

New  Brunswick

ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

GRADE 10

INFORMATION BULLETIN

2006-2007

PROVINCIAL EVALUATION PROGRAM

**Evaluation Branch
Department of Education
P. O. Box 6000
Fredericton, NB
E3B 5H1**

ENGLISH LANGUAGE PROFICIENCY REASSESSMENT
INFORMATION BULLETIN
2006-2007

TABLE OF CONTENTS

INTRODUCTION	1
CONCEPTUAL FRAMEWORK	1
Aspects of Reading	2
Reading Comprehension	2
Writing	2
Purpose of the Reassessment Program	3
Opportunity to Rewrite	3
POLICY STATEMENTS	3
Registration	3
Exemptions	4
Other Registrations	4
Accommodations	4
Administration Schedule	5
Security Procedures	6
Scoring Procedures	6
Release of Results	6
Required Performance Standard	6
REASSESSMENT SPECIFICATIONS	7
Part One - Reading Comprehension	7
Part Two - Writing	7
SAMPLE READING PASSAGES AND QUESTIONS	9
SCORING METHODS AND CRITERIA	14
PERFORMANCE STANDARDS	14
STUDENT EXEMPLARS	14
APPENDIX A	15
Writing Performance Standards (ELPA)	15
Student Writing Exemplars with Rationale	16
APPENDIX B	36
Writing Performance Standards for end of Grade Two	36
Writing Performance Standards for end of Grade Four.....	37
Writing Performance Standards for end of Grade Six.....	38

ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

INTRODUCTION

In today's highly complex and competitive world, students must be able to read, write, understand, and communicate effectively. As part of the continuing provincial emphasis upon literacy, successful completion of the English Language Proficiency Assessment is a graduation requirement for a New Brunswick high school diploma.

The assessment is administered to students in their grade 9 year. Opportunity for reassessment is provided, beginning in grade 10, for students who do not achieve the provincial standards in grade 9.

CONCEPTUAL FRAMEWORK

The English Language Proficiency Assessment has evolved its conceptual framework around the notions suggested by the Organization for Economic Co-Operation and Development's (OECD's) International Programme for Student Assessment (PISA). This framework reflects contemporary views on reading literacy that say students should leave school well equipped to construct, extend, and reflect on the meaning of what they have read. Their reading should extend across a wide range of continuous and non-continuous texts commonly associated with a variety of situations both within and beyond the school environment.

The term "reading", or simply decoding, has been replaced with reading literacy, defined as a tool used to acquire knowledge: "Reading literacy is understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society." (OECD '99) In other words, literacy allows students to contribute to society as well as to meet their own needs; they may be reading for private (personal) use, for public use, for work, and for education. Students should be able to read both continuous texts or standard prose form (classified by purpose), and non-continuous texts that are varied in form (classified by structure).

Continuous texts answer to the following:

Description –	What? Descriptive texts
Narration –	When or in what sequence? Narratives, reports, news stories
Exposition –	How? Expository essays, definitions, explications, summaries
Argumentation –	Why? Comment, specific argumentation
Instruction –	Directions, procedures, rules, regulations, statutes
Hypertext –	Text slots linked together to be read together in different sequences

Non-continuous texts, sometimes referred to as documents, are:

- a) by structure
 - simple lists (booklist)
 - combined lists (students and marks)
 - intersecting lists (row and column matrix, timetable)
 - nested lists
 - combination lists (statistical lists of unemployment)

- b) by format
 - forms
 - information sheets
 - vouchers
 - certificates
 - calls and advertisements
 - charts or graphs
 - diagrams
 - tables and matrices
 - lists (ordered or unordered)
 - maps

Aspects of Reading

Because it is assumed that high school students have mastered basic reading (decoding of texts), it is expected that they demonstrate their proficiency in the aspects of reading that follow:

Forming a Broad General Understanding (Consider text as a whole.)

The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

Retrieving Information (Examine independent pieces of information.)

The student recalls details and other information as stated in a passage to arrive at the new information requested.

Developing an Interpretation (Form an understanding of relationships.)

The student analyzes a passage to interpret character feelings, motives, and/or traits; to interpret events; to compare and contrast elements; or to identify relationships, such as cause and effect.

Reflecting on Content of Text (Assess content against outside knowledge.)

The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion; to predict outcome; and/or to make other judgements.

Reflecting on Form of Text (Identify and interpret structure.) The student identifies and interprets various forms of writing and literary techniques, such as genre, story structure, figurative language, and persuasive technique.

Reading Comprehension

Reassessment Requirements: Students take a timed reading comprehension test of several selected-response questions.

Overview of Test Content: The provincial reading comprehension objectives are measured by a variety of age-appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction), drama, and poetry that vary in length, subject matter, and style. Students read passages and answer selected-response questions which assess the strategies used to demonstrate their proficiency in reading and editing. Questions are varied; some require demonstration of critical thinking, while others require interpretation or reflection.

Writing

Reassessment Requirements: Students take a timed writing test comprising a number of writing tasks.

Overview of Test Content: The provincial writing objectives are measured by writing tasks that vary in length, subject matter, and style. Students may read a passage and answer a writing prompt which assesses strategies used to demonstrate their proficiency in writing. Writing prompts may require critical thinking, interpretation, reflection, and/or a directional sequence.

The emphasis will be on the different forms and traits of writing, with encouragement towards clarity of thought, attention to audience and purpose, voice, organization, editing (including careful spell checking and punctuation) and revising, rereading final drafts, and legible writing.

In summary, the English Language Proficiency Assessment measures proficiency both through the five aspects of **reading** as outlined above, as well as through the skills evidenced to create, edit, and revise towards a piece of finished **writing**.

Purpose of the Reassessment Program

The Department of Education's intention is to provide retesting opportunities for students who did not successfully reach the provincial standard when they were evaluated in grade 9. The reassessment program will be administered to students who have reached grade 10, and expectations will be the same as those for ninth grade students. The reassessment creates an opportunity for the students to demonstrate personal achievement and their attainment of the provincial standard required for a New Brunswick high school diploma.

Opportunity to Rewrite

In response to this provincial requirement and further to the first opportunity for reassessment in grade 10, unsuccessful candidates at grade 10 will continue to be provided with support opportunities and occasions to demonstrate the reading and writing standards required for a high school diploma; they may re-write the English Language Proficiency Assessment in the fall of grade 11 and, if still unsuccessful, in the fall of grade 12. Another possibility open to students in grade 12, who have not yet demonstrated acquisition of first language skills required, is to succeed on the Potential Graduate Reassessment examination in June of their grade 12 year.

