



English Language Arts 30–2 Examples of the Standards for Students' Writing

From the January 2025 Diploma Examination

This document was primarily written for:

Students	✓	
Teachers	✓	of English Language Arts 30–2
Administrators	✓	
Parents	✓	
General Audiences	✓	
Others		

2024–2025 English Language Arts 30–2 Examples of the Standards for Students’ Writing

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of *English Language Arts 30–2 Diploma Examination* writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These sample responses are taken from the January 2025 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for *English Language Arts 30–2 Diploma Examination* writing in relation to the scoring criteria.

The purpose of the example responses is to illustrate the standards that governed the January 2025 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2025. The sample papers and the 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 criteria.

The sample responses included in this document represent a very small sample of successful approaches to the assignments.

Selection and use of example papers

The teachers on the Standards Confirmation Committee for the January 2025 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students' writing in terms of the scoring criteria used for marking.

During their preparation for the January 2025 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the January 2025 *English Language Arts 30–2 Diploma Examination*.

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 assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials 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 writings in this document illustrate *just a few of the many* successful organizational and rhetorical strategies in January 2025.

We strongly recommend that you caution your students that there is *no preferred approach* to an assignment except the approach that best accomplishes the student writer's goal of effectively communicating their own ideas about the topic.

We advise you not to draw any conclusions about common patterns of approach taken by students.

3. The example papers presented in this document must not be used as models for instructional purposes.

Because these papers are illustrations only, and because they are examples of responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education and Childcare take any possibility of plagiarism or cheating seriously. The consequences for students are grave.

The approaches taken by students at the *standard of excellence*, not their words or ideas, are what students should consider emulating. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure as ways of developing an individual voice and engaging the reader in ideas and forms that the student has considered.

4. It is essential that you consider each of these examples of student writing in light of the constraints of the examination situation.

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.

English Language Arts 30–2 January 2025 Writing Assignments

English Language Arts 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I:**
Visual Reflection
Value 10% of total examination mark
- **Assignment II:**
Literary Exploration
Value 25% of total examination mark
- **Assignment III:**
Persuasive Writing in Context
Value 15% of total examination mark

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

- Complete all **three** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in your booklet for planning but **not** for final work.
- It is your responsibility to print out and staple all of your final written work to the designated pages in your booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

Additional Instructions for Students Who are Handwriting

- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in this booklet for final written work.
- Use blue or black ink for handwritten work.

Assignment I: Visual Reflection

Suggested time: 30 to 40 minutes

Suggested word count range: 300 to 700 words



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ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 2. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.

In your writing, you may respond personally, critically, and/or creatively.

You must

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- consider how you can create a strong *unifying effect*

Initial Planning

Assignment II: Literary Exploration

Suggested time: 70 to 80 minutes

Suggested word count range: 400 to 900 words

Read the following excerpt from a memoir and complete the assignment that follows.

Isam Hadhad is a Syrian refugee who, along with his family, lived in fear for many years due to the war in Syria. Isam and his family had to find a way to start over and make a new life in Canada.

from PEACE BY CHOCOLATE

Tasting chocolate imported from Europe for a cousin's wedding changed Isam's life. He was at the *talbeeseh*, the groom's celebration, with all his male relatives. Isam slipped a chocolate into his mouth and smiled as the smooth exterior melted on his tongue and slid down his throat. Isam was transfixed. He didn't know a single person who made chocolate. He had no clue how he could win a wife and support a family by making chocolate. But it was clear nonetheless: he needed to make chocolate.

Isam raced home from his cousin's wedding to his mother's kitchen. He stood still for a few moments. This was not a familiar room. It took him a while to assemble the pots and pans he thought he would need. He found a recipe for chocolate and tried to follow the instructions carefully. He failed and produced a brown puddle. He borrowed books that claimed to hold the secret to the perfect batch. He failed again. He thought his frustration made the chocolates bitter, so he willed himself into a state of calm.

Chocolate fascinated him. He loved how you could make a tiny piece that balanced on your finger, or enough to fill a factory. He realized he was an artist, and chocolate was his medium. It was intimate, edible art. He loved it in its melted stage, a warm liquid that could be poured to take the shape of any mould: a flower, an animal, a heart, a star, or an intricate pattern. Once in the mould, it hardened. *Just like people*, he thought. *We are born with our raw ingredients, heated and stirred by our early lives, and poured out into a mould called adulthood. But the chocolate is not the mould, and neither are people. You can always melt chocolate and make it into a new shape.*

Jon Tattrie

Excerpt was originally published in *Peace by Chocolate: The Hadhad Family's Remarkable Journey from Syria to Canada* copyright © 2020 by Jon Tattrie. Reprinted by permission of Goose Lane Editions.

The Assignment

This excerpt describes how Isam's determination to make chocolate was inspired by his very first taste. Despite many failed attempts, he continued his pursuit of that goal.

What is your opinion of the idea that an individual's pursuit of a passion is shaped by moments of success or failure?

You **must**

- discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character.
- ensure the details you select support the development of your ideas on the topic question
- present your ideas in *prose*

You **should**

- reflect upon your own knowledge and/or experience and/or the reading selection provided
- use the *Initial Planning* section on page 9 to help you plan your response. Carefully consider your *controlling idea* or how you will create a *strong unifying* effect.
- select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2
- organize your discussion so that your ideas are clearly and effectively presented

Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 8 and write your controlling idea below.

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen _____

Literary Text(s) and Author(s) _____

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.

Assignment III: Persuasive Writing in Context

Suggested time: 40 to 50 minutes

Suggested word count range: 300 to 600 words

Read the situation described below and use it to complete the assignment that follows.

The Situation

Research indicates that an increasing number of teens are choosing not to get a driver's licence. As a result, Prosper Town Council is considering a promotional campaign to encourage youth to become drivers. Those in favour believe that youth benefit from the independence a licence provides and cite the community's need for young drivers. Those opposed believe that getting a licence is an individual choice and the money spent on this promotional campaign should be put to better use.

