writing
Contacts

Provincial Assessment Sector Achievement Testing Branch

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Other Information

Follow these steps to access the Alberta Education website:
Step 1: Type education.alberta.ca.
Step 2: Click on the “Junior High” card.
Step 3: Click on the “Provincial Assessment” card.
Step 4: Scroll down to find and click on the “English Language Arts 7–9” card.
Step 5: Click on “Provincial Achievement Test (PAT).”

On the website, there is a specific link to “Subject Bulletins.” These bulletins provide students and teachers with information about the provincial 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 the website, there 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

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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**—Shaunna Bradshaw, Jolene Burgeson, Guillaume Comeau, Sam Dumoulin, Pat Galandie, Helen Mann, Aaron Nisbett, Barb Turcotte, and David Whan; **Exemplar Validation**—Nzingha Austin, Ivona Comba, Katheryn Goods, Janelle Helgason, Shauna Koopmans, Jaylene Lyons, Melissa Steeves, and Janet Westworth; and **Standards Confirmation**—Angie Hryhoryshyn-Snow, Denise Kissel, Nora MacGregor, Lyn Moehling, Tasha Neisz, Gary Perfect, Kevin Stacey, Shauna Swerda, and Kelly Thomas.

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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 Provincial Achievement Test in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2017 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 provincial 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 in order to develop an individual voice and engage the reader in ideas and forms that the student has considered. Provincial 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 Provincial Achievement Test, access the Grade 9 English Language Arts 2017 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—regarding 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 student responses 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 Provincial Assessment Sector staff members to discuss any questions or concerns.
Maintaining Consistent Standards

For all provincial 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 student work on the Provincial 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 Provincial 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. All three sets of scores will be used to 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 after the May administration of the test 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, and 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 Provincial 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 provincial achievement test will be in the context of Louise Rosenblatt’s suggestion that “the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s ‘correct’ answer.”


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, 3.2, 3.3, 4.1, 4.3

| Excellent | • The ideas are perceptive, and development of the topic is clear and effective.  
|           | • Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.  
|           | • A tone appropriate for the addressee is skillfully maintained. |
| Proficient| • The ideas are thoughtful, and development of the topic is generally effective.  
|           | • Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.  
|           | • A tone appropriate for the addressee is clearly maintained. |
| Satisfactory| • The ideas are appropriate, and development of the topic is adequate.  
|           | • Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.  
|           | • A tone appropriate for the addressee is generally maintained. |
| Limited | • The ideas are superficial, flawed, and/or merely a repetition of the situation presented, and development of the topic is inadequate.  
|           | • Information presented is imprecise, undiscerning, and/or simply a restatement of the prompt provided. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.  
|           | • A tone appropriate for the addressee is evident but not maintained. |
| Poor | • The ideas are overgeneralized, misconstrued, and/or a verbatim reiteration of the situation presented, and development of the topic is ineffective.  
|           | • Information is irrelevant, missing, and/or essentially copied from the prompt provided. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.  
|           | • Little awareness of a tone appropriate for the addressee is evident. |
| Insufficient | • The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**. |

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

| 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 vague, inexact, and/or frequently taken from the prompt.  
|           | • The writing demonstrates limited evidence of control of correct sentence structure, usage, and mechanics. Errors may frequently impede meaning.  
|           | • The envelope and letter contain frequent format errors and/or omissions. |
| Poor      | • Words and expressions used are inaccurate, misused, and/or essentially quoted from the prompt.  
|           | • The writing demonstrates a lack of evidence of control of correct sentence structure, usage, and mechanics. Errors may severely impede meaning.  
|           | • The envelope and letter contain numerous and glaring format errors and/or omissions. |
| Insufficient | • 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 or territory, 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, and should be separated from the municipality and province or territory by two spaces.
5. The two-letter abbreviation for the province or territory 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 9, 2017
   905-12963 61 St
   Toronto ON  L2R 3V6
   May 9, 2017

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. Jones:
   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>
</tr>
<tr>
<td>British Columbia</td>
<td>BC</td>
</tr>
<tr>
<td>Manitoba</td>
<td>MB</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>NB</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>NL</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>NT</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>NS</td>
</tr>
<tr>
<td>Nunavut</td>
<td>NU</td>
</tr>
<tr>
<td>Ontario</td>
<td>ON</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>PE</td>
</tr>
<tr>
<td>Québec</td>
<td>QC or PQ</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>SK</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>YT</td>
</tr>
</tbody>
</table>
Business Letter Formats

1
2
3

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.

4
5
6
7

The modified block format. In this format, the heading, the closing, the signature, and the printed name run along the right margin. All the other parts run along the left margin.

1
2
3

4
5
6
7

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 Provincial Achievement Test

English Language Arts

Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts Provincial 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

Before beginning to write, you will have 10 minutes to talk with your classmates (in groups of two to four) about both writing assignments or to think about them alone. During this time, you may record your ideas on the Planning pages provided.

This test was developed to be completed in two hours; however, you may take an additional 30 minutes to complete the test.

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.

2017

Alberta Education, Provincial Assessment Sector

To go back after using an internal link, simultaneously press and hold Alt (in some browsers).
Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

In Alberta, regulations regarding traffic in school zones are contained in the Alberta Traffic Safety Act. The Act states that in school zones a speed limit of 30 kilometres per hour is in effect from 8:00 to 9:30 a.m., from 11:30 a.m. to 1:30 p.m., and from 3:00 to 4:30 p.m. on school days. The school zone encompasses the boundaries of the school grounds with signs to indicate the beginning and end of the school zone.

You are Devon James, a student who lives in the town of Glenboro in the municipal district of Spring Valley, Alberta. You attend Mountain View School in Glenboro, which is located in a high-traffic area, and you believe that existing school-zone regulations need to be improved to ensure that students are safe while on or near school grounds. You have discovered that local governments may create municipal bylaws that can modify regulations found in the Alberta Traffic Safety Act.

A municipal school-zone bylaw could include some of the following regulations:

• a speed limit of 20 kilometres per hour in the school zone;
• a bylaw in effect in the school zone from 7:00 a.m. to 9:00 p.m. seven days a week;
• the school zone to include streets within one block of school grounds;
• traffic signs posted 50 metres beyond the school zone.