School principals and district office personnel can discuss in greater detail these opportunities or options for reassessment.

POLICY STATEMENTS

Registration

Cumulative records should contain a **tracking sheet** completed for any student unsuccessful on the assessment in grade 9. This tracking sheet should outline the measures implemented for the student as partial preparation for his or her reassessment, and could further serve to identify the student as a candidate for reassessment.

An alphabetical list of all students in the district who were unsuccessful on the assessment will be made available to high school principals prior to registration time. These lists of unsuccessful students will facilitate the identification of grade 10 students who should be writing the reassessment.

Please ensure that records for all grade 10 students are carefully reviewed to ascertain student status following completion of the English Language Proficiency Assessment.

Exemptions

All students who were unsuccessful on the English Language Proficiency Assessment and/or who were formerly excused for reasons such as bereavement, sickness, etc. should be registered for the reassessment. Exemptions from the grade 10 reassessment would include most special needs students excused the first time and might include a few students who should have been exempted initially. This will apply to those very few students who performed poorly in grade 9 and have since made little academic progress. The school principal should consider requesting an exemption for such a student if it is still not conceivable for that student to respond to the reassessment instruments with any degree of success or if participation would be harmful to the student.

Please note that it is especially important to consult with parents/guardians about potential exemptions as success on the English Language Proficiency Assessment is a requirement for receiving a New Brunswick high school diploma. There may be students in the school who for one reason or another did not attempt the assessment the first time; please ensure that all students are aware of the implications for their graduation diploma.

A recommendation for exempting an individual student should be submitted using the appropriate form and bearing the required signature(s). Please refer to the *Guidelines for Exemptions and Accommodations*.

Other Registrations

Students who have transferred in from out-of-province or from an alternate educational setting into the public system should be referred to the Director of Evaluation for determination of their status as it affects first language graduation requirements and receipt of a New Brunswick high school diploma.

Accommodations

Teachers and principals should make every effort to enable students with special needs to participate in the reassessment to the best of their ability. Appropriate accommodations should be provided to preserve students' self-respect and sense of belonging. Schools are encouraged to include as many students in the reassessment as possible.

1. **Scribes:** When circumstances require a scribe, a scribe should write **exactly** what the student dictates; scribed work is not a replacement for lack of writing ability on the part of the student. No interventions are appropriate; a scribe should not ask leading questions, offer advice, nor in any way suggest changes or elaboration to the student's responses. A scribe for a student should not be a parent or immediate family member. Scribing sessions must be recorded and the tape submitted with the student's reassessment before the student's work is scored. *A Guide for Scribes*, which outlines additional information, is included with the reassessment materials.
2. **Additional Time:** Students whose Special Education Plans require additional time to write a reassessment shall be accommodated. The amount of time beyond one hundred percent extra will be determined on an individual basis by the school in cooperation with the Director of Evaluation, Evaluation Branch, Department of Education.
3. **Alternate Setting:** An alternate individual or small-group setting may be provided for students whose learning difficulties make concentration a problem, or whose behavior may distract other students.

4. Provision of the Test in Different Format: Large print or Braille format may be provided for special-needs situations.
5. Extended use of Technology: Where appropriate, documented students may respond using a word processor.
6. For Reading Assessments: Only verbatim reading of directions should be used. (Reading comprehension passages and questions accompanying them may not be read out loud to students.)
7. Use of Sign Language or Personal FM System

The required forms should be completed by the classroom teacher or Resource teacher and signed by the principal. Completed forms should be returned to the Evaluation Branch with copies sent to the Director of Education.

Notwithstanding the aforementioned guidelines, any assistance provided to students must be restricted to clarifying directions and procedures and helping students to record their responses. Since this reassessment involves reading and writing, students must not receive assistance in understanding the content or in constructing their written work. Reading passages chosen to test comprehension should not be read to students.

Administration Schedule

Both components are written within two to four sessions, during the same week, as determined by the individual schools.

Reading Comprehension – Part One

Selected-Response Questions – 90 minutes

Writing – Part Two

Writing I – 60 minutes

Writing II – 90 minutes

Writing III – 60 minutes

If any school has to close on one of the days designated for the administration of any part(s) of the test, the component(s) should be rescheduled in cooperation with the Director of Assessment and Evaluation in the Department of Education. Time will be designated to provide opportunities for make-ups. If a student misses any part of the reassessment and provides an excuse acceptable to the school administration, the student is then obligated to complete the missed activity. A more detailed set of guidelines, instructions, and administrative recommendations will be made available for both principals and teachers.

All parts of the reassessment must be attempted by every student. If a student does not fulfill this requirement, it is unlikely he/she will be able to successfully pass the reassessment, and his/her report form will indicate an incomplete performance.

All materials are to be packaged and returned to the Department of Education by the specified date. Materials received after the specified date may not be accepted for marking.

Security Procedures

The principal, or a designate, is responsible to ensure security of the reassessment instruments in the school, both before and following administration. The principal is also responsible for making sure that no unauthorized copies of the materials are reproduced or retained in the school.

Scoring Procedures

All test booklets, both those of grade 9 students and those of students writing the reassessment, will be marked at the same time using the same models and criteria. This procedure will ensure that identical standards are applied to both groups.

Exemplar selection and refinement of performance standards will gain input from New Brunswick educators, as well as Department of Education evaluation and curriculum consultants, to ensure reliable scoring sessions.

Part One (Reading Comprehension – Selected-Response Questions) will be machine scored. Part Two (Writing) will be scored by marking teams.

Papers containing inappropriate language or markings will be referred to the Director of Evaluation who will decide whether the paper should be rejected. Decisions on any further action will be made in cooperation with the school principal and/or district office.

Release of Results

Reassessment results will be reported as detailed below.

The **Superintendent** and **Director of Education** for each district will receive individual results for all students who participated in the reassessment, as well as a list of those students officially exempted.

Each school principal will receive individual results for all students in that school who participated in the reassessment.

The **student and his/her parent(s)/guardian(s)** will receive a personalized and confidential report of performance. A label will also be placed in the student's cumulative school record with a notation indicating successful or unsuccessful achievement of the English Language Proficiency Reassessment.

Required Performance Standard

Successful completion of the reassessment will be achieved by the student who performs at an 'appropriate' or 'strong' level on both components (Part One – Reading Comprehension and Part Two – Writing) which comprise the reassessment. Successful completion of the English Language Proficiency Reassessment is a requirement in order to graduate with a New Brunswick diploma.

