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

Non-fiction Writing Scoring Guide, Exemplars, and Rationales

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**This document was written primarily for**

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Students

Teachers                    ✓        Grade 6 English Language Arts

Administrators            ✓

Parents

General Audience

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***English Language Arts and Literature 6 Part A: Writing Non-fiction Writing Scoring Guide, Exemplars, and Rationales***

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## Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed Alberta Education and Childcare both to continue defining the standards of writing performance expected in connection with Provincial Achievement Tests and to continue demonstrating approaches taken by students in their writing.

# 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 Non-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 & Clarity, and Conventions & Accuracy.

## 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](mailto:EDC.PATS@gov.ab.ca) with any questions or concerns.

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## 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 available on the digital assessment platform. All student responses 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 Guide: Non-fiction Writing

## Ideas and Evidence

When marking Ideas and Evidence appropriate for Grade 6 Non-fiction Assignment, the marker should consider how effectively the student

- explores ideas in relation to the topic
- supports ideas with facts, details, examples and/or explanations
- considers audience and purpose

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<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"><li>• The ideas explored in relation to the topic are insightful and/or carefully chosen.</li><li>• Supporting facts, details, examples, and/or explanations are precise and/or comprehensive.</li><li>• The purpose of the writing is effectively fulfilled and the writing skillfully engages the audience.</li></ul>
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<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"><li>• The ideas explored in relation to the topic are thoughtful and/or considered.</li><li>• Supporting facts, details, examples, and/or explanations are specific and/or thorough.</li><li>• The purpose of the writing is fulfilled and the writing capably engages the audience.</li></ul>
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<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"><li>• The ideas explored in relation to the topic are straightforward and/or generalized.</li><li>• Supporting facts, details, examples, and/or explanations are relevant and/or generic.</li><li>• The purpose of the writing is generally fulfilled and/or the writing occasionally engages the audience.</li></ul>
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<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"><li>• The ideas explored in relation to the topic are superficial and/or incomplete.</li><li>• Supporting facts, details, examples, and/or explanations are ambiguous and/or abbreviated.</li><li>• The purpose of the writing is partially fulfilled and the writing infrequently engages the audience.</li></ul>
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<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"><li>• The ideas explored in relation to the topic are underdeveloped and/or inadequate.</li><li>• Supporting facts, details, examples, and/or explanations are inappropriate and/or lacking.</li><li>• The purpose of the writing is unfulfilled and the writing does not engage the audience.</li></ul>
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<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"><li>• The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess <b>Ideas and Evidence</b>.</li></ul>
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Note: All categories are equally weighted.

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

## Structure and Organization

When marking **Structure and Organization** appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider how effectively the student

- introduces the response
- orders and develops the response
- provides a conclusion to the response

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<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"><li>• The introduction provides a perceptive focus and/or definitive direction.</li><li>• Transitions fluently connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li><li>• The conclusion is astute.</li></ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"><li>• The introduction provides a well-defined focus and/or clear direction.</li><li>• Transitions sensibly connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li><li>• The conclusion is well considered.</li></ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"><li>• The introduction provides a general focus and/or some direction.</li><li>• Transitions mechanically connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li><li>• The conclusion is functional.</li></ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"><li>• The introduction provides little focus.</li><li>• Transitions awkwardly connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li><li>• The conclusion is not functional and/or abrupt.</li></ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"><li>• The introduction provides no focus and/or is missing.</li><li>• Transitions haphazardly connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li><li>• The conclusion is ineffective and/or absent.</li></ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"><li>• The response has been deemed <b>insufficient</b> in <b>Ideas and Evidence</b>.</li></ul>

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Note: All categories are equally weighted.