In deciding whether to accept or to reject the proposal, Prosper Town Council has invited concerned individuals to make their views known. You are Josee Abluga, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 14 and 15). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade Prosper Town Council either to **ACCEPT or to **REJECT** the proposal to implement the new driver's licence campaign.**

In preparing your persuasive speech or letter, **BE SURE TO**

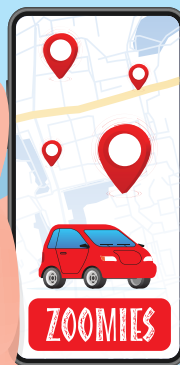
- study the information on the following pages
- consider your purpose and audience
- present a clear argument that explains the reasons behind your decision
- use an appropriate tone

Remember that you must clearly and directly choose either to **accept** or to **reject** the proposal.

Prosper Town Council Meeting Summary

4.0 New Driver's Licence Marketing Campaign

- The program would offer a **\$500** cash incentive for obtaining a licence within the first year after age 16.
- A **\$200 000** advertising campaign will raise awareness of the benefits of becoming a new driver.
- New drivers who maintain a clean record for two consecutive years will receive an insurance discount.



Zoomies

Eco-friendly!

Saves time!

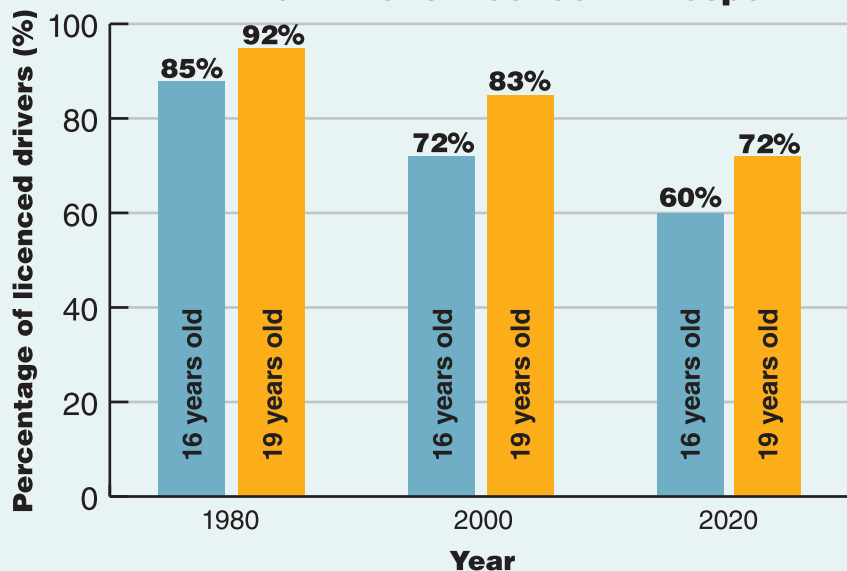
**Get a car in 10 minutes –
GUARANTEED!**


SCHEDULE rides in advance
Sit back and **RELAX**
SHARE a ride, split the fare
Debit or credit and upfront pricing –
know exactly what your ride will cost!

Career Opportunity!

- Join our fleet, make extra cash
- Click [HERE](#) to apply.
- Must be over 18 years of age with a valid driver's licence

**Percentage of Young Drivers
with a Driver's Licence in Prosper**





GOPHERJOBS

Search

Jobs

Postings

Prosper Pizza Palace is looking for a Class 5 Driver.

Growth-oriented individuals please apply!

Must be dependable and have time-management skills

Knowledge of delivery areas or ability to use a navigation app required

Must have references and a clean driving record for one year

\$18/hr

What is your opinion of the proposed new driver's licence marketing campaign?

Avery Balil
Youth come by who are eager to work, but they don't have a driver's licence. They can't deliver, so I can't hire them.

Jordan Singh
I'm too busy with my schoolwork and the thought of trying to manage it all fills me with anxiety. The cost to own a car is out of my reach. I use the Zoomies app or take public transit. Plus, choosing more sustainable options makes sense.

Anna Dobrowsky
As a senior living alone, I need someone to deliver my groceries and drive me to medical appointments. I can only pay minimum wage, so I rely on young drivers.

Blake Senard
Since I got my licence, I've gained confidence and independence in my ability to navigate my own world. I love the freedom!

Sandy:
have rehearsal tonight...in Redrose at 4:15 pm!!! 🤔

Sandy:
🤔 My parents can't take me. My friends from school aren't in my group, so I can't carpool. I wish I got my learner's earlier so that I could take my driver's licence...now I have to wait months before I can even try. 🤔

Sandy:
👍 🤔 🤔

Tracy:
How are you going to get there? 🤔

Tracy:
If I want to keep playing, taking public transit with all of my equipment just doesn't work. It doesn't even take me close to where I need to be. I got my licence the day I turned 16.

English Language Arts 30–2 January 2025

Part A: Written Response Standards Confirmation

Background

For all diploma examination scoring sessions, Provincial Assessment Sector staff use a process called Standards Confirmation to establish and illustrate expectations for students' work in relation to the scoring criteria, as well as to ensure scoring consistency within and between marking sessions. Because there are several diploma examination administrations and scoring sessions each school year, the standards must remain consistent for each scoring session in the school year and, similarly, from year to year.

Standards for student achievement start with the demands of the [Program of Studies for Senior High School English Language Arts](#) and with the interpretation of those demands through learning resources and classroom instruction. These agreed-upon standards are also exemplified in the kinds of tasks and the degree of independence expected of students. All of these complex applications of standards precede the design, development, and scoring of each diploma examination.

The Standards Confirmation Committee is composed of experienced teachers from representative regions of the province. These teachers work with the Provincial Assessment Sector staff responsible for the development, scoring, and results reporting for each diploma examination. Preferably, teacher members commit to at least a two-year period and also serve as a group leader or marker for at least one of the two major marking sessions in January and June.

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria, and the examples of students' work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the [2025–2026 English Language Arts 30–2 Information Bulletin](#). During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E) are posted in documents titled [Examples of the Standards for Students' Writing](#).

