

Examples of the Standards for Students' Writing

*From the January 2007
Diploma Examination*

English Language Arts 30-1

*Personal Response to Texts Assignment and
Critical/Analytical Response to
Literary Texts Assignment*



This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	✓
General Public	✓
Others	

Copyright 2007, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Learner Assessment, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this document that do **not** contain excerpted material.

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

Contents

Acknowledgements	ii
Introduction	1
English Language Arts 30–1 January 2007 Writing Assignments	3
Personal Response to Texts Assignment	4
Critical / Analytical Response to Literary Texts Assignment	9
English Language Arts 30–1 Part A: Written Response Standards Confirmation	11
Background	11
Impressions from Standards Confirmation January 2007	12
Examples of Students’ Writing with Teachers’ Commentaries	14
English Language Arts 30–1 Personal Response to Texts Assignment, January 2007	14
English Language Arts 30–1 Critical / Analytical Response to Literary Texts Assignment, January 2007	48
Scoring Categories and Criteria	77

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 us to continue illustrating the standards of writing performance expected in the context of diploma examinations and demonstrate the variety of approaches taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Pam Davies, Gary Dogterom, Jeanette Footz, Jim Forrest, Bill Howe, Martha Howson, Paula Lee, Ric Noble, and Heather Wheatland.

We gratefully acknowledge the contributions made by members of the Humanities Unit and the Document Design and Desktop Publishing Unit of Learner Assessment, Alberta Education.

You can reach us with your comments and questions by e-mail to Barbara.Proctor-Hartley@gov.ab.ca, John.Finnie@gov.ab.ca, or Tim.Coates@gov.ab.ca,

or by regular mail at

Alberta Education
Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

We would be pleased to hear from you.

Introduction

The written responses in this document are examples of English Language Arts 30–1 Diploma Examination writing that received scores of Satisfactory (S), Proficient (Pf), or Excellent (E). These sample responses are taken from the January 2007 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–1 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the January 2007 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2007. The sample papers and the commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student’s work and the criteria.

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

Selection and Use of Sample Papers

The teachers on the Standards Confirmation Committee for the January 2007 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the January 2007 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the January 2007 English Language Arts 30–1 Diploma Examination.

Cautions

1. The commentaries are brief.

The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.

2. Neither the scoring guide nor the assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make.

The student-writing in this document illustrates *just a few of the many* successful organizational and rhetorical strategies used in January 2007.

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

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 for instructional purposes.

Because these papers are illustrations only, and because they are sample responses to a set topic, students must be cautioned not to memorize the content of any of these assignments or to use them when completing classroom assignments or when writing future diploma examinations.

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

Examination markers and staff at Alberta Education take any possibility of plagiarism or cheating seriously. The consequences for students are grave.

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

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

5. For further information regarding student performance on the Part A: Written Response, access the **English Language Arts 30–1 Assessment Highlights** for January and June 2006.
6. Significant changes to the instructions to students' planning pages and the scoring criteria have been made to Part A: Written Response for January and June 2007. For an example of the new format and scoring criteria, access the 2006/2007 **English Language Arts 30–1 Information Bulletin**.

English Language Arts 30–1 January 2007 Writing Assignments

January 2007

English Language Arts 30–1

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–1 Diploma Examination mark and consists of two assignments.

- **Personal Response to Texts Assignment**
Value 20% of total examination mark
- **Critical /Analytical Response to Literary Texts Assignment**
Value 30% of total examination mark

Recommendation: Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing.

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

Instructions

- Complete the Personal Response to Texts Assignment first. The Personal Response to Texts Assignment is designed to allow you time to think and reflect upon the ideas that you may also explore in the Critical /Analytical Response to Literary Texts Assignment.
- Complete **both** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

Carefully read and consider the texts on pages 1 to 4, and then complete the assignment that follows.

from MERCY AMONG THE CHILDREN

The boxes were piled in the back seat and in the trunk. Each box had a present for each child of each house, had a twelve-pound turkey donated by McVicer himself, had preserves and nuts and dark fruitcake from McVicer's own store, and barley toy candy and candy canes for the children.

Most of the houses were off the unpaved shore road, and every house was easy to deliver to except the Voteurs'. That day their father was waiting for us, with a shovel, the crotch of his pants torn out, and wind blowing chimney smoke far up over his head. He did not want a box for himself. He was drunk and was sitting on the porch step awaiting us. At five foot five and 125 pounds, he had the unfortunate name of Samson. The Sheppards were his cousins and the year before had ordered his family to move. Samson and his wife and children had just gotten back in. It was the last house before the reserve.

The bay had made ice, and the waves had frozen in midair. Glassy twilight came with the smell of smoke.

Samson sat here at four o'clock in this waning light of a bitter December afternoon. Seeing the crotch out of his suit pants, his face covered in small pricks of greying beard, I had my first glimpse — my first real glimpse — of a poverty of spirit, and I associated it in my young mind with Abby Porier, with his suit pants too tight.

I knew something about the Voteurs. I knew Cheryl, who was in my class. I knew they had a son, Darren, who was Autumn's age. I knew Diedre Whyne had come to them with the police one October night and the social services had filed a motion against the parents and wanted to bring Cheryl and her sister, Monica, to Covenant House, which Diedre ran for abused girls.

I looked at their wet shingled house smelling of pulp and darkness and the sad scent of smoke, like eggs on raw air. In the house the children looked raggedly from the single-pane windows. You could spy one, if you looked, at every window looking out at us. Cheryl, Monica, and Darren.

Worse than the dark unattended house having no decorations for Christmas, the children had placed one light behind the curtain, and a plastic Santa Claus was stuck to the window of the front door. Their door faced the bay, but like so many rural houses of the poor they were surrounded by land and owned no property, had the bay in front of them and never had a boat.

Continued

"Maybe you should take this box in, Sydney," Father Porier said. There was a moment of silence. I wanted to yell to my Dad not to do it. Then Father sighed, looked over his shoulder, and told me to hand him the box from the back seat with the large boxed doll. Taking the box he got out of the car.

"I'll kill you," the man said.

Never minding this threat, my father walked across the smoke-scented yard as snow began to fall in dreary flakes over the old peaked roof.

Samson stood, raising his shovel as my father walked up the slippery steps, and started to move the handle back and forth four or five inches, as if taking aim with a baseball bat. I thought of the stations of the cross on the church windows as I stared at my father's dark hair and thin neck. If Samson swung he would split my father's head wide open.

"Here Comes Santa" was on the car radio and perhaps, who knows, on the radio inside the forlorn little house.

I suppose at that moment I was too amazed to think of my father as courageous.

The man held the shovel. "Take yer head off," he said as he braced himself.

My father stopped, looked at him, and then continued up the cinder-covered icy steps, duty bound to deliver the damn box of groceries so we could get ours. Father was now at a height where the shovel would cut his head off at the neck, and then a moment later split his skull like a sawdust ball. But still he walked. Samson shouted, backed up, screamed. Still Father moved toward that tiny audience of dejected little faces, a strange Santa Claus bearing gifts.

Then Father stopped before Samson and waited. One moment, then two, then three passed. Suddenly the old spade shovel dropped. Voteur began to cry, and I could see his children watching this horrible Christmas special.

"You don't know what it's like to be taken advantage of, I can't get any money," Samson said. "I don't want to beg — I was a good man once. I had job at McVicer — till the fires."

"I know," my father answered. "That's why I brought you your groceries. I want to tell your children that these are groceries that came to them because of who you are and what you have done for them. It's Christmas — for the children," my father whispered.

Voteur gave a look, as if his face had crumbled, not by the harsh terrible words he had heard against him all his life and the mocking of his size, but by simple compassion.

David Adams Richards

"Extracted from *Mercy Among the Children* by David Adams Richards. Copyright © David Adams Richards 2000. Reprinted by permission of Doubleday Canada."

PERSONAL RESPONSE TO TEXTS ASSIGNMENT
Suggested time: approximately 45 to 60 minutes

The Accident



© Paul Fenniak, courtesy of Forum Gallery, New York.

Paul Fenniak

Dry Loaf

It is equal to living in a tragic land
To live in a tragic time.
Regard now the sloping, mountainous rocks
And the river that batters its way over stones,
Regard the hovels of those that live in this land.

That was what I painted behind the loaf,
The rocks not even touched by snow,
The pines along the river and the dry men blown
Brown as the bread, thinking of birds
Flying from burning countries and brown sand shores,

Birds that came like dirty water in waves
Flowing above the rocks, flowing over the sky,
As if the sky was a current that bore them along,
Spreading them as waves spread flat on the shore,
One after another washing the mountains bare.

It was the battering of drums I heard
It was hunger, it was the hungry that cried
And the waves, the waves were soldiers moving,
Marching and marching in a tragic time
Below me, on the asphalt, under the trees.

It was soldiers went marching over the rocks
And still the birds came, came in watery flocks,
Because it was spring and the birds had to come.
No doubt that soldiers had to be marching
And that drums had to be rolling, rolling, rolling.

Wallace Stevens

Stevens, Wallace. "Dry Loaf." In *Selected Poems*. London: Faber and Faber Limited, 1953.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

You have been provided with three texts on pages 1 to 4. In an excerpt from the novel *Mercy Among the Children*, the narrator's father responds to Samson Votour's outrage with compassion. One interpretation of Paul Fenniak's painting "The Accident" is that it captures the decisive moment between the emotion and the response. In the poem "Dry Loaf," the speaker reflects on moral imperatives in a tragic time.

The Assignment

What do these texts suggest to you about the role self-respect plays in an individual's response to injustice? Support your idea(s) with reference to one or more of the texts presented and to your previous knowledge and/or experience.

In your writing, you must

- use a prose form
- connect one or more of the texts provided in this examination to your own ideas and impressions

CRITICAL / ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT
Suggested time: approximately 1½ to 2 hours

For this assignment, you must focus your discussion on a literary text or texts *other than* the texts provided in this examination booklet.

The Assignment

Consider how an individual's response to injustice has been reflected and developed in a literary text you have studied in English Language Arts 30–1. Discuss the idea(s) developed by the text creator in your chosen text about the role self-respect plays when an individual responds to injustice.

