
Grade 6
English Language
Arts and Literature
Part A: Writing

Fiction Writing Scoring Guide,
Exemplars, and Rationales



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Introduction

Maintaining Consistent Standards

The written responses in this document are examples of Grade 6 English Language Arts and Literature writing that met or exceeded the acceptable standard for student achievement. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for the Grade 6 English Language Arts and Literature *Part A: Writing* Provincial Achievement Test in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2025 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample papers and commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student's work and the scoring criteria.

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

Cautions

1. The commentaries are brief. The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.
2. Neither the scoring guide nor the assignment is meant to limit students to a single organizational or rhetorical approach in completing any Provincial Achievement Test assignment. Students must be free to select and organize their material in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make. The student writing in this document illustrates just a few of the many successful organizational and rhetorical strategies used by students. We strongly recommend that you caution your students that there is no preferred approach to an assignment except that which enables the student to communicate his or her own ideas about the topic effectively. We advise you not to draw any conclusions about common patterns of approach taken by students.
3. The sample papers presented in this document must not be used as models to be reiterated. Because these papers are only illustrations of sample responses to a set topic, students must not memorize the content of any sample response with the intention of reiterating parts or all of a sample response when either completing classroom assignments or writing future Provincial Achievement Tests. The approaches taken by students at the standard of excellence, not their words or ideas, are what students being examined in the future should emulate. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure in order to develop an individual voice and engage the reader in ideas and forms that the student has considered. Provincial Achievement Test markers and staff at Alberta Education take plagiarism and cheating seriously.
4. It is essential that each of these examples of student writing be considered as first-draft writing. Given more time, students would be expected to produce papers of improved quality, particularly in the dimensions of Sentence Structure, Vocabulary and Style, and Conventions and Effect.

Suggestions

To provide each paper with the most accurate and impartial judgment possible, use only the scoring criteria and the standards set by the Exemplars and Rationales. Each student is a person trying to do his or her very best. All students are completely reliant on your careful, professional consideration of their work.

Markers are responsible for

- reviewing and internalizing the scoring criteria and their application to student writing
- applying the scoring criteria impartially, independently, and consistently to all papers
- refraining from marking a response if personal biases—regarding the student’s handwriting, development of topic, idiosyncrasies of voice, and/or political or religious preference—interfere with an impartial judgment of the response
- ensuring that every paper is scored
 - fairly
 - according to the scoring criteria
 - in accordance with the standards illustrated in the Exemplars and Rationales

The scores awarded to student responses must be based solely on the scoring criteria with reference to the Exemplars and Rationales. Fairness to all students is the most important requirement of the marking process.

Please feel free to contact EDC.PATS@gov.ab.ca with any questions or concerns.

Maintaining Consistent Standards

For all Provincial Achievement Test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used both to establish expectations for student work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. These working groups are crucial to ensuring that marks are valid, reliable, and fair measures of student achievement.

Exemplar selection working group

Exemplars are selections of student work, taken from field tests, that best illustrate the scoring criteria. The Exemplar Selection Working Group is composed of experienced teachers representing various regions of the province who read a large sample of students' written responses. Working-group members select responses that best match the established standards in the Exemplars and Rationales from the previous marking session. The working group then writes Rationales that explain the relationship between each Exemplar and the scoring criteria in each scoring category. The same process also occurs at this time in the selection of Training Papers. These papers are selected to illustrate characteristics of student work that might not be covered in the Exemplars and that might lead to inconsistent judgments or marking difficulties. While Exemplars usually receive consistent scores across all categories, Training Papers typically do not. This is due to the reality that students may not perform with equal ability in every scoring category, as well as to the necessity of evaluating each scoring category as a distinct skill area.

Exemplar validation working group

The Exemplar Validation Working Group, another group of experienced teachers from various provincial regions, reviews and approves the Exemplars, Training Papers, and Rationales that have been prepared for local marking. The working group ensures that the Rationales accurately reflect the standards embedded in the descriptors in the Scoring Guide while verifying that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the Rationales.