Members of the Standards Confirmation Committee

- confirm the appropriateness of the standards set by the examination in relation to students' work
- select student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- write rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work

Impressions of Standards Confirmers January 2025

Assignment I: Visual Reflection

The photograph of the fox looking over a community in winter provided a variety of entry points for student writers. They frequently developed ideas and impressions based on themes derived from the photograph, such as “peace,” “isolation,” and “community.” Students also explored ideas related to overcoming obstacles, facing the unknown, and finding joy in nature. Some students developed narrative or reflective responses from the point of view of the fox. Regardless of approach, student writers generally explored a positive reaction to the photograph. Markers are reminded that they should see **clear** evidence that the student has viewed and reflected upon the photograph, even when using the prompt as a point of departure.

Assignment II: Literary Exploration

Both the reading selection from *Peace by Chocolate* and the topic question on the idea that an individual’s pursuit of a passion is shaped by moments of success or failure offered points of entry for the exploration of the writing assignment. Through both literature and personal experience, most students were able to identify experiences of success and/or failure, and discuss how such moments shaped the pursuit of a particular passion. Some students chose to focus primarily on literature, while others developed responses that related personal anecdotes. Many students also incorporated details from the reading selection regarding Jon Tatttrie’s reflections on his first encounter with chocolate and his subsequent desire to perfect the art of chocolate making.

Markers are reminded that this assignment requires students to include a discussion of literature beyond the excerpt in the examination booklet. The focus of this assignment is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. Thus, while the literary example is essential, it is but one component of the response as a whole. As literary examples may be brief and tightly focused on a particular situation or character, markers are reminded to read the information provided by students in both the *Initial Planning* section on page 9 and on the back of the examination booklet to ensure that they are familiar with the literature chosen. Popular literary selections included *Born a Crime*, *Night*, *The Glass Castle*, *Indian Horse*, *Tuesdays with Morrie*, and *A Streetcar Named Desire*. Students also used films and digital series such as *The Shawshank Redemption*, *Good Will Hunting*, *Castaway*, *Forrest Gump*, *Sound of Metal*, *Black Mirror: Nosedive*, and *Ted Lasso*.

Assignment III: Persuasive Writing in Context

The situation of whether to accept or to reject the proposal to implement a new driver’s licence promotional campaign was accessible and engaging for student writers. Those who supported the proposal cited the personal benefits of obtaining a driver’s licence, the need for adolescents to develop independence and confidence, relieving transportation burdens on families, and the benefits of a larger cohort of drivers to the community as a whole. Those opposed to the proposal questioned the fiscal appropriateness of the campaign and the decreasing feeling of urgency among youth to obtain their licence, as well as the dangers inherent to driving itself and the rising costs associated with car ownership. Students drew key details from the source material, and many supplemented their arguments with references to their own personal observations, experiences, and knowledge. Students occasionally chose to acknowledge and refute positions from the opposing side. Markers are reminded to always evaluate the choices that students have made in terms of the argument(s) developed to support their position, not in terms of the perceived “accuracy” or “correctness” of their interpretation of sources. Most students were aware of their purpose in persuading the Prosper Town Council and used a tone appropriate to the intended audience.



Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30–2 Visual Reflection Assignment, January 2025

Example scored Satisfactory (S)

Response Unavailable

English Language Arts 30–2 Visual Reflection Assignment, January 2025

Example scored Proficient (Pf)

PLANNING

Fox looking over town, sun setting, cool tone of colours, could represent strength or nature vs city. Large mountain in the back, snowy. Could be fox represent the beauty of nature looking down on the metropolis, artificial and such.

WRITING

In the image given we see a fox looking over a larger city hidden in the valley. There is a sense of calm in the photo from the gentle lighting and the fox just sitting on the cliff. The juxtaposition in the photo of nature admiring the city could represent finding beauty in everything. The image portrays the idea that one must first find beauty in the world to achieve a sense of calm and collectiveness.

In the image there is a fox looking over a larger city, which is hidden in a valley between mountains. The fox is sitting in the bottom left corner making him look a similar size to the buildings of the town - seemingly overlooking and admiring the town. The image has a cooler blue tone to the valley which makes the winter setting much colder yet calm and quiet. Juxtaposing the town, the red fur of the fox stand out in the blue snow. The sun is setting behind the mountain the fox is on, leaving a red glow to the mountain behind the city. The image feels calm from the blue cool lighting and the overall peacefulness that radiates from the town.

In my own experience, I found the beauty in the world within my family which led me to finding a sense of comfort within that. The beauty of connection shown through my family and how kind people can be radiated a sense of calmness. Spending time with those i care about, just admitting the interaction in the same way the fox looking on the calm city. Being able to appreciate my family in the same way it looks like the fox is to the city fills me with a sense or serenity.

In conclusion, the photo shows the admiration of the fox, looking at city enjoying the serene feeling from the snow covered town. The image portrays the admiration of beauty in the world to find a sense of peacefulness.

Example paper rationale scored Proficient (Pf)

Scoring Criteria	Rationale	Score
Ideas and Impressions (Pf) <ul style="list-style-type: none"> The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed. 	<p>The student's perceptions are thoughtful and considered in the discussion of the idea that "The image portrays the idea that one must first find beauty in the world to achieve a sense of calm and collectiveness."</p> <p>Support is relevant ("The image has a cooler blue tone to the valley which makes the winter setting much colder yet calm and quiet"), detailed ("The image feels calm from the blue cool lighting and the overall peacefulness that radiates from the town"), and clearly connected ("Being able to appreciate my family in the same way it looks like the fox is to the city fills me with a sense of serenity") to the student's ideas and impressions.</p> <p>The response is coherently developed from the student's observation that "There is a sense of calm in the photo from the gentle lighting and the fox just sitting on the cliff" to the discussion of how the student "found the beauty in the world within my family which led me to finding a sense of comfort within that" through to the conclusion that "The image portrays the admiration of beauty in the world to find a sense of peacefulness."</p>	Proficient Pf
Presentation (Pf) <ul style="list-style-type: none"> The student's voice is distinct and well considered. Stylistic choices are specific and frequently effective. 	<p>The student's voice is distinct and well considered, as in "The fox is sitting in the bottom left corner making him look a similar size to the buildings of the town - seemingly overlooking and admiring the town" and "The beauty of connection shown through my family and how kind people can be radiated a sense of calmness."</p> <p>Stylistic choices are specific and frequently effective: "The sun is setting behind the mountain the fox is on, leaving a red glow to the mountain behind the city" and "In conclusion, the photo shows the admiration of the fox, looking at city enjoying the serene feeling from the snow covered town."</p>	Proficient Pf