REASSESSMENT SPECIFICATIONS

Part One – Reading Comprehension (90 minutes)

Students will read several passages of both continuous (fiction, non-fiction, drama, and poetry) and non-continuous text. They will then respond to selected-response questions. The questions will be varied to demonstrate the students' ability to form a general understanding of the passages, as well as, to retrieve information and develop an interpretation allowing for reflection on the content and form of the text. Students will also demonstrate skills for editing and revising.

Part Two – Writing

Students will perform various writing tasks in response to such prompts as a specific situation, a topic theme, a picture, and/or personal choice. They must follow the specific written instructions to develop a personal interpretation and/or reflection on the prescribed topic. They must work independently using appropriate register (e.g., appropriate use of contractions, appropriate use of *you*, and appropriate level of vocabulary). Students should draft, revise, and edit their work for well-structured sentences and paragraphs. They should proofread their final work to ensure clarity of their intended message. Students will also edit and revise a piece of writing to correct errors.

Writing I (60 minutes)

Students will be asked to present a piece of original narrative prose of approximately 200-250 words on a topic of their choice or on a topic from suggestions provided through pictures or words.

Topics may be:

- personal choice
- specific topics
- a picture

Writing II (90 minutes)

A. Students will be asked to present a short piece of writing in response to a prescribed task.

Topics could include themes such as:

- an organization of information through charts / diagrams / outlines
- a recount of particular circumstances of an incident
- a thank-you / request letter
- a diary / journal entry
- a factual account of personal social (or work) activities
- guidelines on safety in the classroom, in the gymnasium, etc.
- directions for crafts / recipes / sequence of events

B. Students will be asked to revise and edit a piece of writing that contains several errors: grammatical / punctuation / capitalization / spelling / paragraphing, etc. They must use strategies that prove skills toward the conventions of good writing.

Writing III (60 minutes)

Students will be asked to write to a specific situation provided, composing a piece of writing of approximately 200-250 words.

Sample Reading Passages and Questions

THE COMICS

Read the passage, *The Comics*, and answer questions one to three on the next page.

Who and what are behind the comic strips in your newspaper? Meet Lynn Johnston, whose comic strip "For Better or For Worse" appears in more than 1500 newspapers around the world.

Q. Where do you get your ideas for the strip?

5 A. I'm on RECORD all the time, getting ideas. "Spot" ideas work well, like the image of a son talking on the phone all day but never saying a word to his mother. He's talked out!

Q. Do you only create the artwork?

10 A. Some cartoonists work with writers, but I do both the writing and the drawing. There's only a limited space for the message and I am very demanding of myself. I write and rewrite the words for each strip. By the time I reach the last panel, I need a punch line or a play on words (pun) or a strong remark.

Q. How do you draw the panels in your strip?

15 A. I use a template (a pattern) and draw the four panels on my board. Since my hands perspire a lot, I wear a cotton glove (with the fingers cut off) to keep the cartoon clean. In each panel, I sketch the drawings and print the words in pencil. Then I use ink and two different pens to write over the words and finish the picture. If I make a mistake in the drawing, I use white animation paint to cover it. When the paint is dry I can draw over it. Sometimes I cut out a new panel and glue it over the one with the mistake.

20 Q. How far ahead do you work?

A. I work on the daily strips six weeks ahead of when they'll appear in the newspapers. The weekend coloured strips are done eight weeks ahead. That means at Christmas, I'm already thinking about the Easter strips.

25 Q. We hear about "writer's block." Is there such a thing as "cartoonist's block?"

A. There are dry times when I have no ideas. It's good that I'm always working so far ahead on the strip, just in case it happens. Sometimes I stop working and take a long walk. Or I read something funny to get in a good mood. Even sleep can help. Sleep can be part of the creative process.

30 Q. Can you offer any tips to young people who would like to become comic-strip artists?

35 A. Practise a lot. Copying isn't bad unless you say someone else's work is yours. Be honest. Develop your own style. A cartoonist's style is as personal as his or her signature. It takes a long time to get both the way you want them. Learn from others. I learned a lot from my favourites, like the artists in Mad magazine. And never say, "I'm good"; say, "I could be better."

Linda Granfield

1. **The format of this passage shows that it is**
 - A. a play.
 - B. a report.
 - C. an outline.
 - D. an interview.

2. **Lynn Johnston wears a glove when she works in order to**
 - A. keep her hand clean.
 - B. keep her hand warm.
 - C. avoid making mistakes.
 - D. avoid smudging her work.

3. **The expression "cartoonist's block" (line 24) refers to a cartoonist**
 - A. planning ahead.
 - B. feeling uncreative.
 - C. being unable to sleep.
 - D. reading something funny.

Read the poem below and answer the questions on page 11.

BLIZZARD

The big city is rude to snow.
Trees shrug snow from their branches.
Sidewalks won't let snow stick.
Gutters refuse it too –
5 And so the snow melts into slush,
pretends that it never was.

Sometimes though,
a snowfall captures the city,
sheets its statues,
10 tangles its streets.
Corners vanish: their policemen
whistle for them in vain.
Bus-bulls, tires spinning, snort and paw.
Even snowplows sniff at it – and stall.

15 A great snow hushes
the big sounds of the city.
Small sounds come out of hiding:
drops drumming on tin,
shovels strumming on narrow paths,
20 voices ringing in air
as clear as an empty glass.

City kids have wished all winter
for this morning.
They rush out,
25 hugging the snow with their bodies.

Judith Thurman

1. **The stanza that MOSTLY appeals to the sense of hearing is**
 - A. stanza 1.
 - B. stanza 2.
 - C. stanza 3.
 - D. stanza 4.

2. **The words "Bus-bulls, tires spinning, snort and paw" (line 13) are effective because they describe how buses are**
 - A. stopping suddenly.
 - B. making lots of noise.
 - C. struggling in the snow.
 - D. speeding through the snow.

3. **During the winter, the city described in this poem**
 - A. is prepared for major storms.
 - B. receives many major blizzards.
 - C. is damaged by heavy snowfalls.
 - D. receives snow that melts quickly.

SCORING METHODS AND CRITERIA

- A student's performance on the selected-response questions will be determined by the number of individual test questions correctly answered; these questions will be machine scored.
- A student's performance on the writing assignments will be determined by marking teams following a prescribed rubric based on the Writing Performance Standards; these writing assignments will be averaged for the final result.

PERFORMANCE STANDARDS

Detailed criteria for the performance standards are found on page 15. These should be shared with students and used in conjunction with classroom writing activities. It is important that students are familiar and comfortable with the qualities of writing described as the standard. Also, writing performance standards for previous grade levels (Grades 2, 4, and 6) are included in Appendix B.

