

Examples of the Standards for Students' Writing

English Language Arts 30–2

From the January 2012 Diploma Examination

- Visual Reflection Assignment
- Literary Exploration Assignment
- Persuasive Writing in Context Assignment

Government
of Alberta ■

Alberta ■

This document was written primarily for:

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

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Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed us to continue defining the standards of writing performance expected in connection with diploma examinations and demonstrating 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: **Chris Llewellyn, Deidre Murphy, Geoff Parker, Kjirsten Wilson, Lynn Hemming, Margaret Lewis, Richard Wagner, and Ryan Cancilla.**

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

You can reach us with your comments and questions by email to Philip.Taranger@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 30–2 Diploma Examination writing that received scores of *Satisfactory* (S), *Proficient* (Pf), or *Excellent* (E). These sample responses are taken from the January 2012 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–2 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the January 2012 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2012 and 2012. 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 2012 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 2012 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 2012 English Language Arts 30–2 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 in January 2012.

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 and not to use them when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any possibility of plagiarism or cheating seriously. The consequences for students are grave.

The *approaches* taken by students at the *standard of excellence*, not their words or ideas, are what students 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 ways of developing an individual voice and engaging the reader in ideas and forms that the student has considered.

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.

January 2012

English Language Arts 30–2

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 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I:
Visual Reflection**
Value 10% of total examination mark
- **Assignment II:
Literary Exploration**
Value 25% of total examination mark
- **Assignment III:
Persuasive Writing in Context**
Value 15% of total examination mark

Instructions

- Complete all **three** 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.

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

ASSIGNMENT I: VISUAL REFLECTION

Suggested time: 30 to 40 minutes

The top photograph is of a recreational water park in Mumbai, India. The bottom one is a close-up of women gathering drinking water in Ethiopia.



John Stanmeyer/ VII



Lynn Johnson/National Geographic Stock

Lynn Johnson/National Geographic Stock

ASSIGNMENT I: VISUAL REFLECTION

Examine the photographs on page 2. Reflect upon the ideas and impressions suggested by the photographs.

The Assignment

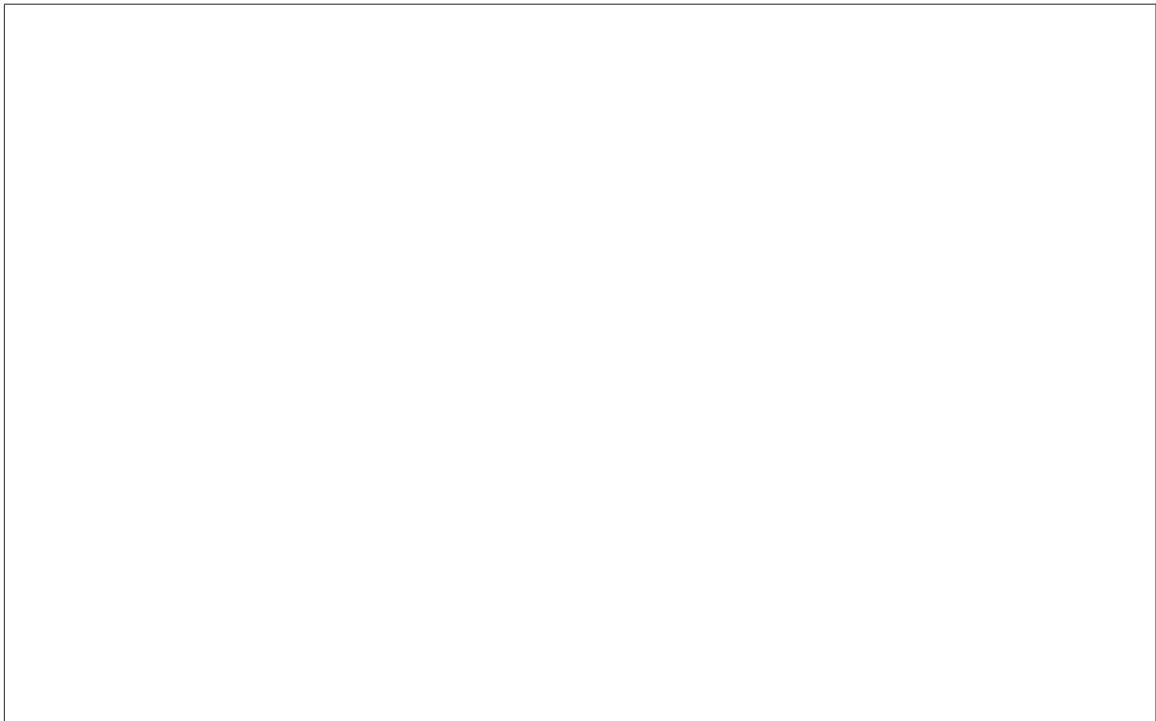
What ideas and impressions do the photographs suggest to you? Consider the context, and develop your response by referring to the photographs.