You have decided to write a letter to Ms. Susan Barnes, a councilor elected to represent the town of Glenboro on the Spring Valley Municipal Council. Present your ideas regarding the need to create a municipal bylaw to regulate traffic near schools in the municipal district of Spring Valley. In your letter, be sure to explain how the safety of all individuals on or near school grounds can be enhanced by such a bylaw.

Assignment

Write a business letter to Ms. Susan Barnes, councilor for the municipal district of Spring Valley, to present your arguments regarding the need to create a municipal school-zone bylaw. Provide enough information to convince Ms. Barnes of the benefits of creating such a 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 Devon James—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.

<table>
<thead>
<tr>
<th>Ms. Susan Barnes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Susan Barnes’ office is located in the city of Spring Valley, Alberta. Her office’s postal code is T3M 6T3, and the building is located at 6832 Main Street. She is a councilor on the Spring Valley Municipal Council.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Devon James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devon James lives in Glenboro, Alberta, and receives mail at post office box 3320. The postal code is T7K 4R1.</td>
</tr>
</tbody>
</table>

### Envelope
Observations from Standards Confirmation and Central Marking 2017: General Impressions

Throughout the 2017 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 were several scoring descriptors in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged 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, nearly all students were able to connect the context provided in the “Situation” to their own experiences. From the viewpoint of “Devon James, a student who lives in the town of Glenboro in the municipal district of Spring Valley, Alberta” and attends “Mountain View School […] which is located in a high-traffic area,” students advocated that “existing school-zone regulations need to be improved to ensure that students are safe while on or near school grounds.” Some students also acknowledged “that local governments may create municipal bylaws that can modify regulations found in the Alberta Traffic Safety Act” and understood the role of “Ms. Susan Barnes” as “a councilor elected to represent the town of Glenboro on the Spring Valley Municipal Council.” The majority of students were able to present “ideas regarding the need to create a municipal bylaw to regulate traffic near schools in the municipal district of Spring Valley” and explained “how the safety of all individuals on or near school grounds can be enhanced by such a bylaw.”

Most students directly referenced the proposed “regulations” that were provided with regard to what “a municipal school-zone bylaw could include” (such as “a speed limit of 20 kilometres per hour in the school zone,” “a bylaw in effect in the school zone from 7:00 A.M. to 9:00 P.M. seven days a week,” “the school zone to include streets within one block of school grounds,” and “traffic signs posted 50 metres beyond the school zone”). Other students additionally cited the “regulations regarding traffic in school zones [that] are contained in the Alberta Traffic Safety Act” (that “in school zones a speed limit of 30 kilometres per hour is in effect from 8:00 to 9:30 A.M., from 11:30 A.M. to 1:30 P.M., and from 3:00 to 4:30 P.M. on school days” and that “The school zone encompasses the boundaries of the school grounds with signs to indicate the beginning and end of the school zone”). When assessing student responses, markers recognized that, although many students adhered closely to the information provided in the test booklet, doing so was acceptable given the manner in which the assignment was framed primarily within outcomes specified in General Outcome 3: Managing Ideas and Information. 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 Ms. Susan Barnes, councilor for the municipal district of Spring Valley,” to “present your arguments regarding the need to create a municipal school-zone bylaw” and to “Provide enough information to convince Ms. Barnes of the benefits of creating such a bylaw”—distinguished the quality of student responses.
Most students were able to identify the merits of modifying the regulations in the Alberta Traffic Safety Act through the enactment of a municipal school-zone bylaw and argued that the new regulations could make students feel safe and do better in school, have a sense of confidence when coming to or leaving school, or feel that they are valued by the community. Some students contended that the current regulations have caused students to feel undue stress while crossing roadways near the school grounds and have resulted in collisions in which people crossing the road have been injured by passing motorists. Many students acknowledged that the bylaw provides guidelines that are necessary to provide for the safety of both pedestrians and drivers. In some responses, students argued that because some drivers are careless or even indifferent regarding legal regulations, a means by which to enforce the regulations may be necessary. In addition, some students contended that enacting a municipal school-zone bylaw could show students how local government can act in the best interests of residents of the community.

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 contained in the guidelines provided by 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 with 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. Such formatting was not to be viewed as detrimental to the quality of student work and was not to be penalized in the assessment of “Content Management.”

The Functional Writing Assignment provided students with the opportunity 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 2017 Grade 9 English Language Arts Provincial Achievement Test.
Students whose responses demonstrated qualities characteristic of “Poor” or “Limited” scores in “Content” sometimes relied, in part or as a whole, 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 councilor on the Spring Valley Municipal Council, the principal of Mountain View School, or a concerned parent advocating a municipal-school zone policy. In some instances, students mistakenly argued against changing the regulations contained in the Alberta Traffic Safety Act or inappropriately contended that a municipal bylaw should increase the speed limit in school zones or be in effect only when schools are closed. In other responses, students asserted that such a bylaw is a waste of time because drivers will continue to speed. In some instances, students used an inappropriately inflammatory tone in a misguided effort to be persuasive.

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

• “There are dumb drivers out there that just dont care about anyone. They are driving on there phone with out looking where there going even around the school. They will kill someone if they dont stop doing what there doing.”

• “Sooner or later and kid could get serouse injured or worse die by a speeding car if you dont do something. [...] It will be all your fault if kids get hurt.”

• “Some drivers are wreckless most of the time. If a care less driver like this approaches the school the students will not react and get out of the way. [...] Any one with half a brain would see that these changes are needed that why we need to do the right thing.”

• “Peple dont care about the law so we need a photo rader thing that tells them there speed. Then they dont have no escuse for going to fast. [...] Money talkes so we need big fines for law brakers.”

• “It is important of all individuals in are school to be safe. [...] Exchanging the school grounds law will let every one know the parents of the students will be safe. Students to can get to from the school any time they want.”

• “I request a probelm that deals with the speeding zone at the schools you may ready know the speeding limits of the school zone is 20 kilometers per hour but I want to speed up the limits by 30 kilometers per hours but I know the bylaw said the school zones limits is 20 but I want to creat a municipal bylaw that everybody is agreed to creat this new bylaw but i new it will take a long time but I really want you to think about this letter I have sent you.”