English Language Arts 30–2 Visual Reflection Assignment, January 2025

Example scored Excellent (E)

Response Unavailable

English Language Arts 30–2 Literary Exploration Assignment, January 2025

Example scored Satisfactory (S)

I believe that a person's pursuit of passion is directly related to their moments of success and failure. If you are passionate about something and want it bad enough you will eventually succeed as long as you keep trying. Sometimes the failure can change you, but if you keep trying you can succeed, and once you learn that, it is engraved into who you are. This is shown in *Shawshank redemption* by Andy Dufrese. As well as me.

Andy was determined to get more books and build a good library in the prison. He wrote letters every single day trying to get a donation, and it took a couple of years, but he got them. He didn't let the failure of not getting a response affect him, He knew that if he kept trying for what he wanted, he would get it. It proves that no matter how many times you fail as long as you persevere you'll succeed. It shaped his thoughts of what he can and can't do, this is also shown at the end when he escapes. He is determined to escape and follow his passion of being a free man on the coast. He knew if he continued to pursue his goal by digging out it would happen.

I try not to let failure impact my decisions like Andy, but sometimes it does regardless. I want to be a marine biologist, I am very passionate about marine life and enjoy biology. However, I'm not very good at math and almost gave up. I failed a couple tests and I got it in my head that I couldn't do it. I felt like there was no point in trying if I was just going to fail. From the failure my determination to do anything dropped drastically and I felt even worse. My friends told me to just fall in love-and I'd feel better, but anyone can fall in love, not everyone can be a marine biologist. So I kept trying even though it was hard, and eventually I got better and better grades. My passion for my future helped me believe I can succeed as long as I try.

When you succeed and fail it shapes how much you try. If you are determined to keep trying though, you will succeed and that will help define who you are. Try for what you are passionate about and you will succeed, Don't let your failures define who you are.

Example paper rationale scored Satisfactory (S)

Scoring Criteria	Rationale	Score
Thought and Support (S) <ul style="list-style-type: none"> A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general. 	<p>A defensible understanding of the topic is demonstrated in the student's idea that "a person's pursuit of passion is directly related to their moments of success and failure."</p> <p>The student's ideas "He is determined to escape and follow his passion of being a free man on the coast" and "My passion for my future helped me believe I can succeed as long as I try" are appropriately and straightforwardly explored.</p> <p>The literary example from <i>The Shawshank Redemption</i> is related adequately to the student's ideas, as in "He didn't let the failure of not getting a response affect him, He knew that if he kept trying for what he wanted, he would get it."</p> <p>Support, such as "So I kept trying even though it was hard, and eventually I got better and better grades," is relevant but tends to be general.</p>	<p>Satisfactory</p> <p>S</p>
Form and Structure (S) <ul style="list-style-type: none"> A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent. 	<p>A controlling idea is evident in the student's discussion of the idea that "Sometimes the failure can change you, but if you keep trying you can succeed, and once you learn that, it is engraved into who you are," but unity falters on occasion, as in "If you are determined to keep trying though, you will succeed and that will help define who you are. Try for what you are passionate about and you will succeed, Don't let your failures define who you are."</p> <p>Development of ideas and explanations is generally clear and coherent, as in "It shaped his thoughts of what he can and can't do" and "I try not to let failure impact my decisions like Andy, but sometimes it does regardless."</p>	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Matters of Choice (S) <ul style="list-style-type: none"> Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice. 	<p>Diction is appropriate but general, as in “I want to be a marine biologist, I am very passionate about marine life and enjoy biology.”</p> <p>Sentence structures are generally straightforward and clear, as in “He knew if he continued to pursue his goal by digging out it would happen.”</p> <p>Stylistic choices contribute to the creation of a clear voice, as in “My friends told me to just fall in love-and I’d feel better, but anyone can fall in love, not everyone can be a marine biologist.”</p>	Satisfactory S
Matters of Correctness (S) <ul style="list-style-type: none"> This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear. 	<p>The writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics: “However, I’m not very good at math and almost gave up.”</p> <p>There are occasional lapses in control of sentence construction and usage, and minor errors in grammar and mechanics, as in “This is shown in <i>Shawshank redemption</i> by Andy Dufrese. As well as me.”</p> <p>The communication, however, is clear.</p>	Satisfactory S

English Language Arts 30–2 Literary Exploration Assignment, January 2025

Example scored Proficient (Pf)

A pursuit of passion can be defined by an individual's moments of success and failure. This is evident in the novel *Fahrenheit 451* by Author Ray Bradbury when protagonist Guy Montag has his house searched by the police and kills his boss and goes on the lam. This is also evident in my own life in my pursuit of Elk hunting. After I missed one, I was determined to get another chance at a majestic elk.

In the dystopian future of what we can think of as Los Angeles or New York, books are a banned substance. This is to suppress peoples free thinking so they do not rise up and overthrow the government. When Montag was asked a simple question from his neighbour Claarisse McLellan, "Are you happy?", his whole life began to change. He started thinking more freely. He started wondering what was so powerful in those books that they outlawed them all. His job as a fireman was to burn books along with the peoples houses that held them. But now that he was thinking freely, he started to secretly keep books. He enlisted in help from his old buddy Faber who was a retired English professor. He wanted to understand these books and be able to read what was so powerful inside of them. Unfortunately, this got him in trouble. The other fireman came, and the chief made Montag burn his own house down along with every book he had stolen. This failure only pushed Montag to do what he did next in his pursuit of passion for the books and the knowledge they held.