STUDENT EXEMPLARS

Included in Appendix A are student writing exemplars that model many of the expectations of effective student writing. Each demonstrates the features of writing which meet the criteria associated with Appropriate or Strong levels of performance. These levels have been chosen because they represent average, but appropriate, achievement; as well as, strong achievement. The models should be useful to teachers seeking evidence to confirm their own beliefs about what constitutes language strengths and weaknesses. Furthermore, students may find reviewing the work of peers a benefit to their own writing.

It is suggested that teachers share the exemplars (models) with students and engage in discussion about the presence or absence of the specific traits described in the Writing Performance Standards.

Please note: The exemplars in Appendix A are exact copies of the students' work; no amendments or corrections have been made to the original pieces of writing.

Writing Performance Standards – English Language Proficiency Assessment

Appropriate Performance

An appropriate performance will illustrate writing that

Content

- introduces a main idea
- attempts to elaborate on the main idea, often generalizing details, maintaining focus but with minimal distractions

Organization

- effectively introduces with a clear introduction and an adequate ending
- generally uses a clear organizational pattern
- makes some connections and transitions

Narrative/Imaginative writing

- establishes a situation, plot, setting, and conflict
- creates some structure to organization without extraneous details and inconsistencies
- generally uses dialogue and suspense in development of characters and plot
- establishes a logical conclusion from the events presented

Information text

- follows conventions of selected form (reports, letters, persuasive writing, invitations, etc.) by prescription
- uses special text features (charts, diagrams, etc.) to explain content
- uses introductions that clearly present purpose and audience
- uses text in a logical sequence of chronology or cause/effect
- uses a logical and effective conclusion

Word Choice

- consistently uses clear and appropriate words

Voice

- is appropriate, but ordinary, for audience and purpose
- provides evidence of strong feeling and individuality throughout
- lends itself to sharing aloud

Sentence Structure

- uses some variety in sentence length and structure
- is generally fluid and easy to read, but may have some choppy sentences

Conventions

- uses grade appropriate conventions with fairly regular control
- needs a final edit
- has spelling, punctuation, grammar, and capitalization functionally correct
- uses conventions with enough skill to make the text readable

Strong Performance

A strong performance will illustrate writing that

Content

- includes a strong main idea that is well supported with details and examples
- stays focused on the main topic throughout, providing supportive reasoning for that idea

Organization

- begins with a compelling statement as introduction and closes with a thought-provoking idea
- enhances understanding of the text with a clear organizational pattern
- connects sentences and ideas through fluid transitions

Narrative/Imaginative writing

- clearly establishes the situation, plot, setting, and conflict with significant events
- creates an organizing structure, including concrete language and sensory details that maintain a consistent focus
- uses a wide range of appropriate strategies such as dialogue, tension, pacing, etc. to develop complex characters and plot
- establishes significant conclusions drawn from detailed and sequenced events

Information text

- follows conventions of selected form (reports, letters, persuasive writing, invitations, etc.) with unique twists
- uses special text features (charts, diagrams, etc.) to enhance meaning and clarity
- uses striking introductions that boldly announce purpose and capture the audience
- uses text in a logical sequence of chronology or cause/effect, etc. with fluid transitions
- consistently uses a logical and strong conclusion

Word Choice

- effectively uses precise and original words, understanding shades of meaning, and is concise and clear

Voice

- is sincere and ideally suited to audience and purpose
- explodes with energy and is appealing to reader due to strong feelings portrayed
- compels the reader to share aloud

Sentence Structure

- uses a striking variety of sentence length and structure, logically connecting ideas with smooth transitions
- is a smooth and natural easy-to-read piece of writing

Conventions

- uses a wide range of grade appropriate conventions with control
- is ready to publish work with possible minor corrections needed
- has spelling, punctuation, grammar, and capitalization consistently correct
- uses conventions skillfully to enhance meaning and voice

SAMPLE I

Appropriate Performance

Page 1 of 2

"Dear Grammy and Grampy..."

1 Dear Grammy and Grampy,
2 Thank you so much for the wonderful
3 birthday present you gave me! I know how much
4 I've been at you all these years for one. Therefore
5 I am writing you this letter to show you how
6 thankful I am.

7 For a long period of time I've always
8 wished for a computer of my own. Due to
9 the reason of always having to take turns
10 with my sister on the family computer. Now
11 I don't have to worrie about it, because I
12 have my own computer. I also don't have to
13 think about needing to take turns. It is now
14 so much easier to work on projects, especially
15 at times when my sister and I have projects
16 at the same time. Therefore it doesn't give
17 us much time on the computer, which I
18 normally need for a long time. The laptop was
19 a very smart and usefull birthday present.

20 Now that I have my own computer,
21 this gives me more time to do other things.
22 When teenagers have their own computer

"Dear Grammy and Grampy..."

23 parents are worried that they will stay
24 up in their room all day on it. However
25 you don't have to worrie about this with
26 me. I am as you know very active and
27 always love to spend time with my family,
28 so when I use the laptop I can still be
29 with the one's I love.

30 Thank you again for making this past
31 birthday an unforgettable one and also
32 the best one so far.

33 _____
34 Sincerely,

35 Erica

Writing samples are identified by the opening sentence of each piece.

SAMPLE I

Rationale for Appropriate Performance

Page 1 of 2

"Dear Grammy and Grampy,"

Content

- introduces a main idea of *thanking someone for a gift*
lines 2-3 "Thank you so much..."
lines 5-6 "...to show you how thankful I am."
- attempts to elaborate on the main idea, often generalizing details, maintaining focus but with minimal distractions
lines 7-8 "...I've always wished for a computer of my own."
lines 12-13 "I also don't have to think about needing to take turns."

Organization

- effectively introduces with a clear introduction and has an adequate ending
lines 2-3 "Thank you so much..."
lines 30-32 "Thank you again for making this past birthday an unforgettable one and also the best one so far."
- generally uses a clear organizational pattern
uses an introduction, two developing paragraphs, and a conclusion
- makes some connections and transitions
line 4 "Therefore"
line 7 "For a long period of time"
line 8 "Due to"
line 10 "Now"

Word Choice

- consistently uses clear and appropriate words
lines 2-3 "...wonderfull birthday present"
lines 7-8 "...I've always wished for..."
line 26 "...as you know..."

*“Dear Grammy and Grampy,”***Voice**

- is appropriate, but ordinary for audience and purpose
lines 3-4 “I know how much I’ve been at you all these years for one.”
- provides evidence of strong feeling and individuality throughout
lines 18-19 “The laptop was a very smart and usefull birthday present.”
- lends itself to sharing aloud
This piece of engaging writing gives reasons why the computer will be useful.