Standards confirmation working group

Teachers from throughout the province who serve on the Standards Confirmation Working Group read a large sample of student responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test in relation to student work on the Grade 6 English Language Arts and Literature Provincial Achievement Test. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. Working-group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same student paper for inter-rater reliability. Reliability Reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

Working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are part of a complex set of processes that have evolved over the years of Provincial Achievement Test administration. These teacher working groups are crucial to ensuring that standards are consistently and fairly applied to student work.

Local marking

Classroom teachers are encouraged to assess students' writing, using the Scoring Guides, Exemplars, and Rationales that are sent to the schools along with the Part A: Writing tests, before returning the tests to Alberta Education. All papers are scored centrally in Edmonton in July.

Scores awarded locally on the digital assessment platform will be used as the first reading of a student's response. The tests will then be scored centrally by Alberta Education and Childcare as the second reading. Both sets of scores are used when calculating each student's final mark. In the case of a discrepancy between these two sets of scores, papers will receive a third reading. All three sets of scores will be used to determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are **not assessed locally** by teachers will be **scored centrally only once**.

Teachers may print copies of student writing from the Grade 6 English Language Arts and Literature *Part A: Writing* tests after the administration of the *Part A: Writing* test for inclusion in portfolios of the year's work. Copies can be made for parents who request them.

The levels of student achievement in the scoring guides are identified by specific words to describe student achievement in each scoring category. Classroom teachers are encouraged to discuss and use the scoring criteria with their students during the year.

To determine a student's mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, Poor = 1.

A total score for a student's written response may be calculated by a teacher using the following procedure. For the **Non-fiction Writing Assignment**, assign a score of 1 to 5 for each of *Ideas and Evidence*, *Structure and Organization*, *Sentence Structure*, *Vocabulary and Clarity*, and *Conventions and Accuracy*. The maximum score possible for Nonfiction Writing is 25. For the **Fiction Writing Assignment**, assign a score of 1 to 5 for each of *Ideas and Impressions*, *Structure and Form*, *Sentence Structure*, *Vocabulary and Style*, and *Conventions and Effect*. The maximum score possible for Fiction Writing is 25. To calculate the Total Part A: Writing Score, add the Non-fiction Writing and Fiction Writing scores as follows: **Non-fiction Writing /25 (50%) + Fiction Writing /25 (50%) = Total Score /100 (100%)**. The mark for *Part A: Writing* is worth 50% of the total mark for the Grade 6 English Language Arts and Literature Provincial Achievement Test.

To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring **Conventions and Accuracy** for *Assignment I: Non-fiction Writing* as well as **Conventions and Effect** for *Assignment II: Fiction Writing*.

Scoring Guides: Fiction Writing

Ideas and Impressions

When marking **Ideas and Impressions** appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider how effectively the writer

- establishes a creative context and presents ideas in relation to the topic
- incorporates details in context to enhance creative thinking
- aligns purpose with chosen audience

Excellent E	<ul style="list-style-type: none">• The ideas presented are discerning and/or deliberately related to the context established.• Contextual details are creative and/or original.• The purpose of the writing is confident and skillfully aligns with the chosen audience.
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Proficient Pf	<ul style="list-style-type: none">• The ideas presented are purposeful and/or intentionally related to the context established.• Contextual details are specific and/or elaborated.• The purpose of the writing is intentional and capably aligns with the chosen audience.
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Satisfactory S	<ul style="list-style-type: none">• The ideas presented are clear and/or adequately related to the context established.• Contextual details are appropriate and/or predictable.• The purpose of the writing is evident and occasionally aligns with the chosen audience.
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Limited L	<ul style="list-style-type: none">• The ideas presented are vague and/or tenuously related to the context established.• Contextual details are insignificant and/or repetitive.• The purpose of the writing is unclear and partially aligns with the chosen audience.
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Poor P	<ul style="list-style-type: none">• The ideas presented are scant and/or unrelated to the context established.• Contextual details are disjointed and/or minimal.• The purpose of the writing is unfulfilled and does not align with a chosen audience.
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Insufficient INS	<ul style="list-style-type: none">• 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 Ideas and Impressions.
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Structure and Form

When marking **Structure and Form** appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider how effectively the student