After Montag finished burning down his house, he burned his boss alive, then knocked out the other two firemen that were at the scene. These are actions that Montag would not ever do before he found his passion of books. He had the whole city looking out for him, so he ran and ran until

he escaped the city by floating down a river. This moment of success shaped Montag's pursuit of his passion for the truth because he could now start fresh. Just like when I was bow hunting Elk.

On my first Elk hunting trip with my bow, I was lucky enough to have my Dad call in a beautiful bull to just a mere 50 yards, I drew back my bow and let the arrow fly. But, it did not hit its mark. I missed. I was heartbroken, and I wanted to crawl in a cave and just stay there. But in another way, I wanted to push on even harder in my pursuit of Elk. That moment of failure motivated me to practice with my bow every day and work on those tough shots. Eventually 20 days later, I was lucky enough to bring down one of the beautiful beasts with my bow. That moment of failure allowed me to learn from my mistakes to hone in on my passion.

An individual's passion can be cemented into one's mind through trials and tribulations. Just like how Montag had his house and all his books burned down and how he escaped the whole town searching for him. And how a missed elk led to a lifelong passion of chasing the creatures. The human condition is shaped by everyone's unique passions, and these passions only grow greater with every mess up and success.

Example paper rationale scored Proficient (Pf)

Scoring Criteria	Rationale	Score
Thought and Support (Pf) <ul style="list-style-type: none"> A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant. 	<p>A well-considered understanding of the topic is demonstrated in the student's exploration of the idea that "The human condition is shaped by everyone's unique passions, and these passions only grow greater with every mess up and success."</p> <p>The student's ideas are thoughtfully explored in the student's explanation that "This failure only pushed Montag to do what he did next in his pursuit of passion for the books and the knowledge they held" and "That moment of failure motivated me to practice with my bow every day and work and those tough shots."</p> <p>The literary example from <i>Fahrenheit 451</i> is related competently to the student's ideas, as in "After Montag finished burning down his house, he burned his boss alive, then knocked out the other two firemen that were at the scene. These are actions that Montag would not ever do before he found his passion of books."</p> <p>Support is specific and relevant, as in "But now that he was thinking freely, he started to secretly keep books. He enlisted in help from his old buddy Faber who was a retired English professor. He wanted to understand these books and be able to read what so powerful inside of them" and "Eventually 20 days later, I was lucky enough to bring down one of the beautiful beasts with my bow."</p>	<p>Proficient</p> <p>Pf</p>

Scoring Criteria	Rationale	Score
Form and Structure (Pf) <ul style="list-style-type: none"> A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent. 	<p>A controlling idea is sustained throughout the response from the student's initial assertion that "A pursuit of passion can be defined by an individual's moments of success and failure" to "He started wondering what was so powerful in those books that they outlawed them all" through to "That moment of failure allowed me to learn from my mistakes to hone in on my passion."</p> <p>Development of ideas and explanations is coherent in the student's discussion of Montag's actions in the novel <i>Fahrenheit 451</i> and their personal example, as in "Just like how Montag had his house and all his books burned down and how he escaped the whole town searching for him. And how a missed elk led to a lifelong passion of chasing the creatures."</p>	Proficient Pf
Matters of Choice (Pf) <ul style="list-style-type: none"> Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice. 	<p>Diction, such as "I was determined to get another chance at a majestic elk," "beautiful beasts," and "An individuals' passion can be cemented into one's mind through trials and tribulations," is specific and generally effective.</p> <p>Many sentences appear to have been purposefully structured for effect, as in "In the dystopian future of what we can think of as Los Angeles or New York, books are a banned substance" and "I was heartbroken, and I wanted to crawl in a cave and just stay there."</p> <p>Stylistic choices contribute to the creation of a competent voice, as in "On my first Elk hunting trip with my bow, I was lucky enough to have my Dad call in a beautiful bull to just a mere 50 yards, I drew back my bow and let the arrow fly. But, it did not hit its mark. I missed."</p>	Proficient Pf
Matters of Correctness (Pf) <ul style="list-style-type: none"> This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances. 	<p>This writing demonstrated competent control of correct sentence construction, usage, grammar, and mechanics, as in "He had the whole city looking out for him, so he ran and ran until he escaped the city by floating down a river."</p> <p>Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</p>	Proficient Pf

English Language Arts 30–2 Literary Exploration Assignment, January 2025

Example scored Excellent (E)

A person's passion is at the forefront of their motivation in their day-to-day lives. Passions are what drive us. Sometimes our passions can change or be shaped throughout our lives due to times of success, or times of failure. These times of success can sometimes push us to strive for more and continue to pursue our passions, but sometimes we may even find satisfaction depending on the success we get and decide to quit. But I truly believe the failures are what shape us more. Failures can knock you down and force you to continue striving for your passions, making you try even harder. Other times they can beat on you so hard that the things you value no longer seem achievable and people will decide to quit.

A novel we read in class this year was called "Fahrenheit 451" written by Ray Bradbury. In this story the main character, named Guy Montag, is trapped in a world where nobody can truly pursue their passions. The people of this world are so connected to technology like televisions, that they have no passions for anything else. Books are burned and freedoms are taken away by the government, but these laws are inflicted by firemen. These aren't the type of firemen of our world, but they instead set the fires, and this is what Montag's profession is. Montag is different from everyone else, however. He steals books from the homes he burns down so he can pursue his passion in secret. One day his whole life changed when a little girl asked him "Are you happy?" this question was the turning point of Montag's life. He realized that he truly wasn't happy, and he began to rebel. His act of rebellion put his life at risk because the military and other firemen chased him down, took everything he owns, and forced him to escape from the city. In the end Montag won and found great success when he chased his values because he was now free from the restraints of his society, and he could further his knowledge through books like he always wanted. This is a clear example of how hardships and failures can push people to strive for their

passions, even when their life is on the line, and come out satisfied with their achievements when the work is all done.