In your planning and writing, consider the following instructions.

- When considering the works that you know well, select a literary text meaningful to you and relevant to this assignment.
- Carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your response.
- As you develop your ideas, support them with appropriate, relevant, and meaningful examples from your choice of literary text(s).

Critical / Analytical Response to Literary Texts Assignment

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

Personal Reflection on Choice of Literary Text

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Additional space is provided for *Personal Reflection on Choice of Literary Text* on page 18.

English Language Arts 30–1 Part A: Written Response Standards Confirmation

Background

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

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

The Standards Confirmation Committee is composed of experienced teachers from representative regions of the province. These teachers work with the Learner Assessment staff responsible for the development, scoring, and results-reporting for each diploma examination. Teacher-members participate over a two-year period and are required to serve as group leaders or markers during at least one of the subsequent marking sessions.

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria and the examples of students' work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the 2006/2007 English Language Arts 30–1 Information Bulletin. During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E) are posted on the Alberta Education web site at www.education.gov.ab.ca in the documents entitled *Examples of the Standards for Students' Writing*.

During the standards confirmation process,

- the appropriateness of the standards set by the examination in relation to students' work is confirmed
- student responses that clearly illustrate the standards in the scoring categories and the scoring criteria are selected and are used when training markers
- rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work are written

Impressions from Standards Confirmation January 2007

Personal Response to Texts Assignment

Preparing to Mark

- When marking a response, markers consciously return to the **Focus** section of the scoring criteria to reorient themselves to the distinction between the two scoring categories. Markers take care to read the students' comments in the **Initial Planning** section, wherein students might indicate their reasoning and intention in choosing a particular prose form.
- Markers review the texts provided in the assignment and reread the prompt and assignment at the start of each marking day. Markers expect that the students' ideas and impressions are informed by the details within the text(s) and the contextual information presented in the preamble. Standards Confirmers found that many students employed greater specificity when using details from the text(s) or, alternatively, when "fleshing out" the text(s) with their own imaginative details.

Choice of Prose Form

- Standards Confirmers observed that many students have developed more confidence in dealing with the strengths and constraints of different prose forms and have often opted to use explicit reference to a text or texts within a creative response. When the markers considered the student's creation of **voice**, the focus was on "the context created by the student in the chosen prose form." Markers also carefully considered the effectiveness of "the student's development of a **unifying effect**." These distinctions are especially significant when assessing creative responses.

Explicit Reference to Text

- Standards Confirmers found that students making explicit references to the texts did so with varying degrees of plausibility relative to the historical context established in the response, and imaginative details that may not have accurately reflected historical fact were understandable. Frequently, markers recognized that, with varying degrees of originality, the fiction created by the student paralleled one or more of the texts provided. Similarity between the premise for the narrative or the student's personal experience and the other texts was understandable given classroom practice and the nature of the assignment.

Implicit Reference to Text

- As in the past, some students did not explicitly support their ideas "with reference to one or more of the texts presented." In some responses, an obvious parallel to the text(s) was apparent, whereas in others an implicit understanding of and connection to the text(s) was evident in the presentation of ideas. The student's exploration of ideas and impressions, however, must address the question in the assignment, and markers must be able to identify the student's inferences and the implicit relationship

between the topic, the texts, and the student's ideas and support. Standards Confirmers observed that, with varying degrees of success, students have found creative ways of *explicitly* representing the relationship linking topic, text reference, and ideas regardless of the chosen prose form. Standards Confirmers suggested that markers might occasionally need to read a student's work more than once to appreciate what a student has attempted and, in fact, accomplished.

Critical / Analytical Response to Literary Texts Assignment

- In the Critical / Analytical Response to Literary Texts Assignment, students employed a number of approaches to fulfill the assignment. The assignment demanded that students choose their literature judiciously to address the ideas that the text creators develop regarding “the role self-respect plays when an individual responds to injustice.” Students chose from a wide variety of literary texts, including film, to support their ideas. Where students elected to use more than one text, Standards Confirmers noted that students did so with varying degrees of familiarity and specificity. In these, as in all cases, markers considered the student's treatment of the texts, the selection and quality of evidence, and how well that evidence was integrated and developed to support the student's ideas.
- Standards Confirmers observed that most students considered the implications of the full assignment and demonstrated an understanding of the effect of self-respect upon an individual's response to injustice. Some students appropriately used a creative approach to organize and express their ideas in a critical and/or analytical manner.

Reminders for Markers

- Check for the literary text(s) selection in the Critical / Analytical Response to Literary Texts Assignment *before* beginning to mark the paper, especially given the increasing number of new texts appearing in student responses in the examination. Students assume that markers have recently taught the literary text(s).
- Markers must consider the student's comments presented in the Personal Reflection on Choice of Literary Text(s) when assessing the scoring category of Supporting Evidence. Some students reveal thoughtful awareness of their purpose in choosing a particular text.

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30–1

Personal Response to Texts Assignment, January 2007

Example 1 Scored Satisfactory (S)

Personal Response to Texts Assignment

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

~~Many people think that~~ ^{on someone} Injustice can result in a person's ability to show compassion even when being treated harshly

Briefly identify what idea you intend to explore.

That people usually choose to show decency and compassion when ~~the~~ treated with injustice

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Analytical perspective

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 1 Scored Satisfactory (S)

Self-Respect and a Response

Different people act different ways to abuse. There are many people that would treat someone poorly after they have been treated poorly. However, there are some instances where a person would realize that it's not them they're angry at but only something in their life. In David Adams Richard's novel, Mercy among the Children, he effectively uses the character response of Sydney and the threat against his life by Samson, to show that some people have enough self-respect to act with compassion when being treated with injustice.

People sometimes take responsibility for something even when they have nothing to gain, only something to lose. The character of Sydney does this. "I'll kill you." the man said." Sydney gets a threat on his life when he is walking up the walkway to generously give this man a box of groceries as a gift, and all he gets in return is a lack of acceptance and outrage. Even when faced with this, Sydney keeps on going because he has the self-respect and generosity towards this man to continue. Sydney stopped before Samson and waited until he dropped the shovel and accepted the box of groceries. Sydney's self-respect towards Samson was rewarded when Samson finally accepted the gift and thanked Sydney. Even though Samson treats Sydney with injustice, Sydney has the self-respect required to make difficult decisions based on what he believes and how he thinks people will act. "That's why I brought you groceries. I want to tell your children that these are groceries that came to them because of who you are and what you have done for them." Sydney says this after Samson accepts the box of groceries. Sydney

(Page 2 of 3)

realizes that Samson is not a bad man only acting on what he believes and for what is in the best interest of his family. Sydney does not judge him for this, but instead he shows compassion towards him and rewards his respect towards himself and his family. Sydney has the ability to get past outrage being acted on him and show compassion.

A response to injustice shows us what kind of person someone is. Whether they have enough self-respect to show compassion, or treat that person the way they treat them, everyone has to make that choice. Compassion and self-respect shows a lot about a character's beliefs and how they will act the rest of their lives.

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–1

SCORING CRITERIA	RATIONALE
Ideas and Impressions (S) The student’s exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student’s ideas and impressions. S	The student’s generalized exploration of the topic is demonstrated in the observation “that some people have enough self-respect to act with compassion when being treated with injustice.” This idea is developed through the straightforward discussion of Sydney and Samson and concludes with “Compassion and self-respect shows a lot about a characters beliefs and how they will act the rest of their lives.” Despite some inconsistencies in the use of the word “self-respect,” the student’s perceptions are relevant, as in “Even when faced with this, Sydney keeps on going because he has the self-respect and generosity towards this man to continue” and in “Even though Samson treats Sydney with injustice, Sydney has the self-respect required to make difficult decisions based on what he believes and how he thinks people will act.” Adequate support clarifies the student’s ideas and impressions as in “Sydney gets a threat on his life when he is walking up the walkway to generously give this man a box of groceries as a gift, and all he gets in return is a lack of acceptance and outrage.” As well, the student’s use of quotations from the novel excerpt provides adequate support for the student’s ideas.

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–1

SCORING CRITERIA	RATIONALE
Presentation (S) The voice created by the student is apparent. Stylistic choices are adequate, and the student’s creation of tone is conventional. The unifying effect is appropriately developed. S	Having chosen an analytic format for the response, the student has created an apparent voice as in “Sydney realizes that Samson is not a bad man only acting on what he believes and for what is in the best interest of his family.” Stylistic choices such as “Sydney does not judge him for this, but instead he shows compassion towards him and rewards his respect towards himself and his family” and “Whether they have enough self-respect to show compassion, or treat that person they way they treat them, everyone has to make that choice” are adequate and create a conventional tone. The unifying effect, established in “some people have enough self-respect to act with compassion when being treated with injustice”, is appropriately developed and culminates in “Sydney has the ability to get past outrage being acted on him and show compassion.”

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Satisfactory (S)

Personal Response to Texts Assignment

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

Samson is reluctant to take the gifts brought
for him and his family, due to his belief
that he is unworthy.

Briefly identify what idea you intend to explore.

You will continue to live a life of
injustice unless you as an individual
have enough self respect to know that
you deserve more.

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Journal entry.

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Satisfactory (S)

Personal Response to Texts Assignment

Planning

Journal entry #1

-bullying, low self esteem, low income family. State the initial mood.

#2

What is happening, help is offered.
turns it down, does not believe he is worth it.

#3

uphoony

reference to the story.

English Language Arts 30-1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Satisfactory (S)

Personal Response to Texts Assignment

Written Work

September 3 2004,

I started school today, but this year it is different grade 10. I'm in high school now. I got to re-invent myself. I turned 15 3 weeks ago, got new "cooler" clothes, a stylish hair cut and even smuck out of the house with make up on. This year has to be different, I will have friends, not let others push me around, and I will let myself be happy. This year will be great I just know it.