Sentence Structure

- uses some variety in sentence length and structure
lines 13-16 “It is now so much easier...at the same time.” (complex sentence)
lines 20-21 “Now that I have my own computer,...” (complex sentence)
- is generally fluid and easy to read, but may have some choppy sentences
lines 8-10 “Due to the reason...”

Conventions

The student demonstrates skill in this area with occasional errors.

- uses grade appropriate conventions with fair control
lines 2, 7, 20, 30
- needs a final edit
line 2 “wonderfull”
line 6 “thankfull”
line 11 “worrie”
line 18 “normaly”
- has spelling, punctuation, grammar, and capitalization functionally correct
line 1 “Dear Grammy and Grampy,”
lines 34-35 “Sincerely, Erica”
- uses conventions with enough skill to make the text readable

"This essay will describe my personal transition..."

1 This essay will describe my personal
2 transition from Middle School to High
3 school. In this essay, I will include
4 the advice I received, how I felt the
5 first day and how I feel now.

6 Going from Middle School to High
7 school can be a big change. For me,
8 it meant going from a small middle
9 school in my town to High School in
10 the city. Some advice that I received
11 was from my parents. My father attended
12 my high school and told me a little
13 about his experience. My mother gave
14 me some organizational skills and
15 studying advice.

16 On the first day of school, I
17 felt a little sick and scared. I
18 had butterflies in my stomach, I was
19 so nervous when I got to the
20 auditorium, I didn't see any of my
21 friends. They came shortly after and
22 I started to calm down after I had

"This essay will describe my personal transition..."

23 calmed down quite a bit, I really
24 began to enjoy my day.

25 Now, it feels like I've been here
26 forever I enjoy coming to school
27 everyday and I'm really enjoying
28 my classes. I am also involved
29 in a lot of extra-curricular
30 activities that my High School
31 has.

32 In conclusion, even though
33 my first week was a little
34 scary, I am really enjoying
35 myself now. I am almost
36 certain that my High School
37 years will be some of the best
38 years of my life.

39

40

41

42

43

Writing samples are identified by the opening sentence of each piece.

SAMPLE II

Rationale for Appropriate Performance

Page 1 of 2

"This essay will describe my personal transition..."

Content

- introduces a main idea of *moving from middle school to high school*
line 4 "the advice I recieved, how I felt..."
line 5 "first day and how I feel now."
- attempts to elaborate on the main idea, often generalizing details, maintaining focus but with minimal distractions
lines 10-11 "Some advice...my parents."
lines 11-15 Mother's and father's advice

Organization

- effectively introduces with a clear introduction and an adequate ending
lines 1-5
lines 32-38
- generally uses a clear organizational pattern
lines 6-15 advice from parents
lines 16-24 feelings on the first day
lines 25-31 feelings now
- makes some connections and transitions
line 6 "Going from middle..."
line 7 "For me..."
line 16 "On the first day of school..."

Word Choice

- consistently uses clear and appropriate words
lines 16-17 "...I felt a little sick and scared." (unsophisticated but appropriate word choice)
lines 22-23 "After I had calmed down quite a bit..."

"This essay will describe my personal transition..."

Voice

- is appropriate, but ordinary for audience and purpose
lines 1-3 "This essay...School." (unsophisticated mechanical opening)
- provides evidence of strong feeling and individuality throughout
line 17 "sick and scared"
line 18 "butterflies in my stomach"
lines 27-28 "I'm really enjoying my classes."
- lends itself to sharing aloud
This piece is readable and shows feeling.

Sentence Structure

- uses some variety in sentence length and structure
lines 1-3 simple sentence
lines 3-5 simple sentence with introductory prepositional phrase – also contains listing that is properly punctuated
lines 11-13 compound sentence
lines 19-21 complex sentence
- is generally fluid and easy to read, but may have some choppy sentences
Most sentences are subject/verb construction lacking variety in syntax.

Conventions

The student demonstrates skill in this area with occasional errors.

- uses grade appropriate conventions with fairly regular control
Verb tense is consistently correct using present, past and future.
- needs a final edit
line 4 "recieved - review "i" before "e" rule
line 13 "experiances"
- has spelling, punctuation, grammar, and capitalization functionally correct
line 25 "I've" apostrophe used correctly in contraction
line 29 "extra-curricular" hyphen used correctly; "a lot" correctly written as two words
- uses conventions with enough skill to make the text readable
This is a good example of a grade-level "appropriate" piece of writing.

"With obesity on the rise..."

Exercise

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____
17 _____
18 _____
19 _____
20 _____
21 _____
22 _____

With obesity on the rise, doctors are saying that exercise is the way to go. It is a key part to good health and long life.

When you think of exercise, you do not necessarily have to think of big machines or pricey equipment. A simple cardio routine like walking or running works the heart, strengthens leg muscles, and burns fat. Cycling is a good, yet enjoyable form of exercise. To shake up your routine, try kick boxing. It is fun, fast-paced, and gives you a great workout.

Strengthening is another form of exercise. There are many strengthening workouts, all that work a different muscle of the body. Weight-lifting is a common strengthening exercise and works the triceps and biceps. For an all-inclusive workout, invest in an all-in-one (home) gym. These provide an array of exercises

"With obesity on the rise..."

3 that work your arms, legs, and abdominals
4 An easy and affordable way of exercising
5 is to rent a couple of exercise videos from
6 your local library and use them for the
7 week. You do not have to use the same
8 video twice and best of all, they are free!
9 Exercise need not be boring. With so
10 many choices, you can chose a routine
11 that is right for you!

Writing samples are identified by the opening sentence of each piece.

SAMPLE III

Rationale for Appropriate Performance

Page 1 of 2

“With obesity on the rise...”

Content

- introduces a main idea of *the benefits of exercise*
lines 4-5 “It is a key part to good health and long life”
lines 15-16 “Strengthening is another form...”
- attempts to elaborate on the main idea, often generalizing details, maintaining focus but with minimal distractions
The piece has three paragraphs which develop the different ways to get exercised.
lines 6-8 “When you think...pricey equipment.”
line 15 “Strengthening...”
line 25 “Exercise videos...”

Organization

- effectively introduces with a clear introduction and an adequate ending
lines 2-5
lines 29-31
- generally uses a clear organizational pattern
The student developed three topics within three paragraphs.
line 15 Strengthening...
line 25 Exercise videos...
- makes some connections and transitions
line 6 “When you think of exercise...”
lines 12-13 “To shake up your routine...”
line 20 “For an all-inclusive workout...”

Word Choice

- consistently uses clear and appropriate words
line 9 “cardio routine”
line 14 “fast-paced”
lines 19-20 “works the triceps and biceps”
line 24 “an easy and affordable way”

"With obesity on the rise..."

