

Grade 6 English Language Arts Functional Writing Assignment 2021–2022 Scoring Guide

	CONTENT	CONTENT MANAGEMENT
<b>FOCUS</b>	<p>When marking <b>CONTENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>effectiveness of development and organization of the news article</li> <li>whether the purpose of the assignment is fulfilled with complete and appropriate information</li> <li>appropriateness of tone for the assignment and awareness of audience is evident</li> </ul>	<p>When marking <b>CONTENT MANAGEMENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>accuracy and effectiveness of words and expressions</li> <li>control of sentence structures, usage, and mechanics (spelling, punctuation, etc.)</li> <li>clarity and flow of the communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
<b>Excellent E</b>	<ul style="list-style-type: none"> <li>The ideas are well developed, and organization of the news article is clear and effective.</li> <li>Complete information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly and effectively maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are consistently accurate and effective.</li> <li>The writing demonstrates confident and consistent control of sentence structure, usage, and mechanics.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient Pf</b>	<ul style="list-style-type: none"> <li>The ideas are generally well developed, and organization of the news article is generally effective.</li> <li>Complete information is presented, and this information is substantiated by appropriate details that fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are usually accurate and effective.</li> <li>The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory S</b>	<ul style="list-style-type: none"> <li>The ideas are adequately developed, and organization of the news article is adequate.</li> <li>Some information is given, and this information is supported by enough details to fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is generally maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are generally accurate and occasionally effective.</li> <li>The writing demonstrates basic control of sentence structure, usage, and mechanics.</li> <li>Errors that are present occasionally reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Limited L</b>	<ul style="list-style-type: none"> <li>The ideas are poorly developed, and organization of the news article is ineffective.</li> <li>Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled.</li> <li>A tone appropriate for the assignment is evident but not maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are frequently vague and/or imprecise.</li> <li>The writing demonstrates faltering control of sentence structure, usage, and mechanics.</li> <li>Errors reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor P</b>	<ul style="list-style-type: none"> <li>The ideas are not developed, and organization of the news article is inadequate.</li> <li>Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled.</li> <li>Little awareness of tone appropriate for the assignment is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are inaccurate and/or misused.</li> <li>The writing demonstrates lack of control of sentence structure, usage, and mechanics.</li> <li>Errors severely reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Insufficient INS</b>	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>

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

Please advise students that their work must relate to the assignment. Those assignments that are completely off topic will be awarded a mark of Insufficient.

# Grade 6 English Language Arts Part A: Writing Scoring Guide

## Narrative and Functional Writing Assignments

Because students' responses to the narrative writing prompt in the *Part A: Writing* portion of the Grade Six Achievement Test vary widely, assessment of their stories will be in the context of Louise Rosenblatt's suggestion: "...the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's 'correct' answer."

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no. 1 (Spring, 1981): 3–12.

Markers will also 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 unanticipated or unique responses."