## Sentence Structure

When marking **Sentence Structure** appropriate for the Grade 6 Non-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.**

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<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"><li>• Sentence structure is effectively and consistently controlled.</li><li>• Sentence type and sentence length are consistently effective and varied.</li><li>• Sentence beginnings are consistently varied.</li></ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"><li>• Sentence structure is consistently controlled.</li><li>• Sentence type and sentence length are usually effective and varied.</li><li>• Sentence beginnings are often varied.</li></ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"><li>• Sentence structure is generally controlled, but lapses may occasionally impede meaning.</li><li>• Sentence type and sentence length are sometimes effective and/or varied.</li><li>• Some variety of sentence beginnings is evident.</li></ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"><li>• Sentence structure often lacks control, and this may impede meaning.</li><li>• Sentence type and sentence length are seldom effective and/or varied.</li><li>• There is little variety of sentence beginnings.</li></ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"><li>• Sentence structure generally lacks control, and this often impedes meaning.</li><li>• There is essentially no variety in sentence type or sentence length.</li><li>• There is essentially no variety of sentence beginnings.</li></ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"><li>• The response has been deemed <b>insufficient</b> in <b>Ideas and Evidence</b>.</li></ul>

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## Vocabulary and Clarity

When marking **Vocabulary and Clarity** appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider the

- accuracy of words and expressions
- clarity of words and expressions
- appropriateness of the tone created by the student

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

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**Excellent**  
**E**

- Words and expressions are used accurately.
- Precise words and expressions enrich details.
- The tone created by the student is convincing.

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**Proficient**  
**Pf**

- Words and expressions are often used accurately.
- Specific words and expressions show some evidence of careful selection.
- The tone created by the student is competent.

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**Satisfactory**  
**S**

- Words and expressions are generally used accurately.
- General words and expressions are used.
- The tone created by the student is evident but may be inconsistent.

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**Limited**  
**L**

- Words and expressions are often used inaccurately.
- Imprecise words and expressions are used.
- The tone created by the student is not clearly established.

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**Poor**  
**P**

- Words and expressions are generally used inaccurately.
- Overgeneralized words and expressions are used.
- The tone created by the student is inappropriate.

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**Insufficient**  
**INS**

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

## Conventions and Accuracy

When marking the **Conventions and Accuracy** for the Grade 6 Non-fiction Writing Assignment, the marker should consider the extent to which the writing demonstrates control of

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

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

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

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## Assignment: Non-fiction Writing

**Suggested time: approximately 55 minutes**

### Assignment

Write a **nonfiction** text about kindness. You may wish to write about

- the importance of kindness
- different ways kindness can be demonstrated
- where you have seen random acts of kindness
- a kindness project you or someone you know has participated in

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

Review 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 your **audience**
- make sure your **purpose is clear**
- **organize** your **ideas and thoughts** appropriately for your chosen form
- use appropriate and effective **vocabulary and sentence structure**
- edit your work for **spelling, punctuation, and grammar**
- budget your **time**

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

# Kindness

## Random Acts of Kindness Day

Recognized on February 17<sup>th</sup> 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 (XO, OX).

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## Satisfactory Exemplar

### Planning:

Kindness

### Student Response:

What is kindness? Kindness is about being kind, patient and, generous. It's the act of being kind and considerate.

Kindness is very important, there's even day a when it is recognized on random acts of kindness. That day is the Random Acts of Kindness Day, which is on February 17th and it is celebrated every year. The Random Acts of Kindness Day first began in San Francisco, California over 40 years ago, and is still celebrated today. The Random Acts of Kindness Day promotes kindness in communities throughout the world.

Some benefits of kindness are that it makes people happy, you make someone's day when you be kind. You also reduce their stress, which builds stronger relationships with them. It also builds community spirit, having a stronger bond with your community, such as your neighbour. Kindness creates a more positive and compassionate world, achieving peace.\

Examples of kindness are participating in a beach clean-up. You could also donate food or clothes to a charity. You can talk to someone if they're feeling down. You can help an elderly person cross the street if they're having a hard time. You could also participate in a kindness project

In conclusion, kindness is about doing something nice for others without expecting anything in return. Kindness is about being patient and kind. The Random Acts of Kindness Day is celebrated all around the world. There are many benefits to being kind and examples of kindness.