• “I am writting this letter in regaurds to my concern of traffic. The alberta regulation states school zones have laws in place and we need those laws other wise every one will be hurt. [...] If we don’t have a change to the school bylaw soon were gonna have a lot less of students at are school.”

• “I appriciate how your trying to make a law to make kids safe more. [...] No body pays no attention to sings and nobody goes below the speed limit so I dont now how its going to change.”

• “My frends and I don’t think you should change the law atall things are fine the way it is.” [...] A resent survey showed that 61% of canadians don’t want to change the school zone law. [...] People just need to be more care ful and watch where their going.”
“As the councilor for Glenboro on the municipal district of Spring Valley, I wish to create a bylaw for school’s zones in our town. My children go to Mountainview school so I think the kids need to be safe. [...] To be elected by the people of Spring Valley I need to do what they wanted so that’s why we have a bylaw.”

In student responses scored “Poor” or “Limited” in “Content,” such as those from which these excerpts were taken, ideas were superficial, flawed, and/or merely a repetition of the situation presented in the assignment or overgeneralized, misconstrued, and/or a verbatim reiteration of the situation presented in the assignment. Development of the topic was inadequate or ineffective. Information presented was imprecise, undiscerning, and/or simply a restatement of the prompt provided or irrelevant, missing, and/or essentially copied from the prompt provided. Supporting details were insignificant and/or lacking or 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, inexact, and/or frequently taken from the prompt or inaccurate, misused, and/or essentially quoted from the prompt. The writing demonstrated either limited evidence or a lack of evidence 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 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 the response was assessed accordingly. 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 examination manager, made a final judgment.
**Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Met the Acceptable Standard**

Students whose responses received a score of “Satisfactory” in “Content” typically recognized how a municipal school-zone bylaw could encourage drivers to use more caution when driving near schools and make students feel secure when crossing the road. As well, most students acknowledged that such a bylaw is needed because heavy traffic has made crossing streets near the school unsafe. Many students cited the advantages of implementing regulations intended to lower the speed limit, increase the time during which the regulations apply, extend the school zone beyond the boundaries of the school grounds, and inform drivers with clearly posted signs. Some students speculated that students at the school would welcome the bylaw and feel that their safety is valued by the community. Still others provided suggestions for gaining support for the policy that included posting an ad in the local newspaper or holding public information sessions.

Qualities of student writing awarded “Satisfactory” scores are evident in the following excerpts taken from student responses:

- “I am a student at Mountain View school. I am writing you this letter to request school-zone regulations be improved. Mountain View school is located in a high traffic area, that puts the students in harms way. […] Thank you for taking the time to read this letter. I hope that you grant us these regulations.”
- “The speed limit in the school zone should be lowered from 30 to 20 kilometers per hour to keep students safe from danger. If we put up signs within one block of the school this could let drivers know ahead of time that they need to slow down. […] The school zone regulations should be in place from 7 am to 9 pm seven days a week. That way we can make sure kids are safe.”
- “Parents shouldn’t have to worry about sending their kids to school by themselves or with friends. That’s why we need to lower the speed limit in the school zone to 20 km per/hr. […] Making the speed limit two hours before school and five hours after school will help kids get home safe.”
- “If cars were going slower they could stop faster. This would decrease the chance of any accidents and help students feel more safe. […] There are many good things that come along with the new school zone regulations the most crucial one being students safety.”
- “The bylaw in effect seven days a week would be better because it covers the entire day. In the morning there are tons of students that have to walk to school and they’re after school activities. They will now not have to worry about walking along at early or late hours. Also, by having it the entire week, students’ safety will now be improved if they decide to hang out on school grounds during weekends.”
- “I am purposing that we should make a bylaw. It would state that we should have a steady school zone time from 7:00 am to 9:00 pm. This would better help keep kids safe all throught the day. […] If we can put this bylaw into affect we could make school zones safer for everybody.”
- “Me and many other students think students need to be safe on school grounds. We can do this by creating a municipal bylaw. […] Traffic signs posted out side the school zone will give drivers a heads up they are getting close to a school. Than they can be ready to slow down early and make sure every one is safe around the school.”
• “My reasoning behind these school zone regulations is the safety of me and the other students that attend Mountain View. […] These changes give drivers more awareness and will help that students get to and from school safely. I would like to thank you for reading this letter and hope my propositions make a difference in my community.”

• “Hello, my name is Devon James and I am writing to you to inform you why we need to change things in the Mountain View school zone. […] The reasons for these changes are to secure the schools safety and to also make parents feel like their kids are in good hands during school hours.”

• “The amount of traffic has gotten bigger in the last few years and students and staff of the school do not feel safe crossing the streets. To lower the presence of danger a municipal school zone bylaw is needed to lower the speed to 20 km per hour and put up signs telling drivers we can make the school safe. […] Thank you for taking my requests about students safety under consideration.”

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 occasionally impeded meaning. The envelope and letter contained occasional format errors and/or omissions.
Student Exemplar – Satisfactory

Address Information

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

Ms. Susan Barnes

Ms. Susan Barnes’ office is located in the city of Spring Valley, Alberta. Her office’s postal code is T3M 6T3, and the building is located at 6832 Main Street. She is a councilor on the Spring Valley Municipal Council.

Devon James

Devon James lives in Glenboro, Alberta, and receives mail at post office box 3320. The postal code is T7K 4R1.

Envelope

Ms. Susan Barnes
6832 Main St
Spring Valley AB T3M 6T3

Devon James
P.O. Box 3320
Glenboro AB T7K 4R1
Assignment II: Planning

Use this page to plan in whatever way you choose.

Susan Barnes
6832 Main St.
Spring Valley AB T3M 6T3

Devon James
PO Box 3320
Glenboro Ab T7K 4R1
PO Box 3320
Glenboro, Ab T7K 4R1
May 9, 2017

Susan Barnes
6832 Main St
Spring Valley, Ab T3M 6T3

Dear Ms. Barnes,

My name is Devon James and I go to Mountain View School in Glenboro. I would like to speak to you in regards of the traffic in our school zone. Our school is located in a high-traffic area and I believe that our school zone regulations need to be
improved in order to assure the safety
of the students while on or near
school grounds.