September 27, 04

None of it worked, nothing changed. High school is exactly the same as middle school. I can not believe that I tricked myself into believing that it could be different. It will always be the same. all the

English Language Arts 30-1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Satisfactory (S)

Written Work

girls dress differently than I do. I can't afford to dress like that. I thought I had made friends, I met these girls last week, I was really happy to. For the first time I didn't have to eat lunch alone, I had friends call me after school. I felt like I belonged. But nothing good ever lasts. Happiness is, it is fake. It's just like Daddy says, "Some people some families just aren't meant to live like everyone else. We are different." But why did they pretend to be my friend ^{when they were} ~~and~~ all ^{sitting} ~~get~~ together and talking about me. I walked up to them at lunch today, as soon as I got to the table they all stopped talking. They had to be talking about me right? They just had to. I'm just not worth it. Why would anyone want to be my

Example 2 Scored Satisfactory (S)

Written Work

friend. They are all better than
I am anyway.

January 27 05

Holy, it's been 4 months since I
last wrote anything. Life has been
really ~~hectic~~ hectic, with going to
school, home work, drama club,
basketball practice and hanging
out with my friends. I barely
have time for anything. Yes, you
did hear me right though, hanging
out with friends. As it turns
out, they were talking about
me. They were planning me a very
belated surprise party. I guess
they felt bad for me when I
told them I hadn't had a birthday
party since I turned 4. I just
had to give them a chance and
~~that's~~ believe that I am worth
their ~~for~~ friendship.

There is additional space for written work on page 14.

English Language Arts 30-1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Satisfactory (S)

Written Work

Its like, in that novel I read last summer Merry among the children by David Adams Richards. Samson did not believe he deserved the gifts from the church because he was ashamed of himself and his social standing. It wasn't until he let himself believe he was worth it and gained some self respect for himself through the narrator father Sydneys reassurance that he is a good man that Samson was accepting of the churches charity. I couldn't have friendships because I did not believe I was worth one. But I am. As long as I respect myself, and demand it from others, and believe that I am worth something, the injustice I thought I was experiencing ~~that~~ will just be a fragment piece of my past.

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–2

SCORING CRITERIA	RATIONALE
Ideas and Impressions (S) The student’s exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student’s ideas and impressions. S	The student offers a generalized exploration of the topic by using the persona of a Grade 10 girl who writes a series of journal entries about her desire to make friends and, by extension, achieve self-respect. The first entry offers the hopeful assertion: “This year has to be different, I will have friends, not let others push me around, and I will let myself be happy.” This statement provides a context for the narrative that describes three days during the first semester. The persona’s hope for change is deflated initially by a perceived rejection but is then revived by the recognition that her new friends are, in fact, genuine. The persona observes: “I just had to give them a chance and believe that I am worth their friendship.” Perceptions such as “Daddy says, ‘some people some families just aren’t meant to live like everyone else. We are different’” are straightforward and relevant to the notion of a perceived social injustice. Following the discussion of Samson in the final journal entry and the interpretation that he “let himself believe he was worth it and gained some self respect,” the student verges on a thoughtful idea when the persona observes: “I couldn’t have friendships because I did not believe I was worth one. But I am. As long as I respect myself, and demand it from others,” The student recognizes the power of self-respect to transform life. However, the journal entries do not fully support the persona’s contention that she <u>demands</u> respect “from others.” The persona’s sense of self-respect still seems contingent on the opinions of friends who “felt bad for me” or who like her. Support is adequate in clarifying the student’s ideas, whether it be the persona’s perceived injustice, “They had to be talking about me right? They just had to. I’m just not worth it,” or her new social life, “life has been really hectic, with going to school, home work, drama club, basketball practice and hanging out with my friends.”

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—SATISFACTORY–2

SCORING CRITERIA	RATIONALE
Presentation (S) The voice created by the student is apparent. Stylistic choices are adequate and the student’s creation of tone is conventional. The unifying effect is appropriately developed. S	The narrative voice is apparent in such statements as “I turned 15 3 weeks ago, got new ‘cooler’ clothes, a stylish hair cut and even snuck out of the house with make up on” and “Holy, it’s been 4 months since I last wrote anything.” Stylistic choices as in “None of it worked, nothing changed. High School is exactly the same as middle school” and “yes, you did hear me right though, hanging out with friends” are adequate and create a conventional tone. The unifying effect, focussed on the persona’s acquisition of self-worth, is linked to Samson’s change of heart in the assertion that “I couldn’t have friendships because I did not believe I was worth one. But I am.” The student offers a unifying effect that is appropriately developed through an examination of the significant shift in the narrator’s attitude toward her self-worth as represented in the diary entries of September 27th and January 27th.

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 1 Scored Proficient (Pf)

Personal Response to Texts Assignment

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

Mercy Among the Children - self-respect in the face of
injustice vs self-pity in the face of injustice

Briefly identify what idea you intend to explore.

Self-respect - how people deal with and cope
with tragedies, accidents and/or injustices

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Personal Essay

Personal Response to Texts Assignment, January 2007

Example 1 Scored Proficient (Pf)

It's Christmas- for the Children

Personal Response

There are different ways to deal with adversity, injustice, and tragedy, and the way that a person deals with these issues depends on who they are as a person and what their personality is like. In the excerpt from "Mercy Among the Children," the author explores how easily one can lose respect, and in turn, self- respect, when a situation goes awry and also how easily one can rediscover self- respect when shown compassion instead of sympathy or pity.

In "Mercy Among the Children," Samson used to be a proud man, with a job, that did not need help from others. After the fires broke out, it appears that he had lost his job, and was ridiculed by other townspeople. Underneath the hard exterior and the alcohol, Samson still retained his pride, or attempted to, and by taking help from Father Porier, he feels that he is losing who he knows himself to be.

Self-respect is a driving force in an individual's life; it is what keeps a person going, when faced with a problem. A person would rather be seen as a fighter instead of someone who would curl up into a ball and allow someone to fend for them. Samson wanted to be the person that was a fighter, and when he was faced with the option of not having a Christmas for his children, or taking the box from Porier, it was a difficult decision for him to make. In the end, Samson realized that to be a fighter, to have some self- respect, he would have to swallow some of his pride, and allow his children to have the decent Christmas that they deserved.

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 1 Scored Proficient (Pf)

Sometimes, in a person's life, they lose someone or something that is very special to them and they stop wanting to fight. When a close committed suicide three years ago, I wanted to just quit everything, to curl up and let the world go on around me, but in the end, I realized that this was something I could not do. The choice my friend made was not my choice, and the pain that her death caused was an injustice, to both those around her and to her own memory in those peoples lives, as she had always been the cheery, happy-go-lucky one of the group. I could very well have given up, retreated into my own little world, but my self-respect held me back from doing that. Instead, I try to live my life to the fullest, and to appreciate every moment, because life is too short to feel sorry for yourself, and even when horrible things happen, you have to just pick yourself up, and continue down the path that you have already chosen for yourself.

Self-respect is a powerful tool in life. It motivates some people to better themselves, and to try to make past wrongs right, and to carry on, even when things get tough. In "Mercy Among the Children," it took someone handing Samson just an ounce of respect and for someone to show compassion rather than sympathy for him to rediscover his own self-respect. Self-respect is necessary for all people, as it drives them to be just that much better of a person.

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—PROFICIENT–1

SCORING CRITERIA	RATIONALE
Ideas and Impressions (Pf) The student’s exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student’s ideas and impressions. Pf	The student purposefully uses the excerpt from <i>Mercy Among the Children</i> as well as a personal anecdote to launch into an exploration of how an injustice may cause one to lose or gain self-respect. As an opening statement, the student notes, “how easily one can lose respect, and in turn, self-respect, when a situation goes awry and how easily one can rediscover self-respect when shown compassion instead of sympathy or pity.” The student begins with the thoughtful perception that a “person would rather be seen as a fighter instead of someone who would curl up into a ball and allow someone to fend for them.” This observation leads to the idea that “Samson wanted to be the person that was a fighter,” which is connected to the considered personal anecdote, “When a close committed suicide three years ago, I wanted to just quit everything, to curl up and let the world go on around me, but in the end, I realized that this was something I could not do.” The student provides specific support by understanding that, “Underneath the hard exterior and the alcohol, Samson still retained his pride, or attempted to, and by taking help from Father Porier, he feels that he is losing who he knows himself to be.” The student strengthens the idea by relating a personal experience: “The choice my friend made was not my choice, and the pain that her death caused was an injustice, to both those around her and to her own memory in those peoples lives.”

**English Language Arts 30–1 January 2007
Personal Response to Texts Assignment**

EXAMPLE PAPER—PROFICIENT–1

SCORING CRITERIA	RATIONALE
Presentation (Pf) The voice created by the student is distinct. Stylistic choices are specific and the student’s creation of tone is competent. The unifying effect is capably developed. Pf	The student creates a distinct voice by first using the excerpt as a way of setting a meaningful context for a personal experience. The student illustrates this voice in, “After the fires broke out, it appears that he had lost his job, and was ridiculed by other townspeople.” The analysis shifts to a personal voice when the student presents a related experience, “I could very well have given up, retreated into my own little world, but my self-respect held me back from doing that.” Stylistic choices are specific throughout this response; for example, “In the end, Samson realized that to be a fighter, to have some self-respect, he would have to swallow some of his pride, and allow his children to have the decent Christmas that they deserved.” The student’s creation of tone is competent as in “Self-respect is a powerful tool in life. It motivates some people to better themselves, and to try to make past wrongs right, and to carry on, even when things get tough.” The student capably develops a unifying effect by detailing the excerpt and the personal response and pulling them together in the conclusion, “In ‘Mercy Among the Children,’ it took someone handing Samson just an ounce of respect and for someone to show compassion rather than sympathy for him to rediscover his own self-respect. Self-respect is necessary for all people, as it drives them to be just that much better of a person.” <i>Please note: The student’s confusion of the character of <u>Father</u> Porier with the narrator’s <u>father</u>, Sydney, is an acceptable, not a telling, error in an examination situation.</i>

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Proficient (Pf)

Personal Response to Texts Assignment

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

In "The Accident", the woman appears to be compromising her emotions and self-worth, and will use these factors to react to her situation.

Briefly identify what idea you intend to explore.

How she responds, what the outcome was, how she responded affected the outcome of her circumstances. how her response affected the outcome of her circumstances.

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Newspaper article.