Willy Loman is a character from the story "Death of a Salesman" and he is the polar opposite of Montag. Willy could've had it all, he had a family, a good job, a home, and a good work ethic. He continued to be a salesman because that's what he truly cared about, but he began to build up debt and wasn't going to be able to pay his bills. The slight pressure was enough for Willy to act on his feelings which eventually lead to his death by suicide. Willy had a passion, he loved being a salesman, but he didn't think about the effect it might have on the people around him like his family. Once he got fired from his dream job he felt like he had no purpose in life and not long after, took his life. This is not a good example of following your dreams, because he let the setback consume him and instead of growing and learning from the experience, he thought that the easy way out would be the only solution. So when you are looking for inspiration to pursue your goals, don't look to Willy Loman for advice.

Personally, I've learned throughout my life that you can't just give up, because some of the biggest setbacks can be right around the corner. The summer before high school first started, I got very sick in the hospital with a knee infection, this came out of nowhere because I had no wound on my body. I spent a little over a month in the same hospital room, hearing talks of having to remove my leg. At this point in my life I valued playing high school football, and the thought of losing my leg was crushing to me because I wouldn't have been able to play. What I have always valued more however has always been to become a father. I have looked up to the men in my life for as long as I can remember, and they all share great qualities a father should have. The thought of now not being able to run and play with my children someday made me more disappointed then anything else in life. Eventually things began to turn around, and I got better, being able to keep all my limbs. I played high school football and someday in the near future I can become a father and play with my children. Not once did I want to give up on my dreams, the failures only made me more grateful for opportunities like these in life, and I am a better person because of it.

So to conclude, In my opinion the failures are what turley shape our values and drive us to pursue our passions. These failures shouldn't consume us like they did to Willy, but they should be lessons, and force us to get better. Nothing good in life comes easy and at some point in everyone's lives we come to discover that. So don't give up on your passions no matter the setback.

Example paper rationale scored Excellent (E)

Scoring Criteria	Rationale	Score
Thought and Support (E)		
<ul style="list-style-type: none"> An insightful understanding of the topic is demonstrated. 	<p>An insightful understanding of the topic is demonstrated in the student's exploration of the idea that "Failures can knock you down and force you to continue striving for your passions, making you try even harder. Other times they can beat on you so hard that the things you value no longer seem achievable and people will decide to quit."</p>	<p>Excellent</p> <p>E</p>
<ul style="list-style-type: none"> The student's ideas are perceptively explored. 	<p>The student's ideas are perceptively explored in the discussion of how "hardships and failures can push people to strive for their passions, even when their life is on the line, and come out satisfied with their achievements when the work is all done," "This is not a good example of following your dreams, because he let the setback consume him and instead of growing and learning from the experience, he thought that the easy way out would be the only solution," and "Not once did I want to give up on my dreams, the failures only made me more grateful for opportunities like these in life, and I am a better person because of it."</p>	
<ul style="list-style-type: none"> The literary example is related effectively to the student's ideas. 	<p>The literary examples from <i>Fahrenheit 451</i> and <i>Death of a Salesman</i> are related effectively to the student's ideas: "His act of rebellion put his life at risk because the military and other firemen chased him down, took everything he owns, and forced him to escape from the city" and "Willy had a passion, he loved being a salesman, but he didn't think about the effect it might have on the people around him like his family. Once he got fired from his dream job he felt like he had no purpose in life and not long after, took his life."</p>	
<ul style="list-style-type: none"> Support is precise and effective. 	<p>Support is precise and effective, as in "One day his whole life changed when a little girl asked him 'Are you happy?' this question was the turning point of Montag's life. He realized that he truly wasn't happy, and he began to rebel," "He continued to be a salesman because that's what he truly cared about, but he began to build up debt and wasn't going to be able to pay his bills," and "Eventually things began to turn around, and I got better, being able to keep all my limbs. I played high school football and someday in the near future I can become a father and play with my children."</p>	

Scoring Criteria	Rationale	Score
Form and Structure (E) <ul style="list-style-type: none"> A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent. 	<p>A focused controlling idea is skillfully sustained in the discussion of how “A person’s passion is at the forefront of their motivation in their day-to-day lives. Passions are what drive us.”</p> <p>Development of ideas and explanations is smooth and coherent from “In the end Montag won and found great success when he chased his values because he was now free from the restraints of his society, and he could further his knowledge through books like he always wanted” to “Willy Loman is a character from the story ‘Death of a Salesman’ and he is the polar opposite of Montag. Willy could’ve had it all, he had a family, a good job, a home, and a good work ethic” through to “At this point in my life I valued playing high school football, and the thought of losing my leg was crushing to me because I wouldn’t have been able to play. What I have always valued more however has always been to become a father.”</p>	<p>Excellent</p> <p>E</p>
Matters of Choice (E) <ul style="list-style-type: none"> Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice. 	<p>Diction, such as “strive for more,” “polar opposite,” and “crushing to me,” is precise and effective.</p> <p>Many sentences have been successfully structured for effect, such as “In this story the main character, named Guy Montag, is trapped in a world where nobody can truly pursue their passions” and are sometimes polished, as in “So when you are looking for inspiration to pursue your goals, don’t look to Willy Loman for advice.”</p> <p>Stylistic choices contribute to the creation of a convincing voice: “The thought of now not being able to run and play with my children someday made me more disappointed than anything else in life.”</p>	<p>Excellent</p> <p>E</p>
Matters of Correctness (E) <ul style="list-style-type: none"> This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances. 	<p>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics: “Books are burned and freedoms are taken away by the government, but these laws are inflicted by firemen” and “I have looked up to the men in my life for as long as I can remember, and they all share great qualities a father should have.”</p> <p>The relative insignificance of errors is impressive considering the complexity of the response and the circumstances.</p>	<p>Excellent</p> <p>E</p>

English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2025

Example scored Satisfactory (S)

Dear Prosper Town Council:

As a concerned citizen I accept the proposal to implement the new driver's license campaign for these teen drivers

This campaign is an excellent way to increase the number of teen drivers. These youth will benefit from having their license because it will help to get them a job. Young teenagers who are eager to work but do not have a job will have a lot less job opportunities than a person with a license. Many business's do deliveries and require a license and without youth having licenses businesses are struggling to hire for those jobs because no adult who is graduated wants those jobs which is why they are perfect for teenagers. These students could have lots of job and career opportunities by getting their driver's license.