I found out that local governments
might create a municipal bylaw which
can modify the school-zone bylaw. I
believe that we should change the school
zone laws to 20 kilometres per hour
speed limit that are in effect from
8:00 to 4:30 pm on school days.
This would make it more safe for students
because the drivers won't have to think
what time is it and just follow the school-zone speed limit the whole time that there are school days.

I'm hoping that you could help me and the students to try to create this municipal bylaw to change our school-zone policies. I would like to hear from you your response in the future. If you need to contact me, just give me a call to 780-515-5151.

Sincerely,

Devin James

Devin James
# Rationale for Student Exemplar – Satisfactory

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<td><strong>Content</strong></td>
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<td>S</td>
<td>• The <strong>ideas</strong> related to elements of the situation presented that identify how the school’s being “located in a high-traffic area” requires that the “school-zone regulations need to be improved in order to assure the safety of the students while on or near school grounds” are <strong>appropriate</strong>, and development of the topic—in the reasoning that features of a municipal school-zone bylaw “would make it more safe for students because the drivers won’t have to think what time is it and just follow the school-zone speed limit the whole time that there are school days”—is <strong>adequate</strong>.</td>
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<td>• Relevant <strong>information</strong> referencing the power of “local governments” to “create a municipal bylaw which can modify the school-zone bylaw” is presented, and this information is <strong>supported</strong> by <strong>enough detail</strong> (in the recommendation that the school zone should have a “20 kilometres per hour speed limit […] in effect from 8:00 to 4:30 pm on school days”) to fulfill the purpose of the assignment.</td>
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<td>• A <strong>tone appropriate</strong> for the addressee is generally maintained, as illustrated in “I would like to speak to you in regards of the traffic in our school-zone,” “I believe that we should,” “I’m hoping that you could help me and the students,” and “I would like to hear from you your response in the future.”</td>
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<td><strong>Content Management</strong></td>
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<td>• <strong>Words and expressions</strong> used—such as “the traffic in our school-zone,” “assure the safety of the students,” “change the school zone laws,” “make it more safe for students,” and “try to create this municipal bylaw to change our school-zone policies”—are <strong>generally accurate</strong> and occasionally <strong>effective</strong>.</td>
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<td>• The writing demonstrates <strong>basic control</strong> of correct <strong>sentence structure</strong> (as in “My name is Devon James and I go to Mountain View School in Glenboro”), <strong>usage</strong> (as in “I found out that local governments might create a municipal bylaw which can modify the school-zone bylaw”), and <strong>mechanics</strong> (as in “If you need to contact me, just give me a call to 780-515-5151”). <strong>Errors</strong> such as “in regards of,” “hig-traffic,” “speed limit that are in effect,” “pm,” and “won’t have to think what time is it” may <strong>occasionally impede</strong> meaning.</td>
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<td>S</td>
<td>• As seen in the inclusion of punctuation in the mailing address, heading, and inside address, the omission of the recipient’s title and organization in the mailing address and inside address, and the absence of a colon in the salutation, <strong>occasional format errors</strong> and <strong>omissions</strong> are contained in the <strong>envelope</strong> and <strong>letter</strong>.</td>
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Proportion of error to length and complexity of response has been considered.
Observations from Standards Confirmation and Central Marking 2017: Qualities of Student Writing That Met the Standard of Excellence

In responses awarded scores of “Proficient” or “Excellent” in “Content,” students often personalized the topic by including first-hand experience with circumstances associated with travelling to and from school. In such responses, students examined the implications of the regulations that could be enacted in a municipal school-zone bylaw and presented arguments related to why the existing regulations have proven to be insufficient and/or why the proposed regulations could improve student safety. Some students demonstrated an appreciation for the role played by members of the Spring Valley Municipal Council and acknowledged the difficulty of balancing the interests of both drivers and pedestrians. Other students effectively conceded that, although the new regulations could be difficult to enforce on a daily basis, occasional monitoring by law enforcement could have an impact. Still other students suggested that students themselves should assume greater responsibility for their safety by using designated crosswalks and obeying all rules.

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

• “An issue that has grown in significance in the last few years involves the increase in traffic on roadways near Mountain View School. The increase in traffic volume along with the existing speed limit has heightened the possibility that some one crossing the street near the school could be seriously injured in the event of a collision with a vehicle. […] If these new regulations are put in place, the chances of people being harmed would decrease markedly. Drivers, too, will benefit from being able to travel without incident on the streets that are nearby the school.”

• “Our school is located along a major thorofare with constant traffic, which intensifies during the morning and afternoon rush hour. A significant number of students who attend Mountain View School reside in nearby neighbourhoods and walk to school each day. Because of the traffic’s density, these students do not feel safe walking to and from the school. […] We need to provide all students with the safety they deserve. A greater sense of security would be gained if we implement these changes to the Alberta Traffic Safety Act in this bylaw.”

• “The existing school-zone regulations, which are woefully inadequate in having any real impact on the safety of roadways near our school, need to be updated with modifications introduced in a municipal school-zone bylaw. […] The primary role of a school is to provide students with a safe and secure environment in which to learn. To fulfill this role, we must be not confined within the geographical boundaries of the school grounds. We must concern ourselves equally with the safety of students enroute to and from school.”

• “Currently, vehicles are moving at 30 km/h during certain times of the day on week days. If we extend the hours during which the bylaw is in effect, students will be safe while crossing the streets that are nearby the school. A reduction in the speed limit from 30 to 20 kilometres per hour will further reduce the risk to pedestrians. […] Adding these regulations to a municipal bylaw would be a great step toward ensuring the safety of everyone.”