- opens the response
- coherently develops the response
- brings an ending to the response

Excellent E	<ul style="list-style-type: none">• The opening provides insightful direction and is cohesively sustained.• Connections among ideas and/or details within and/or between sentences and/or paragraphs are consistently discernible.• The ending is effective.
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Proficient Pf	<ul style="list-style-type: none">• The opening provides clear direction that is capably sustained.• Connections among ideas and/or details within and/or between sentences and/or paragraphs are clearly discernible.• The ending is apt.
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Satisfactory S	<ul style="list-style-type: none">• The opening provides direction that is generally sustained.• Connections among ideas and/or details within and/or between sentences and/or paragraphs are generally discernible.• The ending is straightforward.
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Limited L	<ul style="list-style-type: none">• The opening lacks direction.• Connections among ideas and/or details within and/or between sentences and/or paragraphs are not clearly discernible.• The ending is contrived and/or lacking.
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Poor P	<ul style="list-style-type: none">• The opening provides no direction and/or is ineffective.• Connections among ideas and/or details within and/or between sentences and/or paragraphs are incoherent.• The ending is unconnected or missing.
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Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Ideas and Impressions.
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Sentence Structure

When marking **Sentence Structure** appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider the extent to which

- sentence structure is controlled
- sentence type and sentence length are effective and varied
- sentence beginnings are varied

Proportion of error to length and complexity of response must be considered.

Excellent

E

- Sentence structure is effectively and consistently controlled.
- Sentence type and sentence length are consistently effective and varied.
- Sentence beginnings are consistently varied.

Proficient

Pf

- Sentence structure is consistently controlled.
- Sentence type and sentence length are usually effective and varied.
- Sentence beginnings are often varied.

Satisfactory

S

- Sentence structure is generally controlled, but lapses may occasionally impede meaning.
- Sentence type and sentence length are sometimes effective and/or varied.
- Some variety of sentence beginnings is evident.

Limited

L

- Sentence structure often lacks control, and this may impede meaning.
- Sentence type and sentence length are seldom effective and/or varied.
- There is little variety of sentence beginnings.

Poor

P

- Sentence structure generally lacks control, and this often impedes meaning.
- There is essentially no variety in sentence type or sentence length.
- There is essentially no variety of sentence beginnings.

Insufficient

INS

- The response has been deemed **insufficient** in **Ideas and Impressions**.

Vocabulary and Style

When marking **Vocabulary and Style** appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider the

- appropriateness of the words and expressions
- artistry of the words and expressions
- effectiveness of the voice created by the student

Proportion of error to length and complexity of response must be considered.

Excellent

E

- Words and expressions are used deliberately.
- Precise words and expressions are used to create vivid images.
- The voice created by the student is sophisticated.

Proficient

Pf

- Words and expressions are often used competently.
- Specific words and expressions show some awareness of connotative effect.
- The voice created by the student is distinct.

Satisfactory

S

- Words and expressions are generally used appropriately.
- General words and expressions adequately convey meaning.
- The voice created by the student is established but may be uneven.

Limited

L

- Words and expressions are often used inexactly.
- Imprecise words and expressions predominate.
- The voice created by the student is indistinct.

Poor

P

- Words and expressions are generally used inaccurately.
- Ineffective words and expressions predominate.
- The voice created by the student is obscure.

Insufficient

INS

- The response has been deemed **insufficient** in **Ideas and Impressions**.

Conventions and Effect

When marking **Conventions and Effect** appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider the extent to which the student has control of

- mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.)
- grammar (subject-verb agreement, pronoun-antecedent agreement, etc.)
- clarity and flow of the response

Proportion of error to length and complexity of response must be considered.

