Knowledge and Employability English Language Arts Provincial Achievement Test Part A: Writing
Scoring Guide for 2021

Alberta Government

	CONTENT	ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY	CONVENTIONS
FOCUS	When marking **Content** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the writer – explores the topic – establishes a point of view – chooses ideas – supports the response – holds the reader's interest	When marking **Organization** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the writing demonstrates – introduction – coherent order – connections between ideas and/or details – conclusion	When marking **Sentence Structure** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider the extent to which – sentence structure is controlled – sentence type and sentence length are effective and varied – sentence beginnings are varied **Proportion of error to length and complexity of response must be considered.**	When marking **Vocabulary** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider the – accuracy of the words and expressions – effectiveness of the words and expressions – appropriateness and effectiveness of the voice/tone created by the writer **Proportion of error to length and complexity of response must be considered.**	When marking **Conventions** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider the extent to which the writer has control of – mechanics (spelling, punctuation, capitalization, etc.) and usage (subject–verb agreement, pronoun usage, consistent verb tenses, etc.) – clarity and flow of the response **Proportion of error to length and complexity of response must be considered.**
Excellent **E**	• The writer's exploration of the topic is insightful and/or discerning. • The writer's point of view, whether stated or implied, is deliberate. • The ideas presented by the writer are engaging and/or carefully chosen. • Supporting details are precise and/or are original. • The writing is confident and/or interesting and captures and holds the reader's interest.	• The introduction is engaging and skillfully establishes a focus that is capably and consistently maintained. • Ideas and/or details are developed in paragraphs in a logical order, and coherence is consistently maintained. • Transitions fluently connect ideas and/or details within sentences and between paragraphs. • The conclusion is effective and enhances the focus.	• Sentence structure is effectively and consistently controlled. • Sentence type and sentence length are consistently effective and varied. • Sentence beginnings are consistently varied.	• Words and expressions are consistently used accurately and effectively. • Well-chosen words and expressions are used to enhance the writer's position. • The voice/tone created by the writer is consistently engaging throughout.	• The quality of the writing is enhanced because it is essentially error-free. • Any errors that are present do not reduce clarity and do not interrupt the flow of the response.
Proficient **Pf**	• The writer's exploration of the topic is adept and/or logical. • The writer's point of view, whether stated or implied, is intentional. • The ideas presented by the writer are thoughtful and/or sound. • Supporting details are relevant and specific. • The writing is purposeful and/or clear and draws the reader's interest.	• The introduction is purposeful and clearly establishes a focus that is capably maintained. • Ideas and/or details are developed in paragraphs in a sensible order, and coherence is generally maintained. • Transitions clearly connect ideas and/or details within sentences and between paragraphs. • The conclusion is appropriate and reinforces the focus.	• Sentence structure is consistently controlled. • Sentence type and sentence length are usually effective and varied. • Sentence beginnings are often varied.	• Words and expressions are often used accurately and appropriately. • Well-chosen words and expressions are often used to support the writer's position. • The voice/tone created by the writer is frequently distinct.	• The quality of the writing is sustained because it contains only minor convention errors. • Any errors that are present rarely reduce clarity and seldom interrupt the flow of the response.
Satisfactory **S**	• The writer's exploration of the topic is clear and/or plausible. • The writer's point of view, whether stated or implied, is evident. • The ideas presented by the writer are appropriate and/or direct. • Supporting details are relevant but general. • The writing is straightforward and occasionally captures the reader's interest.	• The introduction is functional and establishes a focus that is generally maintained. • Ideas and/or details are developed in a discernible order, although coherence may falter occasionally. • Transitions tend to be mechanical and are generally used to connect ideas and/or details within sentences and between paragraphs. • The conclusion is adequate and may be related to the focus.	• Sentence structure is generally controlled, but lapses may occasionally impede meaning. • Sentence type and sentence length are sometimes effective and/or varied. • Some variety of sentence beginnings is evident.	• Words and expressions are generally used accurately and appropriately. • General words and expressions are used to support the writer's position. • The voice/tone created by the writer is discernible but may be inconsistent.	• The quality of the writing is sustained through generally correct use of conventions. • Errors that are present occasionally reduce clarity and sometimes interrupt the flow of the response.
Limited **L**	• The writer's exploration of the topic is superficial or simplistic. • The writer's point of view, whether stated or implied, is vague. • The ideas presented by the writer are superficial and/or ambiguous. • Supporting details are imprecise and/or vague. • The writing is uncertain and/or incomplete, lacks appeal, and infrequently captures the reader's interest.	• The introduction lacks purpose and/or is not functional; any focus established is not maintained. • The development of ideas and/or details is not clearly discernible, and coherence falters frequently. • Transitions are lacking and/or ineffectively used to connect ideas and/or details within sentences and between paragraphs. • The conclusion is unrelated to the focus and may be random and/or haphazard.	• Sentence structure often lacks control, and this may impede meaning. • Sentence type and sentence length are rarely effective or varied; run-on sentences and/or sentence fragments, if present, often impede meaning. • There is little variety of sentence beginnings.	• Words and expressions used generally convey only vague meanings. • Imprecise words and expressions predominate; specific words, if present, may be awkwardly used to support the writer's position. • The voice/tone created by the writer is not clearly established or is inconsistent.	• The quality of the writing is weakened by frequent incorrect use of conventions. • Errors often reduce the clarity and interrupt the flow of the response.
Poor **P**	• The writer's exploration of the topic is minimal and/or irrelevant. • The writer's point of view, whether stated or implied, is incomprehensible. • The ideas presented by the writer are overgeneralized and/or underdeveloped. • Supporting details are irrelevant and/or lacking. • The writing is confusing and/or undeveloped and does not interest the reader.	• The introduction, if present, is obscure or ineffective; no focus is established. • The development of ideas and/or details is haphazard and incoherent. • Transitions are absent and/or inappropriately used to connect ideas and/or details within sentences and between paragraphs. • The conclusion is ineffectual or missing.	• Sentence structure lacks control, and this often impedes meaning. • There is no variation of sentence type or sentence length; run-on sentences and/or sentence fragments, if present, severely impede meaning. • There is no variety of sentence beginnings.	• Words and expressions used are vague and/or sometimes inappropriate or ineffective. • Overgeneralized words and expressions predominate; specific words, if present, are frequently misused and/or are repeated to support the writer's position. • The voice/tone created by the writer is not evident or is inappropriate.	• The quality of the writing is impaired by consistent incorrect use of conventions. • Errors severely reduce clarity and impede the flow of the response.
Insufficient **INS**	• The marker can discern no evidence of an attempt to address the topic presented in the assignment, or the writer has written so little that it is not possible to assess **Content**.	• The writing has been awarded an **INS** for **Content**.	• The writing has been awarded an **INS** for **Content**.	• The writing has been awarded an **INS** for **Content**.	• The writing has been awarded an **INS** for **Content**.

Note: Content *and* Organization *are weighted to be worth twice as much as the other categories.*
Students whose writing is unrelated to the topic will be awarded a score of **Insufficient**.