Voice

- is appropriate, but ordinary for audience and purpose
It is written in a conversational manner and maintains second person throughout.
line 6 "When you think of exercise..."
line 27 "You do not have to use..."
- provides evidence of strong feeling and individuality throughout
lines 2-3 "...exercise is the way to go."
lines 11-12 "cycling...exercise."
line 14 "a great workout"
- lends itself to sharing aloud
It is a pleasantly persuasive piece.
line 28 "best of all they are free"

Sentence Structure

- uses some variety in sentence length and structure
lines 2-4 simple sentence beginning with a prepositional phrase
lines 6-8 complex sentence
lines 12-13 imperative sentences
- is generally fluid and easy to read, but may have some choppy sentences
It is fluid with no choppy sentences.

Conventions

The student demonstrates skill in this area with occasional errors.

- uses grade appropriate conventions with fairly regular control
Conventions are handled well.
- needs a final edit
line 30 transcription error - "chose" instead of "choose" as in draft
- has spelling, punctuation, grammar, and capitalization functionally correct
line 13 kick boxing needs a hyphen
line 28 comma missing before "best of all"
- uses conventions with enough skill to make the text readable
insignificant errors in a well-written piece which lacks the sophistication of a "strong" performance

"A lot of information is needed when working on a school project."

1 DIFFERENT WAYS TO COLLECT INFORMATION FOR
2 A SCHOOL PROJECT.

3
4 A lot of information is needed when working on
5 a school project. There are several ways to collect this
6 information. For example the computer and its different tools
7 are organized and make everything easier. The library
8 and its varied resources are really useful too, but the
9 easiest way to collect data is by reading and using the
10 notes from class and the textbooks. This modern world gives
11 the students everything they need and all the tools are
12 there whenever they need it.

13 The computer is one of the most used tools when
14 working on a project or assignment. The information can be
15 found and collected easily by using the Internet and its different
16 websites and online encyclopedias. Some of these are Google
17 and Microsoft Encarta, where the data is arranged in an
18 easy way to follow. After the facts are found, they can be
19 set up in a formal format to create an appropriate
20 project, like when using Microsoft Word.

21 However, the computer is not the only method to
22 find and organize data. In the library, a lot of different

"A lot of information is needed when working on a school project."

23 resources are found. Students can also get several ideas
24 to expose their projects like the use of videos, posters,
25 pictures or even magazines. Besides, one of the good
26 things about the library is that the librarian or other
27 people can help students finding what they need in an
28 organized and effective way.

29 If the students don't have access to a computer
30 or the library, they can make use of their textbooks and
31 notes from class. School is the first place where information
32 and facts are collected. The teachers can help them there
33 and guide them by giving them some ideas about their
34 projects. Taking advantage of the benefits that school
35 gives is one of the best things students can do.

36 In conclusion, these are some of the
37 most effective and most used ways to find and collect
38 information. They are easy to work with, useful, full of
39 creative ideas and surprisingly organized. Thankfully,
40 the modern world has everything at every time, therefore
41 students can be pleased because they have
42 all the things they need, now that projects
43 will come and go during their whole life.

SAMPLE IV

"A lot of information is needed when working on a school project."

Content

- includes a strong main idea that is well supported with details and examples *about ways to collect information for a school project*
lines 4-6 "A lot of information is needed when working on a school project.
There are several ways to collect this information."
line 6 "the computer"
line 7 "the library"
line 10 "notes from class and the textbooks."
- stays focused on the main topic throughout, providing supportive reasoning for that idea
Each paragraph contains a topic sentence that is well developed.

Organization

- begins with a compelling statement as introduction and closes with a thought-provoking idea
The opening line is concise.
The closing sentence is thought-provoking.
lines 39-43 "Thankfully, the modern world has everything at every time,..."
- enhances understanding of the text with a clear organizational pattern
Each paragraph is devoted to one method of collecting information as stated in the introduction.
- connects sentences and ideas through fluid transitions
line 6 "For example"
line 18 "After the facts"
line 25 "Besides,..."
line 36 "In conclusion,..."

Information text

- It follows the selected form of information text, using a logical sequence with fluid transitions.

Word Choice

- effectively uses precise and original words, understanding shades of meaning, and is concise and clear
line 8 "...varied resources are really useful too,"
lines 16-17 "websites", "online encyclopedias", "Google", "Microsoft Encarta"
lines 38-39 "full of creative ideas and surprisingly organized"

“A lot of information is needed when working on a school project.”

Voice

- is sincere and ideally suited to audience and purpose
lines 34-35 “Taking advantage of the benefits...the best things students can do.”
- explodes with energy and is appealing to the reader due to strong feelings portrayed
lines 10-12 “This modern world gives the students...”
lines 25-28 “Besides, one of the good things about the library...effective way.”
- compels the reader to share aloud
This selection is truly informative.

Sentence Structure

- uses a striking variety of sentence length and structure, logically connecting ideas with smooth transitions
lines 5-6 “There are several ways to collect this information.” (simple sentence)
lines 7-10 “The library and its varied resources...textbooks.” (compound sentence)
lines 18-20 “After the facts are found,...” (complex sentence)
- is a smooth and natural easy-to-read piece of writing
The piece provides informative reading.

Conventions

- uses a wide range of grade appropriate conventions with control
line 21 “However,”
line 25 “Besides,”
lines 29-31 “If the students...” (introductory adverb clause)
lines 38-39 “easy to work with, useful, full of...” (listing)
- is ready-to-publish work, with possible minor corrections needed
A final proofreading could enhance the work.
- has spelling, punctuation, grammar, and capitalization consistently correct
line 4 correctly spells “a lot”
line 5 “There are”
lines 11-12 “are there”
lines 15-16 correct capitalization of “Internet”, “Google”
line 24 “their projects”
- uses conventions skillfully to enhance meaning and voice
There is strong voice throughout the piece of writing.

"There once was a day..."

1 There was once a day when a meal not only
2 required time and effort, but also provided
3 ~~the~~ nutritional value. Those days are long gone.

4
5 In this day and age, you can order, receive
6 and eat a meal in ten minutes or less,
7 and be on your way. Why, you can even do
8 this in the comfort of your own vehicle! Who
9 needs social interaction?

10
11 These fast food services have taken their
12 toll. Canada and the United States have the
13 highest rates of obesity in the world. What
14 else can we blame that on, lack of physical
15 activity due to our unpredictable Canadian
16 weather? I'm not so sure that's credible.