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Proficient (Pf)

Article from The Boston Press

By Don Rants

Bicycle Accident Leaves One Injured

At around 2:30 p.m. Saturday afternoon, police responded to an accident that involved a speeding motor vehicle colliding with a woman riding her bicycle. Seventeen-year-old Alice Evans was riding her bike westbound on Lakeview Boulevard, when a blue sedan came southbound around a corner and struck her back tire. She was thrown from her bike and landed several meters away from the place of impact. She walked away with only bruises to her left leg, which had gotten tangled in her tire spokes. Evans stated that the driver of the vehicle got out of his car and started to curse at her, saying it was her fault. "I didn't know what to say. I was so shocked about what just happened that I just stood there in disbelief. Here

was the man who had just ran me over, now saying vulgar and terrible things?"

Alice said that she had seen a story about verbal abuse on a television show the night before. It had given tips on how to react to these kinds of situations, such as acting just as important as the other person, and to stand your ground. "He walked towards me, still calling me names, and I politely said to him that there was an easy way to solve this – by calling the police. He continued belittling me, saying that women are stupid and shouldn't be allowed on the road, but I didn't believe any of it, just as the television program had said."

Evans then asked the man if he would stop yelling at her and also for him to calm down. He then asked her what she was going to do about it. Evans took her

(Page 2 of 3)

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Proficient (Pf)

cell-phone out of her backpack and called the police. The man then ran back to his vehicle and sped off, but not fast enough for Alice to write down his license plate number.

Evans waited at the scene for police to arrive and gave them the information about the events that had just taken place. Shortly after the accident, police found the blue sedan in front of a home in Manor Estates, just five blocks away from the scene. Gerald Holmes, 39, was arrested for hit-and-run, as well as driving under the influence of alcohol. In a turn of events, the producer of the program, that Evans had seen and gotten vital information from, was actually Holmes.

Some are saying that Alice Evans is a role model and hero for all women who have been abused, or are being abused. They believe that through her example, women can become more empowered to

stand up for themselves, or for somebody that they know who is experiencing abuse. "I don't think I'm a hero of any kind," says Evans, "I just have a lot of self-respect for myself, and I think all women should have the same sort of respect for themselves."

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—PROFICIENT–2

SCORING CRITERIA	RATIONALE
Ideas and Impressions (Pf) The student’s exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student’s ideas and impressions. Pf	The student creates, as a prose form, a newspaper article based on the visual “The Accident” to explore purposefully the importance of self-respect when facing injustice. The reporter establishes the context by beginning the article with a summary of events: “At around 2:30 p.m. Saturday afternoon, police responded to an accident that involved a speeding motor vehicle colliding with a woman riding her bicycle.” The reporter then adds human interest by quoting the bicyclist: “I was so shocked about what just happened that I just stood there in disbelief. Here was the man who had just ran me over, now saying vulgar and terrible things?” Later, when further evidence is revealed, the reporter shifts to a more editorial tone. The reporter’s discovery of new information leads to a thoughtful and considered perception of the irony that “Gerald Holmes, 39, was arrested for hit-and-run, as well as driving under the influence of alcohol. In a turn of events, the producer of the program, that Evans had seen and gotten vital information from, was actually Holmes.” The support found in “It had given tips on how to react to these kinds of situations, such as acting just as important as the other person, and to stand your ground,” and “Shortly after the accident, police found the blue sedan in front of a home in Manor Estates, just five blocks away from the scene” are specific and strengthen the student’s ideas and impressions.

**English Language Arts 30–1 January 2007
Personal Response to Texts Assignment**

EXAMPLE PAPER—PROFICIENT–2

SCORING CRITERIA	RATIONALE
Presentation (Pf) The voice created by the student is distinct. Stylistic choices are specific and the student’s creation of tone is competent. The unifying effect is capably developed. Pf	The student creates the distinctive voice of a newspaper reporter by opening with, “Seventeen-year-old Alice Evans was riding her bike westbound on Lakeview Boulevard, when a blue sedan came southbound around a corner and struck her back tire.” This voice then shifts to a more personal and editorial tone with, “They believe that through her example, women can become more empowered to stand up for themselves, or for somebody that they know who is experiencing abuse.” Specific style choices create a competent tone when the reporter writes, “Evans stated that the driver of the vehicle got out of his car and started to curse at her, saying it was her fault” and “The man then ran back to his vehicle and sped off, but not fast enough for Alice to write down his license plate number.” The unifying effect is capably developed by gradually building from the conflict surrounding the accident: “He continued belittling me, saying that women are stupid and shouldn’t be allowed on the road, but I didn’t believe any of it, just as the television program had said,” to her subsequent reflection that “‘I don’t think I’m a hero of any kind,’ says Evans, ‘I just have a lot of self-respect for myself, and I think all women should have the same sort of respect for themselves.’”

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 1 Scored Excellent (E)

Personal Response to Texts Assignment

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

The excerpt from "Mercy Among the Children" → How
Samson Votaur was poor but was still too
proud initially to take the box

Briefly identify what idea you intend to explore.

How self-respect isn't pride; it's doing
what is best for your life

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

3 paragraph Analytical

(Page 1 of 3)

Example 1 Scored Excellent (E)

The shovel buried his pride

Throughout life we all experience many fluctuations in our fortune. Sometimes we are completely content and other times we hope and pray for better luck. We can't always get what we want though; in this world there are many injustices beyond our control that can hinder our path to happiness. What separates most of us is the manner in which we respond to these obstacles. We have no way of changing these circumstances that lay beyond the boundaries of our control, so the best we can do is adapt as necessary.

In the excerpt from Mercy Among the Children, we witness the injustice of Samson Votour's substantial monetary and spiritual poverty. He was unemployed, drunk and a sad sight with the "crotch out of his suit pants" and three sad little children peeking out the windows. Because of his unfortunate circumstances he knew he was at a dark point in his life but when the narrator's father comes bearing gifts of pity he demonstrates his idea of self-respect by violently objecting with his pride and a spade shovel flailing in the air. Mr. Votour is too proud to accept charity from anyone until the narrator's father responds to the injustice he sees within this poor man with "compassion". The angry Votour is intimidating to the charitable man with his obvious rage "but still he walked", knowing that even haughtiness must break some day. After the narrator's father's simple yet dazzling display of truly human kindness and bravery, Samson Votour breaks down and finally admits his problems showing true self-respect through honesty to himself and those around him. When Samson let the shovel drop from his hands, along with it dropped his pride and inability to move forward. From this symbolic action we see him take the first steps to the regeneration of his spirit and fortune through the realisation that

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 1 Scored Excellent (E)

the need for a change is in order. He gave up his pride and found true self-respect by accepting a gift that would do his family a large favour.

We see through this change in Samson that our initial pride-filled response to situations where we cannot persevere alone gets us nowhere and that true self-respect is accepting help when we're faced with unfair situations in life. Through this confrontation, the narrator's father looks past Samson's façade of protests and outrage to unearth a part of his human side that many would not be brave enough to look for. From this we see that self-respect is a valuable possession and that Samson's fight to keep it shows just how important it is. When we face similar situations that leave us feeling unjustly wronged we must look past our stubborn pride and respect our selves by accepting the help that is offered. This acceptance gets us that much closer to rebuilding our path to the happiness in life that we strive to reach.

**English Language Arts 30–1 January 2007
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT—1

SCORING CRITERIA	RATIONALE
Ideas and Impressions (E) The student’s exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student’s ideas and impressions. E	The idea that “We have no way of changing these circumstances that lay beyond the boundaries of our control, so the best we can do is adapt as necessary” initiates an insightful exploration of the topic. Through a confident and discerning analysis, the student successfully uses the extended metaphor of the shovel, beginning with the title “The shovel buried his pride,” then moving to such lines as “with his pride and a spade shovel flailing in the air,” “When Samson let the shovel drop from his hands,” and “The narrator’s father looks past Samson’s façade of protests and outrage to unearth a part of his human side that many would not be brave enough to look for.” Support such as “The angry Votour is intimidating to the charitable man with his obvious rage ‘but still he walked,’ knowing that even haughtiness must break some day” and “He gave up his pride and found true self-respect by accepting a gift that would do his family a large favour,” is precise. The subtle recognition that “From this symbolic action we see him take the first steps to the regeneration of his spirit and fortune through the realisation that the need for a change is in order” aptly reinforces the student’s ideas and impressions.

English Language Arts 30–1 January 2007
Personal Response to Texts Assignment

EXAMPLE PAPER—EXCELLENT–1

SCORING CRITERIA	RATIONALE
Presentation (E) The voice created by the student is convincing. Stylistic choices are precise and the student’s creation of tone is adept. The unifying effect is skillfully developed. E	The student’s analytical voice, evident in “Through this confrontation, the narrator’s father looks past Samson’s façade of protests and outrage to unearth a part of his human side that many would not be brave enough to look for,” is convincing. Stylistic choices, as demonstrated in “After the narrator’s father’s simple yet dazzling display of truly human kindness and bravery, Samson Votour breaks down and finally admits his problems showing true self-respect through honesty to himself and those around him,” are precise. The student’s adept creation of tone is shown in the statement “We see through this change in Samson that our initial pride-filled response to situations where we cannot persevere alone gets us nowhere and that true self-respect is accepting help when we’re faced with unfair situations in life.” The student skillfully develops a strong unifying effect by beginning with the idea that “We can’t always get what we want though; in this world there are many injustices beyond our control that can hinder our path to happiness” and building to the reflection that “When we face similar situations that leave us feeling unjustly wronged, we must look past our stubborn pride and respect our selves by accepting the help that is offered.” As well, the unifying effect is skillfully developed through the extended metaphor of the shovel.

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Excellent (E)

Personal Response to Texts Assignment

Initial Planning

Your initial planning will assist markers in identifying the text or texts to which you are responding.

For each text you will reference, briefly identify the central idea that is most relevant to what you intend to explore.

Text - Mercy Among the Children
Central Idea → Samson's self-respect was shattered because
of the injustices of poverty, this response would impact
his children as would the act of compassion that Sydney showed.

Briefly identify what idea you intend to explore.

The impact this event (the bumper) as well as living
in poverty has had on Cheryl (the narrator knows her
from school)

State your choice of prose form. You may respond using a personal, creative, or analytical perspective. Do not use a poetic form.