# Rationale – Satisfactory Exemplar

Prompt: Kindness

Score	Reporting Category
<b>Satisfactory</b> <b>S</b>	<b>Ideas and Evidence</b>
	<ul style="list-style-type: none"> <li><b>S</b> • The ideas explored in relation to the topic shown by “The Random Acts of Kindness Day promotes kindness in communities throughout the world” are <b>straightforward</b> and/or <b>generalized</b>.</li> <li><b>S</b> • Supporting facts, details, examples and/or explanations are <b>relevant</b> and/or <b>generic</b> as demonstrated in “You also reduce their stress, which builds stronger relationships with them.”</li> <li><b>S</b> • The purpose of the writing is <b>generally fulfilled</b> and/or <b>occasionally engages</b> the audience, evident in “Kindness is about being patient and kind.”</li> </ul>
	<b>Satisfactory</b> <b>S</b>
<b>Satisfactory</b> <b>S</b>	<b>Structure and Organization</b>
	<ul style="list-style-type: none"> <li><b>S</b> • The introduction provides <b>a general focus</b> and/or <b>some direction</b>, evident in “What is kindness? Kindness is about being kind, patient and, generous. It’s the act of being kind and considerate.”</li> <li><b>S</b> • Transitions, demonstrated by “Kindness is very important, there’s even day a when it is recognized,” and “Some benefits of kindness are that it makes people happy...” <b>mechanically</b> connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li> <li><b>S</b> • The conclusion is <b>functional</b> as shown by “In conclusion, kindness is about doing something nice for others without expecting anything in return.”</li> </ul>
	<b>Satisfactory</b> <b>S</b>
<b>Satisfactory</b> <b>S</b>	<b>Sentence Structure</b>
	<b>Proportion of error to length and complexity of response has been considered.</b>
	<ul style="list-style-type: none"> <li><b>S</b> • Sentence structure is <b>generally</b> controlled, but lapses may <b>occasionally</b> impede meaning as shown in “Kindness is very important, there’s even day a when it is recognized on random acts of kindness.”</li> <li><b>S</b> • Sentence type and sentence length are <b>sometimes effective</b> and/or <b>varied</b> evident in “You could also donate food or clothes to a charity. You can talk to someone if they’re feeling down.”</li> <li><b>S</b> • Some variety of sentence beginnings is <b>evident</b>, demonstrated by “The Random Acts of Kindness Day...”, “Kindness creates a more positive compassionate world,” and, “You could also participate in a kindness project”.</li> </ul>
<b>Satisfactory</b> <b>S</b>	<b>Vocabulary and Clarity</b>
	<ul style="list-style-type: none"> <li><b>S</b> • Words and expressions are <b>generally used accurately</b> as shown in, “Some benefits of kindness are that it makes people happy, you make someone’s day when you be kind.”</li> <li><b>S</b> • <b>General</b> words and expressions are used demonstrated by “It also builds community spirit, having a stronger bond with your community...”</li> </ul>

- S** • The tone created by the student is evident in “There are many benefits to being kind and examples of kindness” but may be **inconsistent**.

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**Satisfactory**

**Conventions and Accuracy**

**S**

- S** • The quality of the writing is sustained through **generally correct** use of mechanics demonstrated by “That day is the Random Acts of Kindness Day, which is on February 17th and it is celebrated every year.”
  - S** • Occasional errors in grammar, such as; “Examples of kindness are participating in a beach clean-up” **sometimes interrupt** communication.
  - S** • Errors **periodically reduce** fluency, evident in “Kindness is very important, there’s even day a when it is recognized on random acts of kindness.”.
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## Proficient Exemplar

### Planning:

How different ways of kindness can be demonstrated  
The importance of kindness  
The affect of kindness  
Where and when Random Acts of Kindness day first originated

### Student Response:

Kindness

Have you ever wondered what would make this world a happy place? It might be hard to believe, but the key is really just kindness! Today we will cover how different ways of kindness can be demonstrated, the importance of kindness and the effects of kindness. So, let's dive in and explore why kindness has a huge impact on our world today!

Random Acts of Kindness Day was first originated over 40 years ago in San Fransisco California, and it is recognized every year on February 17th. This day promotes kindness in various community's throughout the world! But you may also be wondering, what are randoms acts of kindness? Kindness means that you help or do something for someone, but you don't expect anything in return. Even doing it for others that you don't know as a way of kindness, is how it can start spreading! Kindness can even mean volunteering in your near community and doing it with others you love, and for others you love!

Kindness is a really important factor for our world today. Whether its big acts or small, it can create a more positive and compassionate world. It truly is amazing to know that kindness can build community spirit and strength! Not only that, but it can make people happy, reduce stress, can lower blood pressure, builds stronger relationships, and it benefits to our mental health! But, even though sometimes it can be hard to share kindness, it is precious and heartwarming to know that you will have these effects on others.