Excellent E	<ul style="list-style-type: none">• The quality of the writing is enhanced because it is essentially free from errors in mechanics.• Minute errors in grammar, if any, do not interrupt communication.• Errors, if present, do not reduce fluency.
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Proficient Pf	<ul style="list-style-type: none">• The quality of the writing is sustained because it contains only minor errors in mechanics.• Inconsequential errors in grammar seldom interrupt communication.• Errors infrequently reduce fluency.
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Satisfactory S	<ul style="list-style-type: none">• The quality of the writing is sustained through generally correct use of mechanics.• Occasional errors in grammar sometimes interrupt communication.• Errors periodically reduce fluency.
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Limited L	<ul style="list-style-type: none">• The quality of the writing is weakened by the frequently incorrect use of mechanics.• Recurrent errors in grammar often interrupt communication.• Errors regularly reduce fluency.
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Poor P	<ul style="list-style-type: none">• The quality of the writing is impaired by the consistently incorrect use of mechanics.• Jarring errors in grammar impede communication.• Errors severely reduce fluency.
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Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Ideas and Impressions.
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Part A: Writing – Description and Instructions

Grade 6 Provincial Achievement Test *English Language Arts and Literature* *Part A: Writing*

To the Teacher

Read this page and pages 2 and 3 to your students.

You may use the dictionary icon  at the right side of the screen.

Description

Time: 2 hours. You have up to 4 hours to complete this test should you need it.

The assignment and resources can be navigated by clicking on the appropriate selection button on the left side of the screen.

Part A: Writing consists of two sections.

- **Section I: Non-fiction Writing**
This section has you refer to the information pages and create a non-fiction response based on the prompts. You should take about 55 minutes to complete Section I.
- **Section II: Fiction Writing**
This section also refers you to the information pages in order to create a fictional response based on the prompts. You should take about 55 minutes to complete Section II.

Before beginning to write, you will have 10 minutes to talk with your classmates (in groups of two to four) about both writing assignments or to think about them alone.

Instructions

- Review the “Try the Tools” instructions.
- You **may** use the following **print** references:
 - an English and/or bilingual dictionary
 - a thesaurus
- Complete **both** assignments.
- Record your ideas and/or make a **plan** before you write.
- Complete and revise your responses to the writing assignments using the word processor provided in this test.
- To submit your **final** responses, click “Submit” on the left side of the screen and confirm “I want to submit my assessment” when prompted by the pop-up.
- You will **not** be able to return to the test once the test is submitted.

Do not include your name anywhere in your responses.

Assignment: Fiction Writing

Suggested time: approximately 55 minutes

Assignment

Use your imagination to write a **fiction** text related to kindness.

Use the text forms you have studied to help you choose a fiction form for your writing.

Look at the information below. You **do not** have to refer directly to any of the information, but it may give you ideas for your writing.

When writing, **be sure to**

- **consider** form carefully
- **align** your purpose and audience
- **develop** your ideas clearly
- carefully select **vocabulary** to enhance personal style and voice
- **edit** your work for sentence structure, mechanics, and grammar
- **budget** your time

The following material may give you ideas for your **fiction** writing assignment.

Kindness

Random Acts of Kindness Day

Recognized on February 17th every year

Began in San Francisco, California over 40 years ago

Promotes kindness in communities throughout the world

Do something nice for others without expecting anything in return

Makes people happy

Reduces stress

Can lower blood pressure

Builds stronger relationships

Builds community spirit

Creates a more positive and compassionate world



Benefits of Kindness

Examples of kindness activities: donating, cleaning, helping the elderly, and community service.

Examples of Kindness

NEWS STORIES AND UPDATES

Local Grade 6 Students Shovel Neighbourhood Driveways

Illustration of people interacting on a laptop with social media icons.

Satisfactory Exemplar

Planning:

Undefined

Student Response:

There once was a little honey bear named Willow. Willow was a very young and rude bear. His mom would always try and get Willow to be kind to other kids, but Willow was too mean. One day, Willow went out to the valley to play, when he met his friends on the way. "Hello!" Said his friend Badger. "Hey Badger!" Said Willow. Do you want to come play with me? Of course! Badger cried. They then walked deep into the valley and started play basic games like tag. While they were playing tag Willow had tagged Badger. Quickly, Badger went after Willow, but Willow was too fast. Willow started making fun of Badger, calling him a turtle and a slowpoke. Badger yelled, "Fine! If you wanna be so mean then were not friends anymore!" Badger then stormed off to his home in anger. Willow had just realized what had happened, he had lost his best friend. Willow went chasing after Badger hoping to catch up and say sorry. Badger was his last friend so he couldn't lose him. After a bit of running, he finally caught up to him. "Badger I'm so sorry! Please forgive me!" Badger then sighed and said, "Fine, I'll forgive you if you promise to start being nice to everybody." "Ok I promise!" Willow then changed his ways. He was really kind to everyone, and whenever there was an animal getting bullied, he would always jump in and tell the bully to stop.