Creative (1st person narrative)

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Excellent (E)

Personal Response Assignment:

That day that my father accepted the hamper of food from McVicar changed us; that day changed me. It is always strange to see a parent during a moment of vulnerability; they always seem so strong, ^{seem to exactly} and ~~like they~~ know what they're doing. But there it was – the man that everyone had been afraid of, the man that lived his life like a bear caged by the degrading bars of poverty, there he was with tears streaming down his face. It didn't take a man twice his size to bring out that kind of reaction, but it was just a dark haired man, just a skinny man. It's difficult to describe exactly what happened in that moment when my father's entire disposition changed. I saw his frailty of trying to make ends meet for so many years. I saw how tired he had become, and with what a struggle he tried to protect the last shreds of his self-respect with. Seeing him beside that small, dark haired man, I saw just how much of himself had been lost. Injustices often turn our good view of the world right onto its head, ^{and} for my father poverty was the greatest injustice that he had ever had to face. Poverty is not like murder, or a fire destroying your house, but in fact it is like all of these combined. It destroys your home. It kills the happiness in your family; it in fact destroys your family. I stayed away for so many nights listening to my father drinking and yelling at whoever else was downstairs, he tried so relentlessly to wall off the part of his mind that was showing him what a mess everything had become. I heard my mother crying in her bedroom; she didn't have any idea how we would pay our bills or how we would pay back our loan from the bank. My sister, Monica, and Darren, my brother, and myself, faced all of these tribulations. We carried these injustices to school with us. When we opened our lunches, trying not to draw attention to the fact that there was no food, poverty was there. I thought about it, ^{when sat at} ~~when~~ my father ~~opened~~ his

(Page 2 of 4)

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Excellent (E)

I believe he thought about it.

lunch ~~box~~, he saw poverty too. ¹We were all oppressed, and finally submitted to whatever it was that had made our lives so difficult. I knew that this was true, but I never saw it until Sydney delivered the box with the turkey in it. When you see life, tears, in someone that has been so hardened by trying to keep the world out, you begin to understand that poverty, injustice, has killed them. They are breathing. They may still live in the world with those who are living. The truth is, though, they have turned inside themselves and all that the world sees is the hard plates of a shell. Self-respect is one of those things where you can try, and try to keep it, but then one day you look at yourself, and you realize that somehow it slipped away from you, somehow you've grown a shell. At least for my father it was that way. But that hamper, in some way it changed my father, and in that way all our lives began to change. I believe that he began to understand that he needed to find his self-respect if only for the sake of my sister, my brother, and I. Sydney made him understand that. I will not lie and say that my life is what many people would call normal, but it is better, and that in itself is a gift from God. He asked my mother to sew up his pants, and he went down to the corner store, borrowed the paper, and went to job interviews. After years of unemployment, he got a job stocking shelves at the supermarket. My father is a working man, combing his hair, and putting on a carefully washed uniform, and making money stocking shelves. My family doesn't have to face poverty for lunch, but instead we have food – food that we don't have to eat as we duck behind the lids of our lunch boxes. Life is changing, but this time it is not getting worse, it is getting better.

I'll never forget that Christmas. I will never forget seeing the injustices of my family being as plain as the tears on my father's face. Most importantly, though, I will

(Page 3 of 4)

English Language Arts 30–1
Personal Response to Texts Assignment, January 2007

Example 2 Scored Excellent (E)

never forget that man, that bravely brought the hamper up to our door, and gave my father the compassion and the justice that rekindled his self-respect. I will never forget that man that changed our lives.

**English Language Arts 30–1 January 2007
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
Ideas and Impressions (E) The student’s exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student’s ideas and impressions. E	The student’s fictional exploration of the impact of poverty on Cheryl and her family moves insightfully from the acknowledgement that “Injustices often turn our good view of the world right onto its head, and for my father poverty was the greatest injustice that he had ever had to face” to the point where Samson “began to understand that he needed to find his self-respect if only for the sake of my sister, my brother, and I.” Perceptions such as “We were all oppressed, and finally submitted to whatever it was that had made our lives so difficult” and “Self-respect is one of those things where you can try, and try to keep it, but then one day you look at yourself, and you realize that somehow it slipped away from you, somehow you’ve grown a shell” are confident and discerning. Support is precise and aptly reinforces the student’s ideas and impressions in examples such as “When we opened our lunches, trying not to draw attention to the fact that there was no food, poverty was there” and “My family doesn’t have to face poverty for lunch, but instead we have food – food that we don’t have to eat as we duck behind the lids of our lunch boxes.”

**English Language Arts 30–1 January 2007
Personal Response to Texts Assignment**

EXAMPLE PAPER—EXCELLENT–2

SCORING CRITERIA	RATIONALE
Presentation (E) The voice created by the student is convincing. Stylistic choices are precise and the student’s creation of tone is adept. The unifying effect is skillfully developed. E	The reflective narrative voice created by the student is convincing as evident in “It is always strange to see a parent during a moment of vulnerability; they always seem so strong, and seem to know exactly what they’re doing” and “I will never forget seeing the injustices of my family being as plain as the tears on my father’s face.” Stylistic choices such as “But there it was – the man that everyone had been afraid of, the man that lived his life like a bear caged by the degrading bars of poverty, there he was with tears streaming down his face” and “My sister, Monica, and Darren, my brother, and myself, faced all of these tribulations. We carried these injustices to school with us” are precise and contribute to a consistently adept tone. The unifying effect of Cheryl’s reflections on the changes in her family and particularly in her father is skillfully developed and concluded: “Most importantly, though, I will never forget that man, that bravely brought the hamper up to our door, and gave my father the compassion and the justice that rekindled his self-respect.”

Example Scored Satisfactory (S)

Discuss the idea developed by the text creator in your chosen text about the role self-respect plays when an individual responds to injustice.

In life, when responding to injustice, everyone makes decisions based on their self-respect. It is part of human nature to respond to injustice in different ways than others. In literature, self-respect plays a huge role in how an individual responds to injustice. In Ken Kesey's "One Flew over the Cuckoo's Nest", the author puts a huge emphasis on the role that self-respect plays when an individual responds to injustice. When responding to injustice, one's self respect determines how one responds to injustice. In "One Flew over the Cuckoo's Nest", this is shown through the character of McMurphy.

In the play, the character of McMurphy is shown as a very idealist and self-respecting character. When McMurphy comes to the hospital, he is shown as a very smart and self-respecting person. Unlike the other patients, McMurphy has self respect for himself and that is why he is able to see the injustice that Ratched is doing to the patients. McMurphy sees that the patients are getting very bad treatment, and his self-respect cannot allow that to continue. McMurphy sees through Ratched's plans, and he won't allow it to happen. McMurphy aims to do whatever he can to take down Ratched because his self-respect will not allow him to see any more of such injustice.

For McMurphy, it's unbearable to see the patients so weak and with no self respect. The patients have been weakened by the control Ratched and cannot see the injustice that Ratched

Example Scored Satisfactory (S)

is putting them through. Because of a lack of self-respect, the patients always do what they are told. The patients think of themselves as very low beings and that no one wants them because they lack self-respect. McMurphy refuses to take orders from Ratchet because his self-respect is strong enough to give him the determination to take down Ratchet. Although McMurphy knows that he is going to make life much harder for himself, he continuously denies orders and tries to give some sort of self-respect to the patients.

To McMurphy, the only way that the patients could get better is to obtain some level of self-respect and to do that they must defy orders. When McMurphy sees that self-respect can make the patients better, he takes them to the fishing trip, so that they could gain some confidence and self-respect. When McMurphy takes the patients to the fishing trip, he knows that he is going to be in big trouble, but his self-respect sees this makes him take the punishment so that the injustice could be over. During the fishing trip, the patients gain confidence, and self-worth, and they think the way McMurphy does. After the trip, the patients begin to regain their self-respect and start defying orders. McMurphy's self-respect makes him fight the injustice that Ratchet is putting them through, even though it costs him his own life.

To respond to injustice, one must have a great deal of self-respect. In literature, self plays a huge role in fighting injustice. This is clearly shown through the character of McMurphy. McMurphy's self-respect cannot allow him to watch the patients get treated the way they do and forces him to act upon the injustice that Ratchet is putting them through.

One is entitled to respond to injustice in different ways than others based on their nature of self-respect.

(Page 2 of 2)

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Thought and Understanding (S) Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible. S	The student establishes the straightforward idea that “In life, when responding to injustice, everyone makes decisions based on their self-respect.” Further ideas about <i>One Flew over the Cuckoo’s Nest</i> such as “McMurphy is shown as a very smart and self-respecting person” and “McMurphy’s self-respect cannot allow him to watch the patients get treated the way the do and forces him to act upon the injustice that Ratchet is putting them through” are relevant and straightforward, demonstrating a generalized comprehension of the literary text and the topic. The literary interpretations that “the patients are getting very bad treatment, and his self-respect cannot allow that to continue” and that “McMurphy’s self-respect makes him fight the injustice that Ratchet is putting them through, even though it costs him his own life” are general but plausible.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Supporting Evidence (S) Support is general, adequate, and appropriately chosen to reinforce the student’s ideas in an acceptable way but occasionally may lack persuasiveness. A reasonable connection to the student’s ideas is suitably maintained. S	Supporting evidence such as the description of the patients as receiving “very bad treatment,” being “so weak and with no self respect,” and doing “what they are told” is general, adequate, and chosen appropriately to reinforce the student’s ideas in an acceptable way. Occasionally, support lacks persuasiveness as in the generalized example of the “fishing trip”: “During the fishing trip, the patients gain confidence, and self worth, and they things the way McMurphy does.” Although the support is general, a reasonable connection to the student’s idea that “self-respect plays a huge role in how an individual responds to injustice” is suitably maintained through discussions of how McMurphy’s response to injustice differs from the responses of the rest of the patients and how “self respect can make the patients better.”