Another great reason for this driver's license campaign is it boosts the students confidence in driving and it benefits them. It would offer a five hundred dollar cash incentive for obtaining a license within the first year after age sixteen and new drivers who maintain a clean record for two consecutive years will receive an insurance discount. An extra five hundred dollars and an insurance discount would really help with affordability of a teenager owning a vehicle after they get their driver's license.

Lastly, a driver's license for a teenager would not only benefit themselves, it would also benefit the parents. If a student had their license it would benefit the student because they wouldn't have to bother their parents to take them to their sports practise or any after school activities. This would benefit the parents because if they had a later hour job and their kid had lots of after school events, they would not have to schedule to drive their kid to their function they can just drive themselves to wherever they need to go.

This campaign would be very beneficial to the teens in the town of Prosper, thank you for your time and consideration.

Sincerely,

Josee Abluga

Example paper rationale scored Satisfactory (S)

Scoring Criteria	Rationale	Score
Thought and Support (S) <ul style="list-style-type: none"> A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear. 	<p>A sufficient but generalized understanding of the issue is demonstrated: "As a concerned citizen I accept the proposal to implement the new driver's license campaign for these teen drivers."</p> <p>The student's arguments that "These youth will benefit from having their license because it will help them get a job," "Another great reason for this driver's license campaign is it boosts the students confidence in driving and it benefits them", and "Lastly, a driver's license for a teenager would not only benefit themselves, it would also benefit the parents" are appropriate and straightforward.</p> <p>Support is relevant but general: "Many business's do deliveries and require a license and without youth having licenses businesses are struggling to hire for those jobs because no adult who is graduated wants those jobs which is why they are perfect for teenagers," "An extra five hundred dollars and an insurance discount would really help with affordability of a teenager owning a vehicle after they get their driver's license," and "If a student had their license it would benefit the student because they wouldn't have to bother their parents to take them to their sports practise or any after school activities."</p> <p>The voice is clear, as in "This campaign would be very beneficial to the teens in the town of Prosper, thank you for your time and consideration."</p>	<p>Satisfactory</p> <p>S</p>
Writing Skills (S) <ul style="list-style-type: none"> The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words and structures are occasionally effective: "This campaign is an excellent way to increase the number of teen drivers."</p> <p>The writing demonstrates basic control of correct sentence structure, usage, grammar, and mechanics, as in "These students could have lots of job and career opportunities by getting their driver's license."</p>	<p>Satisfactory</p> <p>S</p>

English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2025

Example scored Proficient (Pf)

Response Unavailable

English Language Arts 30–2 Persuasive Writing in Context Assignment, January 2025

Example scored Excellent (E)

Hello, I am Josee Abluga, a recent graduate of Prosper High. I am speaking to you today, Prosper Town Council, to urge you to accept the proposal to implement a new driver's license campaign. Despite the promotional costs, this campaign will help young people get jobs, boosting our economy. It will help young people's finances by giving them an insurance discount and a cash incentive, and cost less than a taxi system.

Many job opportunities can open up to our town's youth if we encourage them to learn to drive, and these jobs will be good for our economy. "Avery Balil," when asked her opinion on the new campaign on "Citizen Link" has been quoted saying, "Youth come by eager to work, but they don't have a driver's license. They can't deliver, so I can't hire them." On the same site and post, "Anna Dobrowsky" a "senior living alone" posts about her needs for youth to deliver her groceries, or to take her places such as "medical appointments". "Anna" cannot afford to pay older adults a huge sum of money, so she hires youth to pay them minimum wage. If our town were to implement this program, more of our town's youth would be able to drive, and would be able to be hired on for job opportunities like these. If a youth learns to drive young, they can get a job as a "Zoomie" driver as soon as they are "over 18", and make a good amount of money. "Prosper Pizza Palace" is offering jobs to those with a Class 5 driver's license, as long as they know the area well. Practicing driving early on will help those learn the area and will give them more job opportunities like these. If the amount of young drivers continue to decline, there will not be enough people for delivery or transportation jobs. Our economy will do much better if we can fill more jobs and sectors.

Driving your own car is better than public transit or paying for a taxi service. It is difficult to afford things, especially at the current moment with such a high cost of living. Some would argue that it would be cheaper to not maintain a car, however, with this program, having both a "\$500 cash" incentive, and an "insurance discount," those costs would be greatly lessened. Having your own car also has many advantages to using public transit, or paying through the nose for a "Zoomie." Refueling your own car once a week or so, is much cheaper than paying for a "Zoomie" often. Having your own car is often faster than public transit, as you don't have to make any stops in between your starting point and your destination.

Youth getting their own vehicle and driver's license also increases their independence. Youth independence is important, because at some point, everyone must grow up and begin to make their own choices. Teens must become "adults" at some point, and start their own families. The next generation must learn to do things on their own.

For the reasons of increasing youth jobs, the fact that having your own car is often times better than the other options, and the importance of youth independence, I once again ask you to accept this proposal. Thank you for your time.