Random acts of Kindness can be demonstrated in various different ways, so many in fact that I can't even tell you them all! But, we will be covering some that can be done in your community, home or even school! Some of the most popular and simple acts of kindness can be done by helping others in need. This could either be by donating to your local shelters and food banks, help cook (for example the Marian centre) to feed the poor or even just donating money to charity's! One of the ways that I like to help out most, is by giving my time to others. I can help and elder with their groceries, walk someone's dog, shovel someone's driveway or

even just pick up trash with my friends so that the janitors don't have to do as much! When people see what you do, they will spread and fill the world with the best feeling, kindness!

So, now you know why kindness affects everyone in our lives and why other people will truly appreciate it, and spread it around the world, will you do it too? Because to know that it has a great effect on this world, would make me do it more too.

# Rationale – Proficient Exemplar

Prompt: Kindness

Score	Reporting Category	
<b>Proficient</b>  <b>PF</b>	<b>Ideas and Impressions</b> <ul style="list-style-type: none"> <li>• The ideas explored in relation to the topic are <b>thoughtful</b> and/or <b>considered</b> as shown by “Kindness means that you help or do something for someone, but you don’t expect anything in return.”</li> <li>• Supporting facts, details, examples, and/or explanations, such as; “Whether its big acts or small, it can create a more positive and compassionate world. It is truly amazing to know that kindness can build community spirit and strength” are <b>specific</b> and/or <b>thorough</b>.</li> <li>• The purpose of the writing is <b>fulfilled</b> and <b>capably engages</b> the audience, evident in “Some of the most popular and simple acts of kindness can be done by helping others in need.”</li> </ul>	
	<b>Proficient</b>  <b>PF</b>	<b>Structure and Organization</b> <ul style="list-style-type: none"> <li>• The introduction provides a <b>well-defined</b> focus and/or clear direction, demonstrated by “Have you ever wondered what would make this world a happy place? It might be hard to believe, but the key is really just kindness!”</li> <li>• Transitions such as, “Random Acts of Kindness Day was first originated over 40 years ago...”, and “Kindness is a really important factor for our world today”, <b>sensibly</b> connect the development of ideas and/or details within and/or between sentences and/or paragraphs.</li> <li>• The conclusion is <b>well considered</b>, evident in “So, now you know why kindness affects everyone in our lives and why other people will truly appreciate it, and spread it around the world, will you do it too?”</li> </ul>
	<b>Proficient</b>  <b>PF</b>	<b>Sentence Structure</b>  <b>Proportion of error to length and complexity of response has been considered.</b> <ul style="list-style-type: none"> <li>• Sentence structure is <b>consistently</b> controlled, as evident in “When people see what you do, they will spread and fill the world with the best feeling, kindness!”</li> <li>• Sentence type and length are <b>usually effective</b> and <b>varied</b>, demonstrated by “This day promotes kindness in various community’s throughout the world! But you may also be wondering what are random acts of kindness?”s</li> <li>• Sentence beginnings such as, “Today we will cover how different ways of kindness can be demonstrated...”, “Kindness can even mean volunteering...”, and “Not only that, but it can make people happy...” are <b>often varied</b>.</li> </ul>
<b>Proficient</b>  <b>PF</b>	<b>Vocabulary and Clarity</b> <ul style="list-style-type: none"> <li>• Words and expressions are <b>often</b> used accurately as shown in “Kindness can even mean volunteering in your near community and doing it with others you love, and for others you love!”</li> </ul>	

- PF • Specific words and expressions, such as; “But, even though sometimes it can be hard to share kindness, it is precious and heartwarming to know that you will have these effects on others”, show **some evidence** of careful selection.
- PF • The tone created by the student is **competent** evident in “Because to know that it has a great effect on this world, would make me do it more too.”

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Proficient  
**PF**

**Conventions and Accuracy**

- PF • The quality of the writing is sustained because it contains only **minor errors** in mechanics, demonstrated by “...help cook (for example the Marian centre) to feed the poor or even just donating money to charity’s!”
  - PF • Inconsequential errors in grammar **seldom interrupt** communication, as shown in “Whether its big acts or small, it can create a more positive and compassionate world.”
  - PF • Errors **infrequently** reduce fluency, evident in “Even doing it for others that you don’t know as a way of kindness, is how it can start spreading!”
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## Excellent Exemplar

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