In your writing, you may respond personally, critically, and/or creatively.

You must

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- consider how you can create a strong *unifying effect*

Initial Planning



ASSIGNMENT II: LITERARY EXPLORATION

Suggested time: 70 to 80 minutes

Read the following excerpt from a biography and complete the assignment that follows.

from ALWAYS LOOKING UP

I hate to say it, but I know parents who regard their children as instruments to be played. It's all a matter of what strings to pull and how finely they're tuned. I see them, to extend the metaphor, more as jukeboxes. Put in your two bits, maybe give them a bit of a nudge to get them going, but nine times out of ten, if you're lucky, they're going to play their own tune. That has consistently been the thrill for Tracy and me. To discover what they've discovered, to hear them recount their joys and successes, to let them have full ownership of all they've accomplished, and credit themselves for what they've learned, is the best and easiest part of parenting for me.

It's much harder, however, to let them own their failures and disappointments. The truth is, of course, that you have no choice. To some extent, the load can be shared, but it can never entirely be taken away.

This experience will be familiar to any parent, and Tracy and I have been through it with our four kids at least a dozen times: crouching in a bathroom at three o'clock in the morning, holding a damp cloth to the forehead of a young child who, having no idea what just hit him or her, retches from a kneeling position into the toilet bowl, simultaneously shivering and sweating. The drama will probably be reprised three or four times over the course of the night. No one will get any sleep. The sheets are off the bed in a sticky rumpled pile by the washing machine because the first time it happened you were too groggy to realize why the kid was waking you so urgently. Between purges, you pop in a thermometer to see if the fever has broken. The younger the age, the more you ache for the child. All the while, you supply a running commentary: "I know, baby. It's all right. Almost done. This is the last time. It'll be okay."

But this isn't what you want to say. What you really want is to rock your head back and shout... "please, give it to me. Let me take it." But you don't do that, because you can't do that. It doesn't work that way.... Those of us who are blessed to have children... can at least appreciate these late nights in the bathroom as relatively gentle reminders that you can't take away your child's pain. You can only be present, be aware, be responsive, be compassionate, and love that child with everything you have.

Of course, my forty-seven years, my childhood, the ups and downs of my career, my experience with and ultimate surrender to alcohol, my diagnosis and subsequent life with Parkinson's disease, as well as everything before, after, and in between, have taught me something about resiliency. No matter how well intentioned, if I somehow convinced my children that I could remove their problems and relieve their pain, spare them the ups and downs of life, I'd be doing them a huge disservice.

Michael J. Fox

From the book *ALWAYS LOOKING UP* by Michael J. Fox. Copyright © 2009 Michael J. Fox. Reprinted by permission of Hyperion. All rights reserved.

The Assignment

In this excerpt, the author describes how parents have a natural desire to spare their children from hardship, but he also recognizes that it is essential for individuals to experience life's challenges in order to grow and mature.

What is your opinion of the idea that the ability to face hardship is an essential human quality?

You **must**

- discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character
- ensure the details you select support your opinion of the idea that the ability to face hardship is an essential human quality
- present your ideas in *prose*

You **should**

- reflect upon your own knowledge and/or experience and/or the reading selection provided
- use the *Initial Planning* section on page 11 to help you plan your response. Carefully consider your *controlling idea* or how you will create a *strong unifying* effect
- select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2
- organize your discussion so that your ideas are clearly and effectively presented

Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 10 and write your controlling idea below.

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen _____

Literary Text(s) and Author(s) _____

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.

ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT

Suggested time: 40 to 50 minutes

Read the situation described below and use it to complete the assignment that follows.