• “We must take the precautions necessary to guarantee the safety of children who come to the school. A speed limit in school zones of 30 kilometers an hour renders children vulnerable to being struck by drivers who may not see them in time to avoid a collision. A limit of 20 kilometers an hour will give both drivers and children the ability to avoid unforseen collisions. […] Having these regulations in place from seven a.m. to nine p.m. seven days a week will further provide for the safety of all children throughout the day which is vital.”
• “Although some drivers do not want any changes to the existing school-zone regulations, the greater good will be achieved by efforts to ensure everyone’s safety while on or near school grounds. The few seconds that could be added to the time it takes someone to drive past the school are a small price to pay for the priceless benefit of keeping students safe from harm. […] We must do what is necessary to minimize the hazard that roadways around the school pose to pedestrians.”
• “Having these regulations in effect from 7:00 AM to 9:00 PM on all seven days of the week will provide drivers with a clearer and simpler understanding of the time during which the bylaw regulations apply. […] These preventative measures will reduce the likelihood of accidents between vehicles and pedestrians. […] The introduction of these regulations will ensure that schools are safe for students, teachers, parents, and drivers alike.”
• “The speed of 30 km per hour that drivers are allowed to go does not provide vehicles with sufficient stopping time. Limiting the times during which they apply to morning, noon, and after school is too narrow a window to ensure that students are safe at all times of the day and on weekends when at the school. Drivers receive too little warning with signs posted only at the boundaries of the school grounds which make up the school zone.”
• “Safety is important. Everyone believes this to be true. However, not everyone has the same understanding of how to make it happen. Nor is everyone motivated to take action toward this end. As a result, laws contain regulations that inform people of what must be done to ensure the safety of themselves and others. […] These regulations, if introduced in a municipal school-zone bylaw, will raise awareness of the need to be concerned with the safety of others. School-zone accidents are preventable if these precautions are taken.”
• “A reduction in the speed limit coupled with an extension of the hours during the regulations are in effect and the inclusion of all streets within one block of the school will contribute significantly to ensuring the safety of students. […] All of these suggestions will help to decrease the potential risk of accidents and injuries as well as contribute to a building a safe community. Modifying the existing regulations will benefit all residents of Glenboro.”

Student responses scored “Proficient” or “Excellent” in “Content,” such as those from which these excerpts were taken, were 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 or in no way impeded meaning. The envelope and letter contained few, if any, format errors and/or omissions.
**Student Exemplar – Proficient**

**Address Information**

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

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**Ms. Susan Barnes**

Ms. Susan Barnes’ office is located in the city of Spring Valley, Alberta. Her office’s postal code is T3M 6T3, and the building is located at 6832 Main Street. She is a councilor on the Spring Valley Municipal Council.

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**Devon James**

Devon James lives in Glenboro, Alberta, and receives mail at post office box 3320. The postal code is T7K 4R1.

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**Envelope**

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DEVON JAMES  
P O BOX 3320  
GLENBORO AB T7K 4R1

SUSAN BARNES  
COUNCILOR  
6832 MAIN STREET  
SPRING VALLEY AB T3M 6T3
```
Assignment II: Planning

Use this page to plan in whatever way you choose.

Background: what I've witnessed

Purpose: create a municipal bylaw

Details: about the municipal bylaw

Operations: what the bylaw includes

Goodwill: end on a good note.
PO Box 8320
Glenboro AB T7K 4R1
May 9, 2017

Susan Barnes, Councilor
6832 Main Street
Spring Valley AB T3M 6T3

Dear Ms. Barnes:

I am a student who attends Mountain View school in Glenboro. I am writing to you because I feel that a municipal bylaw needs to be created in order to improve existing school-zone regulations. My school is located in a high-traffic area and a municipal bylaw will guarantee the safety of students near or on
school grounds. I’ve noticed that many students feel unsafe even if they are close to a school zone.

I suggest that the following regulations be included in the bylaw. When in the school zone, the speed limit should be 20 km/h and the zone should include streets within one block of my school. Traffic signs would be posted 50 metres beyond school zone to inform drivers ahead of time. And, the bylaw should be in effect from 7 am to 9 pm seven days a week.

The current speed limit in school zones is 30 km/h, and is a hazard because Mountview has high traffic. The times that the speed limit is in effect are also faulty because students are still on school grounds between those times. Since weekends are not included, students involved in extracurricular activities are also at risk.
Students who walk to school are not safe because they aren’t in the school zone. This is a situation that needs to be dealt with immediately and effectively.

Glenboro elected you because we believe that you will be great at representing our town. If this bylaw is created, then our town would benefit greatly and the safety of our students will also increase. I hope you take my suggestion into consideration. Feel free to contact me at djames@gmail.com.

Sincerely,

Devon James

Devon James
### Rationale for Student Exemplar – Proficient

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<td>Pf</td>
<td>Content</td>
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<td></td>
<td>• The <strong>ideas</strong> that base the need identified in the situation for “a municipal bylaw [...] to be created in order to improve existing school-zone regulations” on the contention that “many students feel unsafe even if they are close to a school zone” are <strong>thoughtful</strong>, and <strong>development</strong> of the topic—in the arguments pertaining to the “current” regulations in the Alberta Traffic Safety Act regarding the “speed limit in school zones” of “30 km/h” (which is “a hazard because Mountview has high-traffic”), the “times that the speed limit is in effect” (which are “faulty because students are still on school grounds between those times”), and “weekends [which] are not included” (during which “students involved in extra-curricular activities are also at risk”)—is <strong>generally effective</strong>.</td>
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<td>• <strong>Significant information</strong> is presented (regarding how the “school is located in a high-traffic area and a municipal bylaw will guarantee the safety of students near or on school grounds” and how “Students who walk to school are not safe because they aren’t in the school zone”), and this information is <strong>substantiated</strong> by <strong>specific details</strong>—in the citation of the recommendations that “When in the school zone, the speed limit should be 20 km/h and the zone should include streets within one block of my school,” “Traffic signs would be posted 50 metres beyond school zone to inform drivers ahead of time,” and “the bylaw should be in effect from 7 am to 9 pm seven days a week”—that <strong>fulfill</strong> the <strong>purpose</strong> of the assignment.</td>
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<td>Pf</td>
<td>• A <strong>tone appropriate</strong> for the addressee (as in “I am writing to you because I feel that,” “I’ve noticed that,” “I suggest that the following regulations be included in the bylaw,” “This is a situation that needs to be dealt with immediately and effectively,” “Glenboro elected you because we believe that you will be great at representing our town,” and “If this bylaw is created, then our town would benefit greatly and the safety of our students will also increase”) is <strong>clearly maintained</strong>.</td>
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<td>• <strong>Words and expressions</strong> used such as “many students feel unsafe,” “suggest that the following regulations be included,” “to inform drivers ahead of time,” “The current speed limit in school zones is 30 km/h, and is a hazard,” “at risk,” “dealt with immediately and effectively,” and “our town would benefit greatly and the safety of our students will also increase” are <strong>usually accurate and effective</strong>.</td>
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<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 “I am a student who attends Mountain View School in Glenboro”), <strong>usage</strong> (as seen in “I hope you take my suggestion into consideration”), and <strong>mechanics</strong> (as seen in “Feel free to contact me at <a href="mailto:djames@gmail.com">djames@gmail.com</a>”). <strong>Errors</strong> that are present—such as in “50 metres beyond school zone,” “And, the bylaw should,” “7 am to 9 pm,” “Mountview has high-traffic,” and “cirricular”—are <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> and <strong>omissions</strong>, including the omission of the recipient’s organization and lack of abbreviation of the word <strong>street</strong> in the mailing address and inside address. <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.

**Ms. Susan Barnes**

Ms. Susan Barnes’ office is located in the city of Spring Valley, Alberta. Her office’s postal code is T3M 6T3, and the building is located at 6832 Main Street. She is a councilor on the Spring Valley Municipal Council.

**Devon James**

Devon James lives in Glenboro, Alberta, and receives mail at post office box 3320. The postal code is T7K 4R1.

**Envelope**