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Form and Structure (S) A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter. S	The student provides a straightforward arrangement of ideas and details, beginning with a discussion of how “McMurphy has self-respect for himself and that is why he is able to see the injustice that Ratchet is doing to the patients,” and followed by emphasis on how the “patients have been weakened by the control” of Ratchet. Then the student moves to a discussion of McMurphy’s response, noting how he “refuses to take orders,” and that “When McMurphy sees that self-respect can make the patients better, he takes them to the fishing trip.” This arrangement of ideas and details provides a direction for the discussion that is developed appropriately. The controlling idea is presented in the introduction: “When responding to injustice, one’s self respect determines how one responds to injustice” and “this is shown through the character of McMurphy.” This controlling idea is maintained generally through three supporting paragraphs that expand on the notion that the patients’ “lack of self-respect” is addressed by McMurphy’s “idealist and self-respecting character,” when he “takes them to the fishing trip, so that they could gain some confidence and self respect.” Although the case made for the influence of self-respect on one’s response to injustice is consistent throughout much of the paper, the concluding sentence, “One is entitled to respond to injustice in different ways than others based on their nature of self-respect,” arguably demonstrates that coherence falters.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Matters of Choice (S) Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to the creation of a conventional composition with an appropriate voice. S	Choices of diction, such as “bad treatment,” “take down Rachet,” “low beings,” and “this makes him take the punishment” are adequate. Syntactic structures as in “In literature, self-respect plays a huge role in how an individual responds to injustice” are straightforward, but attempts at complex structures may be awkward, such as “When McMurphy takes the patients to the fishing trip, he knows that he is going to be in big trouble, but his self respect sees this makes him take the punishment so that the injustice could be over.” Sentences such as “Although McMurphy knows that he is going to make life much harder for himself, he continuously denies orders and tries to give some sort of self-respect to the patients” and “To McMurphy, the only way that patients could get better is to obtain some level of self respect and to do that they must defy orders” provide evidence that stylistic choices contribute to the creation of a conventional composition with an appropriate voice.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—SATISFACTORY

SCORING CRITERIA	RATIONALE
Matters of Correctness (S) This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors; however, the communication remains clear. S	The student primarily uses simple and compound sentences such as “McMurphy sees through Ratchet’s plans, and he won’t allow it to happen” and “To respond to injustice, one must have a great deal of self-respect” that demonstrate control of the basics of correct sentence construction, usage, grammar, and mechanics. Some sentences, such as “In ken Kessey’s ‘One Flew over the Cuckoo’s nest’, the author puts a huge emphasis on the role that self-respect plays when an individual responds to injustice” and “The patients think of themselves as very low beings and that no one want them because the lack self-respect”, reveal occasional lapses in control and minor errors; however, the communication remains clear.

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, January 2007

Example Scored Proficient (Pf)

Critical / Analytical Response to Literary Texts Assignment

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

Personal Reflection on Choice of Literary Text

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

vanessa realizes that Chris never had a response to the
~~problem~~ injustice that would painfully strike like
a knife piercing a heart and as a result of this he
slowly sank deeper into the mud.
"Slowly, slowly, hours of the night."

Additional space is provided for *Personal Reflection on Choice of Literary Text*
on page 18.

When ~~Chris~~ goes back to Hollow Creek

Example Scored Proficient (Pf)

Sinking Deep Into The Mud Of Night

Injustice can be found anywhere in the world, but the way a person responds to this injustice in the form of self-respect varies greatly from one person to the next. Some people's self-respect soars when they are faced with injustice, while some people falter when there is injustice that strikes upon them like a knife painfully stabbing them in the heart. In the short story, *Slowly, Slowly, Horses Of the Night*, written by Margaret Laurence, the main character Chris is a beautiful example of losing all self-respect when injustice is thrown his way.

Chris is 15 years old when he moves from his ranch in Shallow Creek to live at the Brick House in Manawaka to go to high school. Walking in that day from the train station wearing a white shirt, a tie, and grey trousers, he gets ridiculed by his Grandfather Connor, who says things such as, "Wilf's a no good farmer up north." Wilf is Chris's father. Instead of Chris standing up for his father and himself, he just sits there and goes completely blank. Vanessa, Chris's six year old cousin who also lives in the Brick House, knows what Grandfather Connor is like and how he can be so cruel and degrading to one's self-respect, tries to close the door that separates the kitchen from the living room. Grandmother Connor, wearing a mauve apron over her bottle green dress and a cameo brooch of Moses or God, tells Vanessa to leave the door open.

Example Scored Proficient (Pf)

Sinking Deep Into The Mud Of Night

While, living at the Brick House, Chris and Vanessa build a strong and meaningful relationship. They have fun together and Chris, with his powerful imagination, makes her beautiful “wildly prancing midget men” out of pipe cleaners and puts on puppet shows for her. He even makes her a miniature leather saddle with criss cross lines on it, which is the brand of his ranch in Shallow Creek. He tells her all about his beautiful horses, Firefly and Dutchess, which he says could easily be race horses with a little bit of training. He also tells her stories about the mysteriously wondrous lake that his ranch is located on. Vanessa believes that, even though, Grandfather Connor puts Chris down often, he still somehow manages to keep his self-respect high.

Chris lives in Manawaka for three years, just long enough to graduate from high school. With dreams of becoming a civil engineer, he realizes his one small problem, money. He doesn't have enough money to get intensive training from a University and Grandfather Connor will not be of any help to the “no good” Chris this time. So with this, Chris packs up all his things. Vanessa helps him pack and while doing so, Chris says to her, “I got this theory, see, that you can do anything at all, anything, if you really set your mind to it.” Chris believed this theory to be true to such a degree that made living his life within reality almost impossible. When anyone would put him down he wouldn't fight back, he would just go to his dreams. It was there that all his self-respect was.

Example Scored Proficient (Pf)

Sinking Deep Into The Mud Of Night

In reality, he had no self-respect. He thought as badly of himself as Grandfather Connor would have made anyone else feel, if he had said the same things to them as he had said to Chris. Chris's response to injustice was to go to his fantasy world, because there everything was perfect and he could build things such as the "Golden Gate Bridge." In reality he moved to Winnipeg and was hired to do some small jobs. Some of these jobs included, going door-to-door selling Vacuum cleaners, Country Guide magazines, and wool socks. When he took the job of selling vacuum cleaners, he went to Manawaka to visit with Vanessa and the rest of the family that was living at the Brick House. It had been two long years since he had been there and when he entered the Brick House he was wearing a cheap, worn looking, navy-blue serge suit.

With his navy-blue serge suit and his low-end paying jobs he hopes to save enough money to be able to pay his way through university himself because he does not want to give up on his dreams. He does not want to face his reality and have to lose all of his self-respect. Eventually, though, he ends up going back to his ranch in Shallow Creek.

The death of Vanessa's father brings great sadness to the Brick House and, Vanessa's mother, in a desperate attempt to find peace for her daughter, arranges for Vanessa to go to Shallow Creek to visit her aunt, uncle, and cousins. When Vanessa arrives there she is shocked at what she sees. The place was not at all the way that Chris

Example Scored Proficient (Pf)

Sinking Deep Into The Mud Of Night

had described to her. With no beautiful race horses, only Floss and Trooper, which were Chris's unattractive plow horses, Vanessa was finally able to know Chris's reality and sympathize with him greatly. She now, knew that Chris really did not have much self-respect if he had to lie about his real world.

With all hope of university long forgotten, Chris joins the army and heads off to war. He writes Vanessa a letter and when Vanessa receives the letter, she opens it and begins to read the words that he had etched onto the paper. So sad, yet, truthful to his reality was the statement, "They could force my body to march and even to kill, but what they didn't know was that I'd fooled them. I didn't live inside it anymore." Vanessa knew that this letter was "the final heartbreaking way that he had always had of distancing himself from reality." Vanessa doubts that he will find his self-respect, while he is still able to do so mentally.

A short six months later Vanessa received a phone call from Chris's mother saying that he had been admitted to a State Mental Hospital due to a mental breakdown he had during the war. With the beautiful miniature saddle in one hand and the letter that he had written her six months earlier, she places them in a box and closes the lid. Vanessa realizes that Chris never had a response to the cruel injustice that would painfully strike him like a knife piercing a heart and as a result of this he slowly sank deeper into the mud, the same as the horses in the night.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Thought and Understanding (Pf) Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible. Pf	The student’s ideas are thoughtful in a discussion of how “Some people’s self-respect soars when they are faced with injustice, while some people falter.” From this opening statement, the student moves to the considered controlling idea that “the main character Chris is a beautiful example of losing all self-respect when injustice is thrown his way.” A competent comprehension of the relationship between the literary text and topic is demonstrated in the movement from the idea that “When anyone would put him down he wouldn’t fight back, he would just go to his dreams. It was there that all his self-respect was” to the sensible interpretation “In reality, he had no self-respect.” The thoughtful idea that Vanessa “knew that Chris really did not have much self-respect if he had to lie about his real world” is further demonstrated with Vanessa’s revealing interpretation that she “doubts that he will find his self-respect, while he is still able to do so mentally.” A competent comprehension is also exhibited when the student concludes that Vanessa understands “that Chris never had a response to the cruel injustice” and “as a result of this he slowly sank deeper into the mud.”

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Supporting Evidence (Pf) Support is specific and well chosen to reinforce the student’s ideas in a persuasive way. A sound connection to the student’s ideas is capably maintained. Pf	Support is specific and well chosen to reinforce the student’s ideas in a persuasive way. To demonstrate Chris’s pattern of response “when injustice is thrown his way,” the student chooses specific details as in “Instead of Chris standing up for his father and himself, he just sits there and goes completely blank.” To illustrate Chris’s struggle to reconcile his own dreams with the realities of the world, the student makes the sound connection that “With his navy-blue serge suit and his low-end paying jobs he hopes to save enough money to be able to pay his way through university himself because he does not want to give up on his dreams” and then, finally, “With all hope of university long forgotten, Chris joins the army and heads off to war.” A sound connection to the student’s ideas is also capably maintained through the choice of examples, which clearly balance Chris’s slow deterioration from “a white shirt a tie and grey trousers” to “a cheap, worn looking, navy-blue serge suit” with Vanessa’s maturation from trying “to close the door” to protect Chris until she finally “places them in a box and closes the lid” when she “realizes that Chris never had a response to the cruel injustice.”