The Situation

The Prosper Town Council is considering a proposal to close the town's only movie theatre. Supporters of the proposal cite declining attendance and the potential to redevelop the site. Those opposed believe that the theatre is a valuable cultural resource and has the potential to become even more so.

In deciding whether to accept the proposal, the Prosper Town Council has invited concerned individuals to make their views known. You are Kerry Sinclair, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 22 and 23). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the Prosper Town Council either to **ACCEPT or **REJECT** the proposal to close the movie theatre.**

In preparing your speech or letter, BE SURE TO

- study the information on the following pages
- consider your purpose and audience
- present a clear argument that explains the reasons behind your decision
- use an appropriate tone

Remember that you must clearly and directly choose either to **accept** or to **reject** the proposal.

PROSPER THEATER MEMORANDUM.PDF

MEMORANDUM

TO: Prosper Town Council **File: 0156 – C67**

FROM: Councilor Stan Coates

DATE: January 2, 2012 **SUBJECT: Aurora Theatre Closure**

PURPOSE

The purpose of this memo is to outline a proposal to permanently close the Aurora Theatre, located at 1701 Enterprise Way, Prosper, Alberta.

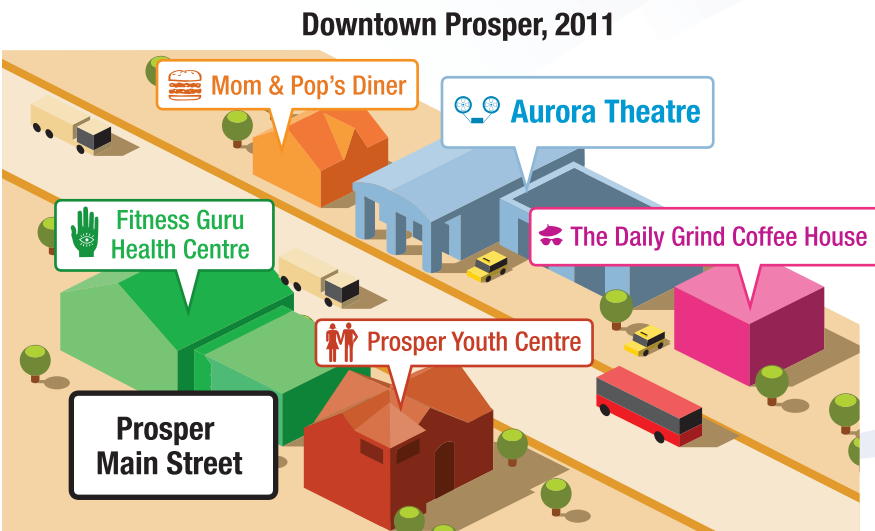
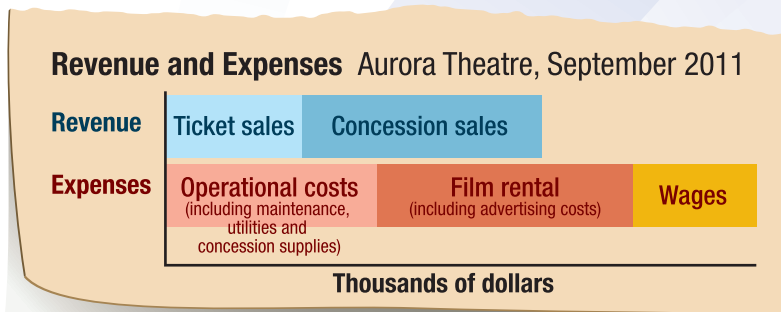
BACKGROUND

Prosper Town Council assumed the operation of the Aurora Theatre from its retiring owners three years ago as a temporary measure.

PROPOSAL

The proposal calls for the closure of the Aurora Theatre by the end of the year. If this proposal is adopted, the town would then sell the land and building at auction to the highest bidder.

APPROVED AGENDA ITEM **7B-1**



FASTPOLL RESULTS BLOG

FastPoll.com

Do you think Prosper Town Council should close the Aurora Theatre?

Results

Yes, the Aurora Theatre should be closed.