```
DEVON JAMES
PO BOX 3320
GLENBORO, AB T7K 4R1

SUSAN BARNES
COUNCILOR
SPRING VALLEY MUNICIPAL COUNCIL
6832 MAIN ST
SPRING VALLEY, AB T3M 6T3
```
Assignment II: Planning

Use this page to plan in whatever way you choose.
PO Box 3320
Glenboro, AB T7K 4R1
May 9, 2017

Susan Barnes
Councillor
Spring Valley Municipal Council
6832 Main St
Spring Valley, AB T3M 6T3

Dear Ms. Barnes:

I am a resident of the municipality of Spring Valley and I wish to express my concerns about the safety and well being of students, staff, and visitors at Mountain View School in Glenboro. The current regulations for traffic within the existing school zone have proven to be insufficient in making pedestrians feel safe when crossing roadways that surround the school. This year, I have heard many people complain about the dangers of crossing the street to come to the school and there was one accident where an elementary school student barely escaped being hit by a passing car. That is why I am asking you to consider the possibility of passing a municipal bylaw that would include regulations that could make roadways around the school safer for everyone.

The volume of traffic on Sparrow Trail, a major roadway that passes in front of Mountain View School, makes many people who cross feel unsafe. This is because cars are allowed to go 30 kilometres per hour and would likely have difficulty stopping in time to avoid hitting a child who may have unwisely decided to cross unexpectedly.
Reducing the speed limit would increase the likelihood that a car could stop more easily in order to avoid this situation. The hours during which the bylaw is in effect need to be extended from 8:00-9:30 a.m., 11:30 a.m.-1:30 p.m., and 3:00-4:30 p.m. to a full 14 hours from 7:00 a.m.-9:00 p.m. because people are active on the school grounds throughout the day. Also, the school zone in which the bylaw is in effect should be larger to include all roadways within a one block radius of the school. As well, adding clearly posted signs 50 metres outside the limits of the school zone would give drivers a warning ahead of time. They can slow down in advance and keep an eye out especially for children that might suddenly appear on the roadway. I believe that everyone will feel more secure if these changes are put into place.

I’m hoping that the regulations I have proposed could be put into a municipal bylaw. You are likely aware that local government have the power to change regulations in the Alberta Traffic Safety Act that apply to traffic in school zones. That’s why I’m asking you to create a municipal bylaw that could apply to all schools in the municipality of Spring Valley so that everyone who comes to the school feels more secure. Thank you for taking the time to consider my suggestions. If you would like to contact me to discuss this matter, please contact me at djamess@mountainview.ca.

Sincerely,

Devon James

Devon James
### Rationale for Student Exemplar – Excellent

<table>
<thead>
<tr>
<th>Score</th>
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<td>E</td>
<td>Content</td>
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<td></td>
<td>• The ideas—such as those pertaining to “concerns about the safety and well being of students, staff, and visitors at Mountain View School in Glenboro” (which are based on how “current regulations for traffic within the existing school zone have proven to be insufficient in making pedestrians feel safe when crossing roadways that surround the school”) as well as the complaints of “many people […] about the dangers of crossing the street to come to the school” and “one accident where an elementary school student barely escaped being hit by a passing car”—are perceptive, and development of the topic—through arguments related to why the “local government” (which has “the power to change regulations in the Alberta Traffic Safety Act that apply to traffic in school zones”) should pass “a municipal bylaw that would include regulations that could make roadways around the school safer” in order to ensure “that everyone who comes to the school feels more secure”—is clear and effective.</td>
</tr>
<tr>
<td>E</td>
<td>Pertinent information—regarding how the “volume of traffic on Sparrow Trail, a major roadway that passes in front of Mountain View School, makes many people who cross feel unsafe” because “cars are allowed to go 30 kilometres per hour and would likely have difficulty stopping in time to avoid hitting a child who may have unwisely decided to cross unexpectedly” and how “Reducing the speed limit would increase the likelyhood that a car could stop more easily”—is presented, and this information is enhanced by precise details incorporated from the situation related to extending the “hours during which the bylaw is in effect” (“from 8:00-9:30 a.m., 11:30 a.m.-1:30 p.m., and 3:00-4:30 p.m. to a full 14 hours from 7:00 a.m.-9:00 p.m. because people are active on the school grounds throughout the day”), enlarging “the school zone in which the bylaw is in effect” (“to include all roadways within a one block radius of the school”), and posting “signs 50 metres outside the limits of the school zone” (to “give drivers a warning ahead of time” so that they can “keep an eye out especially for children that might suddenly appear on the roadway”) that effectively fulfill the purpose of the assignment.</td>
</tr>
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<td>E</td>
<td>A tone appropriate for the addressee—as in “I am a resident of the municipality of Spring Valley and I wish to express,” “That is why I am asking you to consider the possibility,” “I believe that everyone will feel more secure if these changes are put into place,” “I’m hoping that the regulations I have proposed could be put into a municipal bylaw,” “You are likely aware,” “That’s why I’m asking you to create a municipal bylaw that could apply to all schools in the municipality of Spring Valley,” and “Thank you for taking the time to consider my suggestions”—is skillfully maintained.</td>
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<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 shown in “a resident of the municipality of Spring Valley,” “students, staff, and visitors at Mountain View School,” “current regulations for traffic within the existing school zone have proven to be insufficient,” “The volume of traffic on Sparrow Trail, a major roadway,” “have difficulty stopping in time to avoid hitting a child who may have unwisely decided to cross unexpectedly,” “slow down in advance and keep an eye out especially for children that might suddenly appear on the roadway,” and “apply to all schools in the municipality of Spring Valley.”</td>
</tr>
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<td>E</td>