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Form and Structure (Pf) A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. The unifying effect or controlling idea is coherently sustained and presented. Pf	The purposeful arrangement of ideas and details contributes to a controlled discussion of the idea that “some people falter when there is injustice that strikes upon them like a knife.” The student develops the discussion capably by tracing Chris’s progress from hopeful perseverance to acts of resigned desperation. Chris “manages to keep his self-respect high,” “realizes his one small problem, money,” “ends up going back to his ranch in Shallow Creek” and finally “joins the army and heads off to war.” The unifying effect is coherently sustained and presented through Chris’s responses to his perceived injustices: “he just sits there and goes completely blank,” “I got this theory, see, that you can do anything at all, anything, if you really set your mind to it” and “They could force my body to march and even to kill, but what they didn’t know was that I’d fooled them. I didn’t live inside it anymore.”

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Matters of Choice (Pf) Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to the creation of a considered composition with a capable voice. Pf	Diction is specific as in “the mysteriously wondrous lake,” “he would just go to his dreams,” and “the words that he had etched onto the paper.” Syntactic structures are generally effective as in “in a desperate attempt to find peace for her daughter,” “with all hope of university long forgotten, Chris joins the army,” and “With the beautiful miniature saddle in one hand and the letter that he had written her six months earlier, she places them in a box and closes the lid.” Stylistic choices, such as “Grandfather Connor will not be of any help to the ‘no good’ Chris this time” and “The death of Vanessa’s father brings great sadness to the Brick House,” contribute to the creation of a considered composition with a capable voice.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—PROFICIENT

SCORING CRITERIA	RATIONALE
Matters of Correctness (Pf) This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances. Pf	Competence in control of correct sentence construction, usage, grammar, and mechanics is evident in “Grandmother Connor, wearing a mauve apron over her bottle green dress and a cameo brooch of Moses or God, tells Vanessa to leave the door open” and “They have fun together and Chris, with his powerful imagination, makes her beautiful ‘wildly prancing midget men’ out of pipe cleaners and puts on puppet shows for her.” Minor errors in complex language structures are understandable considering the circumstances.

Example Scored Excellent (E)

Critical / Analytical Response to Literary Texts Assignment

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text you have chosen.

Literary Text and
Text Creator

Hamlet

William Shakespeare.

Personal Reflection on Choice of Literary Text

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text as support for your response. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Hamlet poses such nobility and self-respect that his response to the injustice committed against his father, his kingdom and himself is complex. It shows that having self respect is strong; as Hamlet poses can keep one from acting impulsively. It causes one to carefully consider his actions and in the end, feel that the actions he has undertaken can be justified; that he has done right.

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, January 2007

Example Scored Excellent (E)

Critical / Analytical Response to Literary Texts Assignment

The play is thing wherein
I'll catch the conscience
of the King. *Planning*

Example Scored Excellent (E)

Critical/Analytical Response to Literary Texts Assignment

Self Respect in Response to Injustice in Hamlet

Often the word injustice is used in the process of explaining one's behaviors or actions when dealing with a situation in which a wrong has been committed against that person. Prejudice is often brought into an argument in which one must rectify irrational or hurtful behavior by trying to validate his actions based upon a previous wrong committed. In William Shakespeare's play, Hamlet, the idea of injustice and the actions the protagonist, Hamlet, carries out as a result are explored. We are able to observe that when a wrong is committed against a person, they then feel as if they have validation to use any means necessary to correct this wrong, and how adhering to one's sense of self respect can allow one to find a sense of justice in a situation that began with injustice.

At the beginning of the play, Hamlet, Prince of Denmark, and heir to the throne, finds himself in an unthinkable situation. Returning home from University in Wittenberg, he has found his father to be deceased and his uncle to have taken over the throne which rightfully belonged to him. Having been raised as the heir to the throne of the kingdom of Denmark, Hamlet feels that he has been cheated out of a kingdom that was once guaranteed to be his. However, it is more than simply the fact that Hamlet's uncle, Claudius has assumed the throne. As an added dagger, Hamlet's mother has married Claudius. Besides being considered inappropriate and incestuous, Hamlet feels as though she has betrayed his father in a manner that cannot be forgiven. He sinks into a state of great melancholy, wishing that his "too too-solid flesh would melt." It is only his fear of

Example Scored Excellent (E)

the after life and hell, the very idea that god has “fix’d his canon against self slaughter”, that keeps Hamlet from committing suicide at this point in his life.

It is a late night visit from a spirit that has taken the form of Old Hamlet that pulls Hamlet from his initial depression. Hamlet learns from the ghost of his father that a great injustice has been committed against the entire kingdom, not to mention the prince and his now-deceased father who has come seeking revenge for the atrocity against him. Upon hearing the ghost’s words that it was not the threat of the Norwegians attacking Denmark, but rather Claudius’ insatiable thirst for power which lead him to murder his own brother and usurp the throne, Hamlet is left with the feeling that a great wrong has been committed against both his father and himself. It is this sense that a great wrong has been committed that allows Hamlet to push aside his depression, driven by a greater sense that the wrong must be corrected. It is the ghost’s urging and Hamlet’s self respect that allow him to see that in order to maintain a sense of who he is, Hamlet must find a way to rectify the situation and make things right once again in the Kingdom of Denmark.

Hamlet, being the noble mind that he is, finds that he cannot just go upon the word of a ghost whom he doubts the origin of. It is the dignity that Hamlet possesses that drives him to first seek proof of the ghost’s origins and to seek proof that the words the ghost has told him about the murder of his father are true. Unlike some other men, this sense of pride allows the prince to refrain from acting rashly, and therefore morally destroying himself. He cannot justify killing an innocent man and thus Hamlet seeks to

English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, January 2007

Example Scored Excellent (E)

prove that Claudius did commit the murder so that he may then have reason to carry through the revenge that the ghost seeks.

Hamlet uses his immense intelligence to carefully construct an intricate plan of deception to gain the knowledge he needs to dispatch of Claudius in a manner that he feels fits the crime. Feigning madness, Hamlet is able to effectively isolate himself from the royal court in order to learn the truth. He does not want to act rashly, and thus feels morally obligated to first gain all of the details before acting. The clever use of Hamlet's re-written version of a play performed by a traveling theater group immediately "catch[es] the conscience of the king". As Hamlet was looking for such a response from his uncle, he now knows that the words of the ghost are true.

But Hamlet still feels that he cannot just dispatch of the murderer who now sits upon the throne. He knows that to do so would be committing treason. Simply murdering Claudius would not make Hamlet any better than Claudius himself. If he were to quickly dispatch the king without regarding his morals, Hamlet would feel as though he had sunk below the level of a man who was willing to poison his own brother. Instead, Hamlet feels as though he must attempt to rise above his "slings and arrows" and conceive the perfect revenge; one in which the punishment must fit the crime.

Through his relationship with Ophelia, we are able to see that Hamlet is willing to sacrifice the one he loves in order to carry through on his obligation to correct the wrongs he has been dealt. Although there is strong evidence that Hamlet loves Ophelia enough to

Example Scored Excellent (E)

marry her despite going against the usual political marriages that a king must make, he gives up his relationship in order to further his plan of revenge. Hamlet feels as though he cannot even compromise his sense of obligation to himself in order to save Ophelia. The madness that he feigns drives her away, ironically causing Ophelia to actually become mad. Even at this point, Hamlet will not compromise himself in order to help the woman he loves. He allows her to perish in order to maintain the self respect he has that commands him to follow through on his obligation to his father and to the kingdom.

Although there are instances in the play upon where Hamlet's self respect is compromised, he is able to overcome these when he once again focuses on the task he set out to accomplish. In the church scene, Shakespeare illustrates how the compelling need for revenge almost compromises Hamlet's entire character. After hearing Claudius admit to the murder, there is much temptation for Hamlet to slaughter him on the spot, ending his procrastination and quickly putting an end to the calculated waiting the prince has done in order to preserve his own integrity. It is this integrity and respect for himself that allows Hamlet to refrain from his instincts and allows him to wait in order for the opportunity to accomplish his perfect revenge.

Finally, when Hamlet realizes that his own life is about to be ended by wounds inflicted by a poisoned rapier; in a duel set up by Claudius, Hamlet knows that he can procrastinate no longer. The time for revenge has come, and in order to take his self respect to the grave, he must act. After he has completed the task undertaken, and Claudius is slaughtered, Hamlet's dying words to a friend are those to make sure that his

English Language Arts 30–1

Critical / Analytical Response to Literary Texts Assignment, January 2007

Example Scored Excellent (E)

story is told, words to allow others in the kingdom to see that the treason he committed was justified, that in killing Claudius, Hamlet did right by himself, right by his father and right by the kingdom.

The idea that a person's sense of self respect can govern their actions and lead them to follow a path in which they feel morally justified is evident in Shakespeare's play. Shakespeare uses the protagonist, Hamlet, and the nobility that he possesses to illustrate how maintaining one's sense of morals allows him to rationalize his actions and thus not feel as though he has committed some kind of massive wrong himself. It also shows how one's self respect can govern him to rise above the adversity of the situation presented before him. When one truly believes that he is correcting an injustice, he is able to do anything that must be done to make the situation right.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Thought and Understanding (E) Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating. E	Ideas such as the notion that “in order to maintain a sense of who he is, Hamlet must find a way to rectify the situation and make things right once again in the Kingdom of Denmark” are insightful and carefully considered. The student’s recognition that “It is this sense that a great wrong has been committed that allows Hamlet to push aside his depression, driven by a greater sense that the wrong must be corrected,” and that “Hamlet’s dying words to a friend are those to make sure that his story is told, words to allow others in the kingdom to see that the treason he committed was justified” demonstrate a comprehension of subtle distinctions in the literary text. Literary interpretations that it is “the self respect he has that commands him to follow through on his obligation to his father and to the kingdom” and that “maintaining one’s sense of morals allows him to rationalize his actions and thus not feel as though he has committed some kind of massive wrong himself” are perceptive and illuminating. The student offers interpretations, such as Hamlet’s feeling that his uncle has “taken over the throne which rightfully belonged to him” or that “Hamlet is willing to sacrifice the one he loves,” while perhaps debatable, provides evidence that the student has, to quote Rosenblatt, “read something and thought about it” rather than “given an adult’s ‘correct’ answer.”