Males	Percentage
13-17	69%
18-29	61%
30-49	31%
50+	26%

Females	Percentage
13-17	61%
18-29	52%
30-49	23%
50+	18%

Comments

User: **getreal354** (Jessica Slevinsky) ["quote"](#) [edit](#)

That building is so old my grandparents watched silent movies in it :-) LOL tear it down & build something useful

User: **barrelofun49** (Sue Chan) ["quote"](#) [edit](#)

I luv hanging out with my friends at the theatre. It's one of the only fun places left 2 go in town.

User: **freddy888** (Frederick Oman) ["quote"](#) [edit](#)

Hey, did you see that great 24 hour horror flick marathon @ the AURORA?

User: **redtech123** (Red Watts) ["quote"](#) [edit](#)

i just bought a new eSlate – why would i pay \$\$ for a ticket to a movie i can download for free?



PROSPER PRATTLER • E-NEWS

Prosper prattler

News
Gossip
Blog

Arts council opposed to theatre closure

The Prosper Arts Council has come out firing at town council's proposal to close the venerable Aurora Theatre. "This building is more than a landmark that has stood for 75 years," says Sally Sinclair. "It is incredibly short-sighted of the town to close this facility. Why wouldn't we consider additional such uses for the theatre rather than shutting it down?"

PROSPERO PLAYERS

HOME
EVENTS
CONTACT
ACTORS

The
Prospero Players
present:
Grease
A Fundraiser event
Jan 27th & 28th 7:00pm
Prosper High School Gymnasium
Help us find a new performance space!

ESLATE
19:00

HITT.com
News
Video
Pics

Click link for more information

[Restaurant seeks prime Prosper location](#)
Leading American burger chain Baileys looks to open their latest franchise in Prosper if a central location can be found. ↗

★★★★☆

[High-speed internet on Prosper's horizon](#)
After years of slow and intermittent internet service, communications service provider LinxPlus is set to bring reliable high-speed service to Prosper and area "before the end of the year" says a company spokesman. ↗

★★★★☆

[Mom and Pop's Diner celebrates](#)
In recognition of the Aurora Theatre's 75th anniversary and their own 35 years on Main Street, Arthur and Myrtle Wheatland will extend a "sweet" thank-you to Aurora Theatre goers. Patrons will receive a free dessert with every movie ticket purchased throughout the month of February. ↗

★★★★☆

25
31
15
88

3 YEAR ACADEMIC STUDY

Academic Journal
News
Studies
Journals

Abstract (from an academic journal)

The Canadian Psychological Association has published the results of a three year study on changing socialization patterns among the nation's youth.

Highlights of the study include:

- A confirmed upward trend in anti-social behaviour linked to the rapidly rising popularity of texting, on-line gaming and the use of social networking websites.
- A statistical confirmation that 65% of youth aged 10-17 engage in these activities an average of 4.5 hours per day.
- A warning that activities that are seen to be "social" are in fact deeply isolating, and these activities are replacing traditional sites of social interaction such as theatres, arenas, playgrounds, parks, and sports fields.

English Language Arts 30–2

Part A: Written Response

Standards Confirmation

Background

For all diploma examination scoring sessions, Assessment Sector staff use a process called *Standards Confirmation* to establish and illustrate expectations for students' work in relation to the scoring criteria, as well as 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 the demands of the [*Program of Studies for Senior High School English Language Arts*](#) and with 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 of 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 Assessment Sector 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 [*2011–2012 English Language Arts 30–2 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 website at education.alberta.ca in the documents entitled [*Examples of the Standards for Students' Writing*](#).

Members of the Standards Confirmation Committee

- confirm the appropriateness of the standards set by the examination in relation to students' work
- select student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- write rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work

Impressions of Standards Confirmers

January 2012

Assignment I: Visual Reflection

The intent of the visual prompt is to provide both an initial point of entry for all students and the widest possible range of opportunities for pursuing a variety of ideas and impressions. The photographs of people enjoying the water park in Mumbai, India and women gathering drinking water in Ethiopia provided various starting points for student reflections, and students responded in a variety of ways. Most students noted that the photograph illustrated the contrast between two different realities, and often discussed contrasts between these different ways of life. Many students focused on the nature of the contrast between people who struggle to obtain sufficient water for survival and those who can afford to view it as a luxury. Students also discussed the disparity in quality of life that exists in the world, and often noted their own state of relative privilege compared to people in poorer countries. Philosophical responses tended to focus on larger issues of wealth and poverty and the values and attitudes that shape life on earth. There are also a significant number of creative responses, with the most common forms being first-person narratives and letters. As always, students' understanding of particular cultural and geographical realities will vary, and students may make statements that are oversimplified or incorrect. Such assumptions and statements do not necessarily affect the quality of the responses.