<td>• The writing demonstrates <strong>confident</strong> and <strong>consistent control</strong> of correct <strong>sentence structure</strong> (as in “This year, I have heard many people complain about the dangers of crossing the street to come to the school and there was one accident where an elementary school student barely escaped being hit by a passing car”), <strong>usage</strong> (as in “As well, adding clearly posted signs 50 metres outside the limits of the school zone would give drivers a warning ahead of time”), and <strong>mechanics</strong> (as in “If you would like to contact me to discuss this matter, please contact me at <a href="mailto:djames@mountainview.ca">djames@mountainview.ca</a>”). <strong>Errors</strong> that are present—such as in “well being,” “likelyhood,” and “local government have”—<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 inclusion of a comma between the town or city and province in the return address, mailing address, heading, and inside address. <strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>
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 both scoring categories.
Marker Training Paper A

Address Information

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

Ms. Susan Barnes

Ms. Susan Barnes’ office is located in the city of Spring Valley, Alberta. Her office’s postal code is T3M 6T3, and the building is located at 6832 Main Street. She is a councilor on the Spring Valley Municipal Council.

Devon James

Devon James lives in Glenboro, Alberta, and receives mail at post office box 3320. The postal code is T7K 4R1.

Envelope
Assignment II: Planning

Use this page to plan in whatever way you choose.
Po Box 3320
Glenboro AB
T2K 4R1

Susan Barnes
Councillor
6332 Main Street
Spring Valley AB
T3M 6T3

Dear Ms. Barnes:

My name is Devon James and I attended Grade 9 at Riverview Junior High. The amount of people who speed through is rural area during school hours is unsettling. There are young children outside before school, walking home for work, and playing outside after school. There are people that have been recorded doing 75 km/h when the speed limit is 30 km/h during these times. Something must be done. I am putting my full support into the new bylaw that is the only way to get people to stop and to slow down and do the safe speed. Then I will help...
But however I am. If this bylaw was introduced the safety of everyone would improve and parents wouldn’t have to worry about their children. Thank you for your time today Ms. Barnes.

Sincerely,

Devon James

Devon James
**Rationale for Marker Training Paper A**

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<thead>
<tr>
<th>Score</th>
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<tr>
<td><strong>L</strong></td>
<td>Content</td>
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<tr>
<td></td>
<td>• The ideas pertaining to the “amount of people who speed through is rural area during school hours” and the need “to get people to slow down and do the safe speed” are superficial, and development of the topic (in arguments related to how “the safety of everyone would improve and parents wouldn’t have to worry about their children”) is inadequate.</td>
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<tr>
<td></td>
<td>• Information presented—related to “young children [who are] outside before school, walking home for lunch and playing outside after school”—is imprecise. Supporting details (regarding “people that have been recorded doing 75 km/h when the speed limit is 30 km/h during these times”) are lacking. The purpose of the assignment is only partially fulfilled.</td>
</tr>
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<td></td>
<td>• As demonstrated in “something must be done,” “I am putting my full support into the new bylaw,” “If that is the only way […] then I will help out however I can,” and “Thank you for your time today Ms. Barnes,” a tone appropriate for the addressee is generally maintained.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Content Management</td>
</tr>
<tr>
<td></td>
<td>• Words and expressions used—such as “unsettling,” “walking home for lunch and playing outside,” “people that have been recorded doing 75 km/h,” “slow down and do the safe speed,” and “the safety of everyone would improve”—are generally accurate and occasionally effective.</td>
</tr>
<tr>
<td></td>
<td>• As seen in “My name is Devon James and I attended Grade 9 at Riverview Junior high,” the writing demonstrates limited evidence of control of correct sentence structure, usage, and mechanics. Errors such as in “The amount of people who speed through is rural area,” “childern,” “support,” and “If this bylaw was introduced” may frequently impede meaning.</td>
</tr>
<tr>
<td></td>
<td>• Occasional format errors and omissions are contained in the envelope—in the return address (in the incorrect presentation of “PO 3320”) and in the omission of the recipient’s organization, the lack of abbreviation of “Street,” and the inclusion of a comma in the mailing address (in “Spring Valley, AB”)—and letter—in the heading in the omission of the date, the omission of the recipient’s organization and lack of abbreviation of “Street” in the inside address, the inclusion of semicolon in the salutation (in “Dear Ms. Barnes;”), and the incorrect presentation of the closing (in “Sincerely”).</td>
</tr>
</tbody>
</table>

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.

Ms. Susan Barnes

Ms. Susan Barnes’ office is located in the city of Spring Valley, Alberta. Her office’s postal code is T3M 6T3, and the building is located at 6832 Main Street. She is a councilor on the Spring Valley Municipal Council.

Devon James

Devon James lives in Glenboro, Alberta, and receives mail at post office box 3320. The postal code is T7K 4R1.

Envelope

DETON JAMES
PO BOX 3320
GLENBRO, AB T7K 4R1

SUSAN BARNES
COUNCILOR
6832 MAIN ST
SPRING VALLEY, AB T3M 6T3
Assignment II: Planning

Use this page to plan in whatever way you choose.

**Role**
Devon James, Student

**Audience**
Susan Barnes

**Format**
Persuasive, business, request

**Topic**
Students need to be safe

**Reason for Letter**
Tone respectful

**Aspects for Draft**
Mon-Fri
7am - 6pm
20 km/h

PO Box 3320  
Glenboro, AB  T7K 4R1  
May 9, 2017

Susan Barnes  
Councilor  
6832 Main St  
Spring Valley, AB  T3M 6T3

Dear Ms. Susan Barnes:

My name is Devon James, and I live in Glenboro, Alberta where I have attended Mountain View School for several years. As the local population has grown, traffic on Spruce Street has become more heavier and it has become more dangerous for the students and staff who cross it to get to the school. That's why I think that we need have stricter rules for the cars that drive passed the school which can be done through a school zone bylaw.