Rationale – Satisfactory Exemplar

Prompt: Kindness

Score	Reporting Category
Satisfactory	Ideas and Evidence
S	S • The ideas presented are clear and/or adequately related to the context established as shown by “His mom would always try and get Willow to be kind to other kids, but Willow was too mean.”
	S • Contextual details such as, “Willow started making fun of Badger, calling him a turtle and a slowpoke” are appropriate and/or predictable.
	S • The purpose of the writing is evident and occasionally aligns with the chosen audience as evident in “ ‘Fine, I’ll forgive you if you promise to start being nice to everybody. ‘ Ok I promise!’ Willow then change his ways.”
Satisfactory	Structure and Form
S	S • The opening provides direction that is generally sustained demonstrated by “There once was a little honey bear named Willow. Willow was a very young and rude bear.”
	S • Connections among ideas and/or details within and/or between sentences and/or paragraphs are generally discernable evident in “One day, Willow went out to the valley to play...”, “Quickly, Badger went after Willow...”, and “After a bit of running...”.
	S • The ending is straightforward evident in “Cricket was one of the funnest sport to play, and we had so much fun playing all the sports and it was a great time.”
Satisfactory	Sentence Structure
S	Proportion of error to length and complexity of response has been considered.
	S • Sentence structure is generally controlled, as shown in “They than walked deep into the valley and started to play basic games like tag. While they were playing tag Willow had tagged Badger”, but lapses may occasionally impede meaning.
	S • Sentence type and sentence length are sometimes effective and/or varied demonstrated in “Willow had just realized what had happened, he had lost his best friend”, and “Badger was his last friend so he couldn’t lose him.”
	S • Some variety of sentence beginnings is evident , shown in “One day, Willow went out to the valley to play...”, “Quickly, Badger went after Willow...”, and “After a bit of running...”.
Satisfactory	Vocabulary and Style
S	S • Words and expressions are generally used appropriately as demonstrated by “Badger than stormed off too his home in anger”.
	S • General words and expressions such as, They than walked deep into the valley and started to play basic games like tag”, adequately convey meaning.

- S** • The voice created by the student is **established** but may be **uneven** as shown in “He was really kind to everyone, and whenever there was an animal getting bullied, he would always jump in and tell the bully to stop.” ”
-

Satisfactory

Conventions & Effect

S

- S** • The quality of the writing is sustained through generally correct use of mechanics as demonstrated by “ ‘ Hello!’ Said his friend Badger. ‘Hey Badger!’ Said Willow.”
- S** • **Occasional** errors in grammar **sometimes** interrupt communication, shown in “Badger yelled, “Fine! If you wanna be so mean then were not friends anymore!””.
- S** • Errors, such as “Do you want to come play with me? Of course! Badger cried”, **periodically** reduce fluency.
-

Proficient Exemplar

Planning:

Kid has a garage sale wants to make lots of money, homeless family comes along kid feels sorry, gives them free stuff

Student Response:

The Grand Garage Sale

Today was the big day! I was going to throw the BIGGEST garage sale in the neighbourhood. I had pulled everything out and put it into boxes labelled: Toys, Books, Games, Clothes, and so on.

The sale was going to make LOTS of money. The signs I had put up had already attracted tons of customers that were now on their way to my house. I got dressed in a t shirt and shorts and ran down the stairs.

My mom handed me some toast and motioned for me to sit. "My little salesman has to eat breakfast!" "Thanks mom!" I said back, but with all that toast in my mouth it sounded more like: "Fanks Moom!"

The hot summer air blasted me when I stepped out the front door and wished there was just a little bit of a breeze. "Come one come all to the Grand Garage Sale!" I yelled, as people started wandering around the tables.