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Supporting Evidence (E) Support is precise and astutely chosen to reinforce the student’s ideas in a convincing way. A valid connection to the student’s ideas is efficiently maintained. E	The student provides numerous examples of support, such as the description of how Hamlet, in response to the injustices around him, “sinks into a state of great melancholy, wishing that his ‘too too-solid flesh would melt’” and that it is “only his fear of the after life and hell, the very idea that god has ‘fix’d his canon against self slaughter’, that keeps Hamlet from committing suicide,” that are precise and astutely chosen to reinforce the student’s ideas in a convincing way. The student provides a valid connection between examples of the various injustices—how Hamlet feels “he has been cheated out of a kingdom,” how his mother “has betrayed his father,” and how “a great wrong has been committed against both his father and himself”—and the ideas of how and why Hamlet refuses to act until he “truly believes that he is correcting an injustice” and “how adhering to one’s sense of self respect can allow one to find a sense of justice in a situation that began with injustice.” This logical connection is efficiently maintained.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Form and Structure (E) A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. The unifying effect or controlling idea is effectively sustained and integrated. E	The student demonstrates a judicious arrangement of ideas and details related to the dilemma facing Hamlet and how he ultimately resolves his conflicted mind. The organic structure, moving seamlessly from one detail to the next, contributes to a fluent discussion, developed skillfully from an examination of the “unthinkable situation” Hamlet faces at the beginning of the play and how he “learns from the ghost of his father that a great injustice has been committed against the entire kingdom,” and how his “self respect” (also referred to as his “noble mind,” “dignity,” “pride,” and “integrity”) prevents him from immediately addressing “the compelling need for revenge” until the point at which “in order to take his self respect to the grave, he must act.” The controlling idea that “how one’s self respect can govern him to rise above the adversity of the situation presented before him” is effectively sustained and integrated throughout the paper, culminating with Hamlet’s recognition that killing Claudius is “morally justified.”

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Matters of Choice (E) Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to the creation of a skillful composition with a convincing voice. E	Precise diction is demonstrated in sentences such as “Prejudice is often brought into an argument in which one must rectify irrational or hurtful behaviour by trying to validate his actions based upon a previous wrong committed” and the “madness that he feigns drives her away, ironically causing Ophelia to actually become mad.” Syntactic structures, such as the parallelism demonstrated in the phrase “that in killing Claudius, Hamlet did right by himself, right by his father and right by the kingdom,” are effective and sometimes polished. Stylistic choices, as evidenced in lines such as “As an added dagger, Hamlet’s mother has married Claudius,” “Unlike some other men, this sense of pride allows the prince to refrain from acting rashly, and therefore morally destroying himself,” and “Instead, Hamlet feels as though he must attempt to rise above his ‘slings and arrows’ and conceive the perfect revenge; one in which the punishment must fit the crime,” contribute to the creation of a skillful composition with a convincing voice.

English Language Arts 30–1 January 2007
Critical / Analytical Response to Literary Texts Assignment

EXAMPLE PAPER—EXCELLENT

SCORING CRITERIA	RATIONALE
Matters of Correctness (E) This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances. E	Sentences, such as “If he were to quickly dispatch the king without regarding his morals, Hamlet would feel as though he had sunk below the level of a man who was willing to poison his own brother” and “Although there is strong evidence that Hamlet loves Ophelia enough to marry her despite going against the usual political marriages that a king must make, he gives up his relationship in order to further his plan of revenge,” demonstrate confidence in control of correct sentence construction, usage, grammar, and mechanics. Given the complexity and length of the response, errors found in sentences such as “Finally, when Hamlet realizes that his own life is about to be ended by wounds inflicted by a poisoned rapier; in a duel set up by Claudius, Hamlet knows that he can procrastinate no longer,” are forgivable. Overall, the relative absence of error is impressive.

Scoring Categories and Criteria

Scoring Categories and Scoring Criteria for 2006–2007 Personal Response to Texts Assignment

Because students' responses to the *Personal Response to Texts Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Personal Response to Texts Assignment* on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

... the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Markers will also consider Grant P. Wiggins' suggestion that we should 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."

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Ideas and Impressions (10% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 2.1 2.2 2.3 4.1

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

- the student's **exploration** of the topic
- the student's **ideas** and **reflection**
- **support** in relation to the student's ideas and impressions

Excellent

E

The student's exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student's ideas and impressions.

Proficient

Pf

The student's exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student's ideas and impressions.

Satisfactory

S

The student's exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student's ideas and impressions.

Limited

L

The student's exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student's ideas and impressions.

Poor

P

The student's exploration of the topic is minimal. Perceptions and/or ideas are underdeveloped and/or irrelevant. Support is lacking and/or unrelated to the student's ideas and impressions.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign Insufficient when

- the student has written so little that it is not possible to assess Ideas and Impressions **OR**
- the marker can discern no evidence of an attempt to address the task presented in the assignment.

**Scoring Categories and
Scoring Criteria for
2006–2007
Personal Response to
Texts Assignment
(continued)**

Presentation (10% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 3.1 3.2 4.1 4.2

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

- **voice** in relation to the context created by the student in the chosen prose form
- **stylistic choices** (including quality of language and expression) and the student's creation of **tone**
- the student's development of a **unifying effect**

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

Excellent

E

The voice created by the student is convincing. Stylistic choices are precise and the student's creation of tone is adept. The unifying effect is skillfully developed.

Proficient

Pf

The voice created by the student is distinct. Stylistic choices are specific and the student's creation of tone is competent. The unifying effect is capably developed.

Satisfactory

S

The voice created by the student is apparent. Stylistic choices are adequate and the student's creation of tone is conventional. The unifying effect is appropriately developed.

Limited

L

The voice created by the student is indistinct. Stylistic choices are imprecise and the student's creation of tone is inconsistent. The unifying effect is inadequately developed.

Poor

P

The voice created by the student is obscure. Stylistic choices impede communication and the student's creation of tone is ineffective. A unifying effect is absent.

**Scoring Categories and
Scoring Criteria for
2006–2007
Critical / Analytical
Response to Literary
Texts Assignment**

Because students' responses to the *Critical / Analytical Response to Literary Texts Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Critical / Analytical Response to Literary Texts Assignment* on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

... the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Markers will also consider Grant P. Wiggins' suggestion that we should 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."

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Thought and Understanding (7.5% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 2.1 2.2 4.1 4.2

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

- how effectively the student's **ideas** relate to the assignment
- the quality of the **literary interpretations** and **understanding**

Excellent

E

Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.

Proficient

Pf

Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.

Satisfactory

S

Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.

Limited

L

Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.

Poor

P

Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign Insufficient when

- the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence **OR**
- no reference has been made to literature studied **OR**
- the only literary reference present is to the text(s) on the examination **OR**
- the marker can discern no evidence of an attempt to address the task presented in the assignment.

**Scoring Categories and
Scoring Criteria for
2006–2007
Critical / Analytical
Response to Literary
Texts Assignment
(continued)**

Supporting Evidence (7.5% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 2.3 3.2 4.1 4.2

When marking **Supporting Evidence**, the marker should consider

- the **selection** and **quality** of evidence
- how well the supporting evidence is **integrated, synthesized,** and/or **developed** to support the student's ideas

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

Excellent

E

Support is explicit, precise, and deliberately chosen to reinforce the student's ideas in an effective and judicious way. A strong connection to the student's ideas is maintained.

Proficient

Pf

Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student's ideas in a logical and clear way. A clear connection to the student's ideas is maintained.

Satisfactory

S

Support is appropriate, general, and adequately reinforces the student's ideas but occasionally may lack persuasiveness and/or consistency. A straightforward connection to the student's ideas is maintained.

Limited

L

Support is repetitive, contradictory, and/or ambiguous, and may be inappropriate or merely a restatement of what was read. The connection to the student's ideas is vague and/or unclear.

Poor

P

Support is irrelevant, overgeneralized, and/or lacking. The support, if present, is largely unrelated to any idea(s) that may be present.

**Scoring Categories and
Scoring Criteria for
2006–2007
Critical / Analytical
Response to Literary
Texts Assignment
(continued)**

Form and Structure (5% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 2.2 3.1 4.1 4.2

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

- a **coherent, focused, and shaped** discussion in response to the assignment
- a **unifying effect** or a **controlling idea** that is developed and maintained

Excellent

E

An effective arrangement of ideas and details contributes to a fluent and shaped discussion that is developed skillfully. The unifying effect or controlling idea is consistently sustained and integrated.

Proficient

Pf

A purposeful arrangement of ideas and details contributes to a competent and controlled discussion that is developed capably. The unifying effect or controlling idea is coherently sustained and presented.

Satisfactory

S

A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.

Limited

L

A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is not deliberately developed. A unifying effect or controlling idea is inconsistently maintained.

Poor

P

A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent.

**Scoring Categories and
Scoring Criteria for
2006–2007
Critical / Analytical
Response to Literary
Texts Assignment
(continued)**

Matters of Choice (5% of total examination mark)

Cross-Reference to the *Program of Studies for
Senior High School English Language Arts* 4.2

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

- **diction**
- choices of **syntactic structures** (such as parallelism, balance, inversion)
- the extent to which **stylistic choices** contribute to the creation of **voice**

Excellent

E

Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice.

Proficient

Pf

Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice.

Satisfactory

S

Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with an appropriate voice.

Limited

L

Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Inadequate language choices contribute to a vague composition with an undiscerning voice.

Poor

P

Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled and/or unintelligible. A lack of language choices contributes to a confused composition with an ineffective voice.

**Scoring Categories and
Scoring Criteria for
2006–2007
Critical / Analytical
Response to Literary
Texts Assignment
(continued)**

Matters of Correctness (5% of total examination mark)

Cross-Reference to the *Program of Studies for
Senior High School English Language Arts* 4.2

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

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

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

Excellent

E

This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.

Proficient

Pf

This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.

Satisfactory

S

This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. However, the communication remains clear.

Limited

L

This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.

Poor

P

This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.