Example paper rationale scored Excellent (E)

Scoring Criteria	Rationale	Score
Thought and Support (E)		
<ul style="list-style-type: none"> A perceptive and thorough understanding of the issue is demonstrated. 	<p>A perceptive and thorough understanding of the issue is demonstrated in the discussion of how “Despite the promotional costs, this campaign will help young people get jobs, boosting our economy. It will help young people’s finances by giving them an insurance discount and a cash incentive, and cost less than a taxi system.”</p>	<p>Excellent</p> <p>E</p>
<ul style="list-style-type: none"> The student’s arguments are adept and convincing. 	<p>The student’s arguments are adept and convincing, as in “If the amount of young drivers continue to decline, there will not be enough people for delivery or transportation jobs. Our economy will do much better if we can fill more jobs and sectors”, “Driving your own car is better than public transit or paying for a taxi service,” and “The next generation must learn to do things on their own.”</p>	
<ul style="list-style-type: none"> Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. 	<p>Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way: “‘Anna’ cannot afford to pay older adults a huge sum of money, so she hires youth to pay them minimum wage. If our town were to implement this program, more of our town’s youth would be able to drive, and would be able to be hired on for job opportunities like these,” “Some would argue that it would be cheaper to not maintain a car, however, with this program, having both a ‘\$500 cash’ incentive, and an ‘insurance discount,’ those costs would be greatly lessened,” and “Youth getting their own vehicle and driver’s license also increases their independence.”</p>	
<ul style="list-style-type: none"> The voice is confident. 	<p>The voice is confident, as in “Having your own car is often faster than public transit, as you don’t have to make any stops in between your starting point and your destination” and “Teens must become ‘adults’ at some point, and start their own families.”</p>	

Scoring Criteria	Rationale	Score
Writing Skills (E) <ul style="list-style-type: none"> The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. 	<p>The selection and use of words and structures are effective: “Refueling your own car once a week or so, is much cheaper than paying for a ‘Zoomie’ often” and “Youth independence is important, because at some point, everyone must grow up and begin to make their own choices.”</p> <p>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics, as in “Many job opportunities can open up to our town’s youth if we encourage them to learn to drive, and these jobs will be good for our economy” and “Having your own car is often faster than public transit, as you don’t have to make any stops in between your starting point and your destination.”</p>	<p>Excellent</p> <p>E</p>

Scoring Categories and Criteria for 2024–2025

Assignment I: Visual Reflection

Ideas and Impressions

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 4.1

When marking **Ideas and Impressions**, the marker should consider the

- quality of the **ideas** generated by the student to explore the visual text(s) and the **impressions** that the student has formed to reflect upon the visual text(s)
- effectiveness and consistency of the **support** provided
- appropriateness of **development** and **unifying** effect to prose form

Excellent E	The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions. The response is skillfully developed.
Proficient Pf	The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.
Satisfactory S	The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.
Limited L	The student's perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly and/or ineffectively developed.
Poor P	The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. Assign insufficient when <ul style="list-style-type: none">• the marker can discern no evidence of an attempt to fulfill the assignment OR• the writing is so deficient in length that it is not possible to assess Ideas and Impressions

Presentation

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 3.1, 3.2, 4.1, 4.2

When marking **Presentation**, the marker should consider the

- **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
- quality of **language** and **expression**

Consider the complexity of the response in terms of its context and length.

Excellent E	The student's voice is engaging and confident. Stylistic choices are precise and effective.
Proficient Pf	The student's voice is distinct and well considered. Stylistic choices are specific and frequently effective.
Satisfactory S	The student's voice is matter-of-fact and appropriate. Stylistic choices are adequate and occasionally effective.
Limited L	The student's voice is inconsistent and/or inappropriate. Stylistic choices are imprecise and often unclear.
Poor P	The student's voice is ambiguous and/or incoherent. Stylistic choices are ineffective and/or impede communication.

Assignment II: Literary Exploration

Because students' responses to the Personal Response to Texts Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Personal Response to Texts Assignment on the diploma examination 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.

Thought and Support

(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider how effectively the

- **student's ideas** reflect an understanding of the **topic**
- **literary example** relates to the student's ideas
- **support** explains and/or clarifies the response

Consider ideas presented in the *Personal Reflection on Choice of Character(s) from Literary Text(s)*.

Excellent E	An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.
Proficient Pf	A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.
Satisfactory S	A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.
Limited L	An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.
Poor P	A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent and/or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. Assign insufficient when <ul style="list-style-type: none">• the marker can discern no evidence of an attempt to address the topic provided in the examination OR• the writing is merely a plot summary of a text; no explicit discussion of the topic is evident OR• the writing is so deficient in length that it is not possible to assess Thought and Support

Form and Structure

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.2, 3.1, 4.1, 4.2

When marking **Form and Structure**, the marker should consider how effectively the student's organizational choices result in

- the development and maintenance of a **controlling idea** or **unifying effect**
- the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Excellent E	A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.
Proficient Pf	A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.
Satisfactory S	A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.
Limited L	A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.
Poor P	A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.

Matters of Choice

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Matters of Choice**, the marker should consider how effectively the student's choices enhance communication. The marker should consider

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of **voice**

Excellent E	Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.
Proficient Pf	Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.
Satisfactory S	Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.
Limited L	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.
Poor P	Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

Matters of Correctness

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response

Excellent E	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.
Proficient Pf	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.
Satisfactory S	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.
Limited L	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
Poor P	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

Assignment III: Persuasive Writing in Context

Thought and Support

(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider

- how effectively the student has addressed the **significance** and **complexity** of the issue
- the **persuasiveness** and **consistency** of the argument(s) presented
- how well the supporting evidence is **integrated**, **synthesized**, and/or **developed** to support the student's arguments
- awareness of **audience** and effectiveness of **voice**

Excellent E	A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.
Proficient Pf	A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.
Satisfactory S	A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.
Limited L	A superficial and/or incomplete and/or confused understanding of the issue is demonstrated. The student's arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain and/or unclear.
Poor P	An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments may be of questionable logic and/or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, and/or absent. The voice is ineffective or inappropriate.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. Assign insufficient when <ul style="list-style-type: none">• the marker can discern no evidence of an attempt to fulfill the assignment OR• the writing is so deficient in length that it is not possible to assess Thought and Support

Writing Skills

(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- **syntax**
- **diction**
- **grammar**
- **mechanics**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent E	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
Proficient Pf	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
Satisfactory S	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
Limited L	The selection and use of words and structures are generally ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
Poor P	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.