I made at least fifty dollars in the first half an hour, and I didn't plan on slowing down. I made more and more money, and I was starting to run out of things to sell.

At about one forty-five, a peculiar family walked over to my sale. They were all dressed in messy hand me down clothes and looked slightly starved, they were obviously homeless.

The smallest one couldn't be older than five years old ran over to the box labelled toys, and his face lit up when he found an old beat up stuffed cat. His dad came over and put the cat back in the box. "I'm sorry kiddo, we just can't afford it." He said with a sigh.

The kid looked like he was about to cry, but nodded sadly and started to walk away. What happened next I couldn't really believe myself. I walked over and gave the cat toy to the boy. "This one's on me." I said. The child screamed in delight and bounded back to his parents.

I could have had all the money in the world, but I never would have the joy that showing that kid just a bit of kindness gave me.

All because of a stuffed cat.

The End

Rationale – Proficient Exemplar

Prompt: Kindness

Score	Reporting Category
Proficient	Ideas and Evidence
PF	<p>PF • The ideas presented are purposeful and/or intentionally related to the context established, as shown in “The signs I had put up had already attracted tons of customers that were now on their way to my house. I got dressed in a t shirt and shorts and ran down the stairs.”</p>
	<p>PF • Contextual details are specific and/or elaborated demonstrated by “The hot summer air blasted me when I stepped out the front door and wished there was just a little bit of a breeze.”</p>
	<p>PF • The purpose of the writing is intentional and capably aligns with the chosen audience evident in “I walked over and gave the cat toy to the boy. ‘This one’s on me.’ I said. The child screamed in delight and bounded back to his parents.”</p>
Proficient	Structure and Form
PF	<p>PF • The opening provides clear direction that is capably sustained as shown in “Today was the big day! I was going to throw the BIGGEST garage sale in the neighbourhood. I had pulled everything out and put it into boxes labelled. Toys, Books, Games, Clothes, and so on.”</p>
	<p>PF • Connections among ideas and/or details within and/or between sentences and/or paragraphs are clearly discernible evident in “I made at least fifty dollars in the first half an hour...”, “At about one forty-five, a peculiar family walked over to my sale”, and “I could have had all the money in the world...”.</p>
	<p>PF • The ending as shown in, “I could have had all the money in the world, but I never would have the joy that showing that kid just a bit of kindness gave me. All because of a stuffed cat” is apt.</p>
Proficient	Sentence Structure
PF	<p>Proportion of error to length and complexity of response has been considered.</p>
	<p>PF • Sentence structure is consistently controlled, evident in “‘Thanks mom!’ I said bac, but with all that toast in my mouth it sounded more like: ‘Fanks Moom!’”</p>
	<p>PF • Sentence type and sentence length are usually effective and varied demonstrated by “The sale was going to make LOTS of money”, and “The smallest one couldn’t be older than five years old ran over to the box labelled toys, and his face lit up when he found an old beat up stuffed cat.”</p>
	<p>PF • Sentence beginnings such as, “Today was the big day!”, “At about one forty-five...”, and “His dad came over...”, are often varied.</p>
Proficient	Vocabulary and Style
PF	<p>PF • Words and expressions such as, “They were all dressed in messy hand me down clothes and looked slightly starved, they were obviously homeless” are often used competently.</p>

- PF** • Specific words and expressions show **some awareness** of connotative effect demonstrated by “The kid looked like he was about to cry, but nodded sadly and started to walk away. What happened next I couldn’t really believe myself.”
- PF** • The voice created by the student is **distinct** evident in “The child screamed in delight and bounded back to his parents.”

Proficient
PF

Conventions & Effect

- PF** • The quality of the writing is sustained because it contains only **minor** errors in mechanics as demonstrated by, “Come one come all to the Grand Garage Sale! I yelled, as people started wandering around the tables.”
 - PF** • **Inconsequential** errors in grammar **seldom interrupt** communication evident in “I made more and more money, and I was starting to run out of things to sell.”
 - PF** • Errors **infrequently** reduce fluency evident in “I’m sorry kiddo, we just can’t afford it.’ He said with a sigh.”
-



Excellent Exemplar

An exemplar of the excellent standard is unavailable at this time.