17
18 Let's face it, eating fast food is cheap;
19 at least when you compare it to healthy
20 eating. Why pay \$15.99 for a bowl of
21 pasta when you can spend \$4.99 on a
22 combo meal. This has become our mindset.

"There once was a day..."

23 We sacrifice our health for our greed.

24
25 However, do we really think about what we're
26 putting into our bodies? Certain processed cheeses
27 are only one mere molecule away from plastic,
28 Some french fries are coated in wax. Some
29 sodas can even eat through a nail! Consuming
30 these foods every day cannot possibly be
31 a good thing!

32
33 My poor family members have become
34 strangers. We go through our days alone,
35 and when we come home, there's no time to
36 prepare a meal, sit down & eat together.
37 Even if there is, the television somehow
38 finds a way to steal the conversation.

39
40 These are sad times we live in. We feed
41 ourselves poison. We exercise less, but
42 eat more. We eat in the solitude of our
43 cars, and sacrifice family time for free time.
44 Worst of all, none of these things
45 seem to bother us.

46
47 All I have left to ponder is, "where
48 can we go from here?"

Writing samples are identified by the opening sentence of each piece.

SAMPLE V

Rationale for Strong Performance

Page 1 of 2

"There once was a day..."

Content

- includes a strong main idea that is well supported with details and examples
lines 11-12 "These fast food...their toll."
- stays focused on the main topic throughout, providing supportive reasoning for that idea
Four paragraphs in the body give reasons to support the toll that fast food takes.

Organization

- begins with a compelling statement as introduction and closes with a thought-provoking idea
lines 1-3 introduction
lines 47-48 conclusion
- enhances understanding of the text with a clear organizational pattern
line 13 "highest rates of obesity..."
line 23 "sacrifice our health..."
- connects sentences and ideas through fluid transitions
line 5 "In this day and age,..."
line 18 "Let's face it,..."
line 25 "However,..."

Information text

- It is a persuasive piece of writing regarding the toll of fast food in our society. It uses a logical sequence of cause and effect. It has a captivating introduction that immediately engages the audience.

Word Choice

- effectively uses precise and original words, understanding shades of meaning, and is concise and clear
line 3 "nutritional value"
line 9 "social intervention"
lines 15-16 "unpredictable Canadian weather"
line 27 "one mere molecule away from plastic"
line 29 "sodas...eat" (personification)
lines 37-38 "Even if there...television...to steal the conversation." (personification)

"There once was a day..."

Voice

- is sincere and ideally suited to audience and purpose
Sincerity is apparent in the introduction with a lament for the loss of nutrition and family time. The author shows she is engaged by using the first person.
line 25 "However, do we..."
line 34 "We go through our..."
- explodes with energy and is appealing to the reader due to strong feelings portrayed
line 3 "Those days are long gone."
line 16 "I'm not so sure that's credible."
- compels the reader to share aloud
The voice in this piece, combined with the writer's passion, engages the audience and compels them to share it.

Sentence Structure

- uses a striking variety of sentence length and structure, logically connecting ideas with smooth transitions
lines 5-7 begins with a prepositional phrase and has a definite sequential pattern (compound sentence)
lines 7-8, 8-9 effective use of interrogative and exclamatory sentences
- is a smooth and natural easy-to-read piece of writing
Throughout this piece of writing, the writer presents a fluent and compelling message.

Conventions

- uses a wide range of grade appropriate conventions with control
lines 40-43 "We feed.... We exercise.... We eat..." (parallel structure)
lines 41-42 "We exercise less, but eat more." (antithesis)
lines 47-48 uses quotation marks for emphasis
- is ready to publish work with possible minor corrections needed
line 5 "recieve" - wrong spelling
line 18 misuse of semi-colon
lines 21-22 "on a combo meal." - requires a question mark
line 36 used sign & instead of "and"
- has spelling, punctuation, grammar, and capitalization consistently correct
The writer shows skill in the conventions of good writing.
- uses conventions skillfully to enhance meaning and voice
lines 1-3 From beginning to end this piece has shown a strong command of writing with the effective use of varied conventions.
line 18 "Let's face it..."
lines 47-48 a question builds a strong conclusion

Appendix B

Writing Performance Standards – End of Grade Two

Appropriate Performance	Strong Performance
<p>Students who achieve appropriate performance in writing</p> <p style="text-align: center;">Content</p> <ul style="list-style-type: none"> include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information <p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> use simple connecting words (e.g., and, then, so) to link ideas present ideas/information in a sequence that can be followed <p><i>Narrative/imaginative writing</i></p> <ul style="list-style-type: none"> has a beginning, middle and end; ending may be abrupt usually identifies the characters and problem at the beginning of the story, but tends to be brief may include dialogue may be modeled on stories read, heard or viewed, or based on personal experiences <p>Information text</p> <ul style="list-style-type: none"> opening introduces the topic; the closing or concluding statement may be omitted or abrupt shows some awareness of form (e.g., recount, basic instructions, report) includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities) <p style="text-align: center;">Word Choice</p> <ul style="list-style-type: none"> may include a few strong word choices; majority of word choices is ordinary with some repetition of words <p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> use mostly simple sentence structure; many sentences are complete include a few longer sentences and/or sentences that begin in different ways <p style="text-align: center;">Conventions</p> <ul style="list-style-type: none"> use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in many cases; may capitalize some words unnecessarily spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.) 	<p>Students who achieve strong performance in writing</p> <p style="text-align: center;">Content</p> <ul style="list-style-type: none"> include a series of ideas or events related to a topic; maintain focus on the topic include relevant details or information to expand on the topic or support the main idea <p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> link ideas in a variety of ways, creating some flow to the writing present ideas/information in a logical sequence <p>Narrative/imaginative writing</p> <ul style="list-style-type: none"> has a good beginning, a logical middle and an ending identifies the characters and problem within the story often includes dialogue shows the student takes risks in the creation and expression of ideas <p>Information text</p> <ul style="list-style-type: none"> opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form) uses appropriate forms (e.g., recount, simple instructions, report) includes relevant details and expands upon some of these <p style="text-align: center;">Word Choice</p> <ul style="list-style-type: none"> include a few strong word choices appropriate to the purpose, with limited repetition of words <p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> include some sentences of different lengths and sentences that begin in different ways attempt more complex sentence structures; most sentences are complete <p style="text-align: center;">Conventions</p> <ul style="list-style-type: none"> use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly) use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in most cases; may capitalize a few words unnecessarily spell most high frequency words correctly; spell longer, more complex words using phonetic approximations use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

Writing Performance Standards - End of Grade Four

Appropriate Performance

An **appropriate** performance will illustrate writing that

Content

- includes a series of ideas/events related to a topic, generally maintaining focus
- includes relevant details or information that expands on the topic or supports the main ideas (more details or information would strengthen the writing)