I have looked into it and learned that municipal governments can enact bylaws for school zones and that's why I am writing to you to ask that you consider my ideas. I think that the school zone itself should be enlarged to go beyond just the actual boundaries of the school grounds. If we add all of the streets that are one block away from the school grounds the safety of pedestrians around the school will be increased. The school zone signs could be moved from where they are to 50 metres outside the school zone to warn driver's that the school is near. If both of these are changed, the area where the school is located will be less dangerous for drivers as well as pedestrians.
To further reduce the chances of a careless child being hit by a car driven by a startled driver, the speed limit in the school zone should be cut from 30 to 20 km per hour so that stopping time can be reduced. Having these rules in effect for an hour and a half before school, at noon, and after school is not enough. People are active on the school grounds all day on week-days and week-ends and the school zone rules should be in effect from 7 am to 9 pm every day to make sure that everyone is safe.

I firmly believe that everyone would agree that above all children need to be safe while going to school, and more attention must be given when cars are driven near the school. Car drivers and pedestrians alike need to obey the rules of the road. Passing a school zone bylaw with some of the suggestions I have proposed would go a long way in ensuring the safety of people when they are on school grounds.

Thank you for taking my ideas into consideration. If you would like to speak to me directly or if you have any questions, feel free to reach me at 555-678-1234 or email me at devonjames@gmail.com.

Yours truly,

Devon James
### Rationale for Marker Training Paper B

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<td><strong>E</strong></td>
<td><strong>Content</strong></td>
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<td></td>
<td>• The ideas—pertaining to how “the local population has grown, traffic on Spruce Street has become more heavier and it has become more dangerous for the students and staff who cross it to get to the school” and how “everyone would agree that above all children need to be safe while going to school, and more attention must be given when cars are driven near the school”—are <strong>perceptive</strong>, and <strong>development</strong> of the topic (in arguments related to why “stricter rules for the cars that drive passed the school which can be done through a school zone bylaw” are needed and why “Car drivers and pedestrians alike need to obey the rules of the road” in order to ensure “the safety of people when they are on school grounds”) is <strong>clear</strong> and <strong>effective</strong>.</td>
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<td>• <strong>Pertinent information</strong> is presented (incorporated into the proposal for the need to “add all of the streets that are one block away from the school grounds” so that “the safety of pedestrians around the school will be increased” and “the chances of a careless child being hit by a car driven by a startled driver” will be reduced, as well as the counterargument that “Having these rules in effect for an hour and a half before school, at noon, and after school is not enough”), and this information is <strong>enhanced</strong> by <strong>precise details</strong>—regarding “the school zone itself [which] should be enlarged to go beyond just the actual boundaries of the school grounds,” the “school zone signs [which] could be moved from where they are to 50 metres outside the school zone to warn driver’s that the school is near,” “the speed limit in the school zone [which] should be cut from 30 to 20 km per hour so that stopping time can be reduced,” and “the school zone rules [which] should be in effect from 7 am to 9 pm every day”—that <strong>effectively fulfill</strong> the <strong>purpose</strong> of the assignment.</td>
</tr>
<tr>
<td><strong>Pf</strong></td>
<td>• A <strong>tone appropriate</strong> for the addressee (evident in expressions such as “That’s why I think that we need,” “I have looked into it and learned that municipal governments can enact bylaws for school zones and that’s why I am writing to you to ask that you consider my ideas,” “I think that,” “I firmly believe that,” “Passing a school zone bylaw with some of the suggestions I have proposed would go a long way,” and “Thank you for taking my ideas into consideration”) is <strong>clearly maintained</strong>.</td>
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<td>Score</td>
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<td><strong>E</strong></td>
<td>Content Management</td>
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<td></td>
<td>• As illustrated in “the local population has grown,” “it has become more dangerous for the students and staff,” “done through a school zone bylaw,” “ask that you consider my ideas,” “go beyond just the actual boundaries of the school grounds,” “To further reduce the chances of a careless child being hit by a car driven by a startled driver,” “so that stopping time can be reduced,” “People are active on the school grounds all day,” “above all children need to be safe while going to school,” and “Car drivers and pedestrians alike need to obey the rules of the road,” words and expressions used are <strong>consistently accurate</strong> and <strong>effective</strong>.</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>• The writing demonstrates <strong>competent</strong> and <strong>generally consistent control</strong> of correct <strong>sentence structure</strong> (as seen in “My name is Devon James, and I live in Glenboro, Alberta where I have attended Mountain View School for several years”), <strong>usage</strong> (as seen in “If both of these are changed, the area where the school is located will be less dangerous for drivers as well as pedestrians”), and <strong>mechanics</strong> (as seen in “If you would like to speak to me directly or if you have any questions, feel free to reach me at 555-678-1234 or email me at <a href="mailto:devonjames@gmail.com">devonjames@gmail.com</a>”). <strong>Errors</strong> that are present—such as in “more heavier,” “we need have,” “drive passed the school,” “enlargened,” “to warn driver’s that,” “week-days and week-ends,” and “7 am to 9 pm”—<strong>rarely impede</strong> meaning.</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>• The <strong>envelope</strong> and <strong>letter</strong> contain <strong>few format errors</strong> and <strong>omissions</strong>, such as the inclusion of a comma between the town or city and province in the return address, mailing address, heading, and inside address, the omission of the recipient’s organization in the mailing address and inside address, and the inclusion of the recipient’s first name in the salutation (in “Dear Ms. Susan Barnes”). <strong>Proportion of error to length and complexity of response has been considered.</strong></td>
</tr>
</tbody>
</table>