Assignment II: Literary Exploration

The reading selection from Michael J. Fox's autobiography *Always Looking Up* was engaging to students on various levels, and the topic question on the idea that the ability to face hardship is an essential human quality was shaped by students in a variety of ways. Some focused primarily on hardships that are faced by particular individuals, while others concentrated on the ability or inability to prevail in the face of hardships, challenges, or difficulties. Students discussed their ideas about the topic in relation to personal observations, their own experiences, and literature and film studied in ELA 30–2. Unifying effects were varied: some students chose to focus primarily on literature, while others developed responses that focused on particular hardships they have faced in their own lives. Students occasionally chose to discuss more than one piece of literature. The nature of this topic also elicited a variety of personal experiences involving friends and family and the influence of others on our lives. Markers are reminded that the focus of this assignment is on the idea that the student develops in relation to the topic and on how effectively the student explores and supports this idea. Thus, while the literary example is essential, it is but one component of the response as a whole. Because literary examples are sometimes brief and tightly focused on a particular situation or character, markers are reminded to read the information provided by students in both the *Initial Planning* section on page 11 and on the back of the examination booklet to ensure that they are familiar with the literature chosen. Popular literary selections included *Night*, *Into the Wild*, *Death of a Salesman*, *A Streetcar Named Desire*, *Fallen Angels*, and *Fahrenheit 451*. Students also used films such as *The Shawshank Redemption*, *Finding Forrester*, *One Flew Over the Cuckoo's Nest*, *Life is Beautiful*, *Castaway*, *A Beautiful Mind*, and *Gran Torino*.

***Impressions of Standards Confirmers
January 2012***

Assignment III: Persuasive Writing in Context

The proposal of whether or not to close the Aurora Theatre in Prosper produced effective responses from student writers. Students who supported the proposal to close the theatre cited the financial costs of continuing to operate the theatre at a loss, the potential for redevelopment of the site, and the questionable necessity of maintaining a traditional entertainment site in a digital age. Students who rejected the proposal cited the importance of social gathering sites such as the theatre to the well-being of citizens, the fact that many people still value the experience of seeing a movie in a theatre, the importance of the theatre as a landmark in the town, and the potential negative consequences to other businesses that would be affected by the theatre closure. Students drew key details from the source material and frequently supplemented their arguments with references to their own personal observations, experiences, and knowledge. Many students also chose to acknowledge and refute positions from the opposing side. Markers are reminded that students will use the source material in a variety of ways. Some will choose one or two details from the source material as the basis of their support, while others will grapple with several sources. Markers should also note that some of the source material has the potential to serve either side of the argument, and that responses are to be evaluated in terms of their overall persuasiveness. Markers are to evaluate the choices that students have made in terms of their service to the student's argument, not in terms of the "accuracy" or "correctness" of their interpretation of sources. Most students were well aware of their purpose in persuading the Prosper Town Council and maintained an appropriate tone.

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30-2

Visual Reflection Assignment, January 2012

Example Scored Satisfactory (S)

Some places in the world are very less fortunate than other places. In this photograph we see a fancy pool and water slide located in Mumbai, India. We also see a ~~set~~ ~~set~~ African woman gathering drinking water for herself and family.

~~We can see that situation~~
~~is we are not as lucky as we are~~
Here in Canada we have everything we need; resources, shelter, education and many more. It is very unfortunate that other places don't have the ~~same~~ things that we have. We see the children & parents enjoying their time swimming outdoors in the ~~water~~ clean water, while others can't even gather up clean safe water to drink in other parts of the world. It sickens me to see a picture like this and people living the way they do, without care. ~~some~~

Many people in today's world don't know and understand the troubles that others face each and every day. Every person should know about the other side of earth, the positives and especially negative.