Organization

- shows awareness of audience and purpose
- shows evidence of paragraphing of main ideas
- generally presents ideas/information in a logical order; overall sequence is clear
- shows use of a variety of connecting words

Narrative/imaginative writing

- has a good beginning, a logical middle, and an ending
- includes story elements: characters, setting, plot and resolution
- may be modeled on stories read, heard or viewed, or may be based on personal experiences
- generally includes some dialogue (may be excessive)

Information text

- presents the topic or purpose in introduction
- includes generally relevant information
- elaborates main ideas with some supporting details
- has a closing or concluding statement, where appropriate to the form (could be abrupt)
- follows some of the elements of form (e.g., persuasive writing, basic instructions/procedures, explanations, reports)
- includes text features (e.g., titles, headings, diagrams) where appropriate

Word Choice

- shows varied verb choices
- includes some effective descriptive words; may overuse some choices

Voice

- shows glimpses of personal style

Sentence Structure

- includes sentences of different lengths and variations in beginnings (most sentences are complete)
- includes some variety in sentence structure (some run-on sentences could result from attempts at more complex structures)

Conventions

- generally shows correct end punctuation
- generally includes correct use of commas in a series and in dates and apostrophes in contractions
- shows attempts at using quotation marks in direct speech
- includes correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, and the pronoun "I"; generally uses capital letters for common holidays/titles (may use capital letters unnecessarily in a few instances)
- has many familiar and commonly used words spelled correctly
- generally follows "basic" subject/verb agreement
- shows correct use of basic pronouns - subjective case (e.g., "Joe and I")

Strong Performance

A **strong** performance will illustrate writing that

Content

- includes a series of ideas/events related to one topic, maintaining focus
- includes sufficient relevant details or information to expand on the topic or support the main idea

Organization

- demonstrates an increasing awareness of audience and purpose
- demonstrates an increasing awareness of paragraphs
- presents ideas/information in logical sequence; demonstrate some ability to create smooth transitions between ideas
- shows use of a variety of effective connecting words (e.g., although, finally, the next day)

Narrative/imaginative writing

- has a beginning that captures the reader's attention, a problem that is developed, and a conclusion that effectively ties up the details of the story
- develops story elements: characters, setting, plot and resolution
- shows originality in the creation and expression of ideas
- includes some effective dialogue

Information text

- effectively presents topic in introduction
- includes relevant information
- elaborates main ideas with sufficient supporting details
- has a closing or concluding statement where appropriate to the form
- follows the basic elements of form (e.g., persuasive writing, basic instructions/procedures, explanations, reports)
- includes text features effectively (e.g., titles, headings, diagrams, etc.)

Word Choice

- enhances meaning and imagery with strong verb choices
- includes a variety of descriptive words; may overuse some choices

Voice

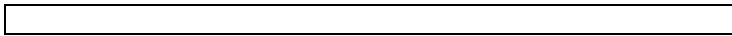
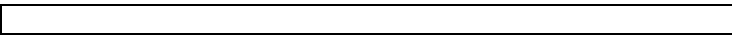
- includes sensory language or detail that creates a sense of voice or personal style

Sentence Structure

- includes sentences of different lengths with a variety of beginnings, creating an easy-to-read flow; most sentences are complete
- includes a variety of sentence structures (occasional run-on sentences may occur)

Conventions

- use consistently correct end punctuation
- use commas in a series and in dates and apostrophes in contractions
- generally shows quotation marks in direct speech (not necessarily in split quotations)
- includes correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, pronoun "I"; and in most cases, for common holidays and titles
- has most familiar words spelled correctly
- shows correct use of basic subject/verb agreement
- shows correct use of basic pronouns



Appropriate Performance

An appropriate performance will illustrate writing that

Content

- includes straightforward and predictable ideas
- includes relevant information with details to support the ideas

Organization

- gives a clear and focussed purpose
- has ideas expressed in paragraphs with supporting details for each main idea
- demonstrates control of sequence with smooth transitions

Narrative/Imaginative Writing

- has a beginning that is clear, with the main characters introduced and the conflict presented
- portrays characters who are based on familiar stereotypes and tend to be 'good' or 'bad'
- presents generally clear dialogue which contributes to character and plot development
- gives definitive endings (could be predictable and/or abrupt)

Information Text

- follows most conventions of the selected form (persuasive writing, reports, letters, invitations, directions, procedures, etc.)
- contains special text features (charts, diagrams, etc.) that are generally clear and related to content
- presents introductions that show a clear purpose
- has text that follows a logical sequence (chronological, cause and effect, etc.)
- ends with a logical conclusion (possibly over generalized)

Word Choice

- consistently includes appropriate and varied word choices to enhance meaning

Voice

- demonstrates an awareness of audience and engagement with subject
- includes glimpses of strong feeling and individuality

Sentence Structure

- includes a variety of sentence lengths and structures
- attempts complex sentence structures (occasional errors)

Conventions

- includes correct capital letters and end punctuation
- includes internal punctuation (commas, quotation marks, and apostrophes) with some competence
- has familiar and commonly used words spelled correctly
- generally follows subject/verb agreement
- incorporates generally correct verb tense

Strong Performance

A strong performance will illustrate writing that

Content

- includes some original and thoughtful ideas
- shows development of information with details to support the ideas

Organization

- shows an engaging and effective introduction
- includes smooth paragraphs with strong connections throughout
- demonstrates command of sequence with fluid transitions

Narrative/Imaginative Writing

- introduces the characters and conflict in an engaging and creative manner
- shows a development of complex characters, settings and plot
- presents clear dialogue that enhances character and plot development
- gives definitive endings (could be surprising or unusual)

Information Text

- follows conventions of the selected form (persuasive writing, reports, letters, invitations, directions, procedures, etc.)
- contains special text features (charts, diagrams, etc.) that are clear and enhance content
- presents introductions that effectively establish purpose and engage the audience
- has text that follows a logical sequence (chronological, cause and effect, etc.) with effective transitions
- ends with a logical and appropriate conclusion

Word Choice

- effectively includes varied and precise word choices to enhance meaning

Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
- includes strong feeling and individuality

Sentence Structure

- includes a variety of effective sentence lengths and structures
- confidently uses complex sentence structures (minimal errors)

Conventions

- demonstrates skill with the correct use of capital letters and end punctuation
- includes internal punctuation (commas, quotation marks, and apostrophes) with competence
- includes more complex vocabulary (minimal spelling errors)
- correctly follows subject/verb agreement
- incorporates correct use of verb tense