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

**Grade 6 English Language Arts Narrative Writing Assignment 2021–2022 Scoring Guide**

	<b>CONTENT</b>	<b>ORGANIZATION</b>	<b>SENTENCE STRUCTURE</b>	<b>VOCABULARY</b>	<b>CONVENTIONS</b>
<b>FOCUS</b>	<p>When marking <b>CONTENT</b> appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>establishes a context</li> <li>uses ideas and/or events that are appropriate for the established context</li> <li>uses specific details (of characters, setting, actions, events, etc.)</li> <li>demonstrates an awareness of audience</li> </ul>	<p>When marking <b>ORGANIZATION</b> appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>introduces the response</li> <li>follows a coherent order</li> <li>establishes connections and/or relationships among events, actions, details, and/or characters</li> <li>brings closure to the writing</li> </ul>	<p>When marking <b>SENTENCE STRUCTURE</b> appropriate for Grade 6 narrative writing, the marker should consider the</p> <ul style="list-style-type: none"> <li>writer’s control of sentence structure</li> <li>effectiveness and variety of sentence type and sentence length</li> <li>variety of sentence beginnings</li> </ul> <p><b>Length and complexity of response must be considered.</b></p>	<p>When marking <b>VOCABULARY</b> appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses</p> <ul style="list-style-type: none"> <li>words and expressions accurately</li> <li>words and expressions effectively</li> <li>words and expressions to enhance the student’s voice</li> </ul> <p><b>Length and complexity of response must be considered.</b></p>	<p>When marking <b>CONVENTIONS</b> appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of</p> <ul style="list-style-type: none"> <li>mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.)</li> <li>clarity and flow of the communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
<b>Excellent E</b>	<ul style="list-style-type: none"> <li>The context is clearly established and consistent.</li> <li>The ideas and/or events are creative and deliberately chosen for the context established.</li> <li>Supporting details are precise and consistently effective.</li> <li>The writing is confident and/or creative and holds the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are consistently maintained.</li> <li>The ending ties events and/or actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is effectively and consistently controlled.</li> <li>Sentence type and sentence length are consistently effective and varied.</li> <li>Sentence beginnings are consistently varied.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions are used accurately.</li> <li>Precise words and expressions are used to create vivid images and/or to enrich details.</li> <li>Words and expressions are used to enhance the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is enhanced because it is essentially error-free.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient Pf</b>	<ul style="list-style-type: none"> <li>The context is clearly established and appropriate.</li> <li>The ideas and/or events are intentionally chosen for the context established.</li> <li>Supporting details are specific and generally effective.</li> <li>The writing is purposeful and draws the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are maintained.</li> <li>The ending provides an appropriate finish for events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is controlled.</li> <li>Sentence type and sentence length are usually effective and varied.</li> <li>Sentence beginnings are often varied.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions are often used accurately.</li> <li>Specific words and expressions are frequently used to create images and/or to add clarity to details.</li> <li>Words and expressions are descriptive and generally enhance the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is sustained because it contains only minor convention errors.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory S</b>	<ul style="list-style-type: none"> <li>The context is established and generally appropriate.</li> <li>The ideas and/or events are adequate for the context established.</li> <li>Supporting details are general and may be predictable.</li> <li>The writing is straightforward and generally holds the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction directly presents information about events, characters, and/or setting.</li> <li>Events and/or details are developed in a discernible order, although coherence may falter occasionally.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are generally maintained.</li> <li>The ending is predictable and/or contrived, and is connected to events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is generally controlled, but lapses may occasionally impede the meaning.</li> <li>Sentence type and sentence length are sometimes effective and/or varied.</li> <li>Some variety of sentence beginnings is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions are generally used appropriately.</li> <li>General words and expressions are used adequately to clarify meaning.</li> <li>Words and expressions sometimes enhance the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is maintained through generally correct use of conventions.</li> <li>Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.</li> </ul>
<b>Limited L</b>	<ul style="list-style-type: none"> <li>The context is vaguely established and/or may not be appropriate.</li> <li>The ideas and/or events are vague given the context established.</li> <li>Supporting details are few and/or may be repetitive.</li> <li>The writing is superficial and does not hold the reader’s interest.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction presents information about events, characters, and/or setting but lacks direction.</li> <li>The development of events and/or details is not clearly discernible, and coherence falters frequently.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing.</li> <li>The ending is predictable and/or contrived, and may not be connected to events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure often lacks control, and this may impede the meaning.</li> <li>There is little variation of sentence type and sentence length.</li> <li>There is little variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions generally convey only vague meanings.</li> <li>Imprecise words and expressions predominate; specific words, if present, may be awkwardly used.</li> <li>Words and expressions are basic and may detract from the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is weakened by the frequently incorrect use of conventions.</li> <li>Errors often reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor P</b>	<ul style="list-style-type: none"> <li>The context may be unclear and/or inappropriate.</li> <li>The ideas and/or events are undeveloped and/or unrelated to any context established.</li> <li>Supporting details are scant.</li> <li>The writing is confusing and/or frustrating for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The introduction provides little information and/or is ineffective.</li> <li>The development of events and/or details is haphazard and incoherent.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are missing.</li> <li>The ending, if present, is unconnected to the events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure generally lacks control, and this often impedes the meaning.</li> <li>There is no variation of sentence type or sentence length.</li> <li>There is no variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions convey only vague meanings.</li> <li>Overgeneralized words and expressions predominate; specific words, if present, are frequently misused.</li> <li>Words and expressions are simple and/or obscure the student’s voice.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the writing is impaired by the consistently incorrect use of conventions.</li> <li>Errors severely reduce the clarity and impede the flow of the communication.</li> </ul>
<b>Insufficient INS</b>	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>

Note: Content and Organization are weighted to be worth twice as much as each of the other categories.