# Grade 9 English Language Arts – Functional Writing Assignment
## 2010–2011 Scoring Guide

### CONTENT MANAGEMENT
When marking CONTENT MANAGEMENT appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which:
- ideas and development of the topic are effective
- the purpose of the assignment is fulfilled with complete and relevant information
- the tone is appropriate for a business letter, and awareness of audience is evident

### CONTENT
When marking CONTENT appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which:
- words and expressions are used accurately and effectively
- sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled
- the formats of an envelope and a business letter are consistently applied

#### FOCUS

<table>
<thead>
<tr>
<th>Excellent (E)</th>
<th>Proficient (Pf)</th>
<th>Satisfactory (S)</th>
<th>Limited (L)</th>
<th>Poor (P)</th>
<th>Insufficient (INS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The ideas are perceptive, and development of the topic is clear and effective.</td>
<td>• The ideas are thoughtful, and development of the topic is generally effective.</td>
<td>• The ideas are appropriate, and development of the topic is adequate.</td>
<td>• The ideas are superficial and/or flawed, and development of the topic is inadequate.</td>
<td>• The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.</td>
<td>• The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess CONTENT.</td>
</tr>
<tr>
<td>• Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.</td>
<td>• Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.</td>
<td>• Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.</td>
<td>• Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.</td>
<td>• Information is obscure and/or absent. The purpose of the assignment is not fulfilled.</td>
<td>• The response has been awarded an INS for Content.</td>
</tr>
<tr>
<td>• A tone appropriate for the addressee is skillfully maintained.</td>
<td>• A tone appropriate for the addressee is clearly maintained.</td>
<td>• A tone appropriate for the addressee is generally maintained.</td>
<td>• A tone appropriate for the addressee is not maintained.</td>
<td>• Little awareness of a tone appropriate for the addressee is evident.</td>
<td></td>
</tr>
</tbody>
</table>

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

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be awarded a score of **Insufficient**.

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**Government of Alberta**

**Grade 9 English Language Arts**

**Part A: Writing**

**2010–2011 Scoring Guides**

**Narrative / Essay Writing Assignment**

**Functional Writing Assignment**

Because students’ responses to the Narrative / Essay Writing Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Narrative / Essay Writing Assignment on the achievement test will be in the context of Louise Rosenblatt’s suggestion that “the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s ‘correct’ answer.”


Consider also Grant P. Wiggins’ suggestion to assess students’ writing “with the tact of Socrates: tact to respect the student’s ideas enough to enter them fully—even more fully than the thinker sometimes—and thus the tact to accept apt but unanticipatable or unique responses.”

### Grade 9 English Language Arts – Narrative / Essay Writing Assignment 2010–2011 Scoring Guide

**FOCUS**

When marking **CONTENT** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider how effectively the student:

- **exposes the topic**
- **establishes a purpose**
- **presents ideas**
- **supports the response**
- **considers the reader**

When marking **ORGANIZATION** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider how effectively the writing demonstrates:

- **focus**
- **coherent order**
- **connections between events and/or details**

When marking **SENTENCE STRUCTURE** appropriate for the Grade 9 Narrative/Essay 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**

When marking **VOCABULARY** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider the:

- **accuracy of the words and expressions**
- **effectiveness of the words and expressions**
- **appropriateness and effectiveness of the voice/tone created by the student**

When marking **CONVENTIONS** appropriate for the Grade 9 Narrative/Essay Writing Assignment, the marker should consider how the student has control of:

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

### CONTENT

<table>
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<th>Score</th>
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</tr>
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<tr>
<td>Excellent (E)</td>
<td>The student's exploration of the topic is insightful and/or imaginative. The student's purpose, whether stated or implied, is deliberate. The ideas presented by the student are perceptive and/or carefully chosen. Supporting details are precise and/or original. The writing is confident and/or creative and holds the reader's interest.</td>
</tr>
<tr>
<td>Proficient (Pf)</td>
<td>The student's exploration of the topic is adept and/or plausible. The student's purpose, whether stated or implied, is intentional. The ideas presented by the student are thoughtful and/or sound. Supporting details are specific and/or apt. The writing is considered and elaborated and draws the reader's interest.</td>
</tr>
<tr>
<td>Satisfactory (S)</td>
<td>The student's exploration of the topic is clear and/or logical. The student's purpose, whether stated or implied, is evident. The ideas presented by the student are appropriate and/or predictable. Supporting details are relevant and/or generic. The writing is straightforward and/or elaborated and occasionally appeals to the reader's interest.</td>
</tr>
<tr>
<td>Limited (L)</td>
<td>The student's exploration of the topic is tenuous and/or simplistic. The student's purpose, whether stated or implied, is vague. The ideas presented by the student are superficial and/or ambiguous. Supporting details are imprecise and/or abbreviated. The writing is uncertain and/or incomplete and does not appeal to the reader's interest.</td>
</tr>
<tr>
<td>Poor (P)</td>
<td>The student's exploration of the topic is minimal and/or tangential. The student's purpose, whether stated or implied, is insubstantial. The ideas presented by the student are overgeneralized and/or underdeveloped. Supporting details are irrelevant and/or scant. The writing is confusing and/or lacks validity and does not interest the reader.</td>
</tr>
<tr>
<td>Insufficient (INS)</td>
<td>The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.</td>
</tr>
</tbody>
</table>

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

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September 1, 2010

**Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be awarded a score of Insufficient.**