English Language Arts 30–2 January 2012
Assignment I: Visual Reflection

EXAMPLE PAPER—Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (S) - The student’s perceptions are appropriate but may be generalized. - Support is adequate and generally connected to the student’s ideas and impressions. - The response is generally clearly developed.	The student’s perception that “Some places in the world are very less fortunate than other places” is appropriate but generalized. Support is adequate and generally generally connected, as in “Here in Canada we have everything we need; resources, shelter, education and many more” and “We see the children & parents enjoying their time swimming outdoors in the clean water, while others can’t even gather up clean safe water to drink in other parts of the world.” The writing is generally clearly developed through the student’s discussion of how Canadians have all they require, and how “Many people in today’s world don’t know and understand the troubles that others face each and every day.”	S
Presentation (S) - The student’s voice is matter-of-fact and the tone is appropriate. - Stylistic choices are adequate and occasionally effective.	The student’s voice is matter-of-fact and the tone is appropriate: “In this photograph we see a fancy pool and water slide located in Mumbai, India” and “It is very unfortunate that other places don’t have the things that we have.” Stylistic choices are adequate (“We also see a African woman gathering drinking water for herself and family”) and occasionally effective (“It sickens me to see a picture like this and people living the way they do, without care”).	S

We live in a world where things are taken for granted. What one person may have plenty of another may not have enough to survive. All around the world there are people searching day and night for the means to survive another day. While across the world people are enjoying the luxuries they do not need. We really do not stop to think about those people who are fighting so hard to survive on what little means of food and water they have, when we can have as much as we want without thinking about all that we put to waste.

People that have so much often take things for granted. They dont think about the little things that could easily help someone in a difficult place. People often do not realize what they have, and are so blessed with, but those that have nothing, are thankful for whatever they have for the day without taking it for granted like we so often do.

I believe that the photographs are showing us how we go about living our lives, doing the things we normally do without thinking about the hardships someone in another part of the world is going through. Such as the picture is showing people going out swimming for the day, while women in Ethiopia are struggling to get enough drinking water for the day. Sometimes people might not be able to imagine what some people in poorer countries are going through or we just dont bother to stop and bother ourselves about it.

We never stop to think about what is happening across the world, or we are to absorbed in our own life to think about what someone might be going through and how even a little time or money out of your pocket might help them survive another day, or even month. We get to carried away with the way we live our own lives, what we drive, or what kind of house we live in, when those people accross the world are struggling every day to survive on nothing. It is not difficult to stop and give a few dollars to an organization, you might not know how much that

will help someone in need, but they will be forever grateful that you took the time to help someone in need.

English Language Arts 30–2 January 2012
Assignment I: Visual Reflection

EXAMPLE PAPER—Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (Pf) - The student’s perceptions are thoughtful and considered. - Support is relevant, detailed, and clearly connected to the student’s ideas and impressions. - The response is coherently developed.	The student’s perceptions are thoughtful and considered: “I believe that the photographs showing us how we go about living our lives, doing the things we normally do without thinking about the hardships someone in another part of the world is going through.” Support is relevant (“We really do not stop to think about those people who are fighting so to survive on what little means of food and water they have, when we can have as much as we want without thinking about all that we put to waste”), detailed (“the picture is showing people going out swimming for the day, while women in Ethiopia are struggling to get enough drinking water for the day”), and clearly connected to the student’s ideas and impressions (“We get to carried away with the way we live our lives, what we drive, or what kind of house we live in, when those people across the world are struggling every day to survive on nothing”). The response is coherently developed through the student’s discussion that “We live in a world where things are taken for granted,” to the observation that “We never stop to think about what is happening across the world,” and through to the acknowledgment that “It is not difficult to stop and give a few dollars to an organization, you might now know how much that will help someone in need.”	Pf

SCORING CRITERIA	RATIONALE	SCORE
Presentation (Pf)		
- The student's voice is distinct and the tone is well considered. - Stylistic choices are specific and frequently effective.	The student's voice is distinct and the tone is well considered: "All around the world there are people searching day and night for the means to survive another day" and "People often do not realize what they have, and are so blessed with, but those that have nothing, are thankful for whatever they have." Stylistic choices are specific and frequently effective: "We get to carried away with the way we live our lives, what we drive, or what kind of house we live in, when those people across the world are struggling everyday to survive on nothing."	Pf

There is nothing wrong with living a luxurious lifestyle. But there has to be a balance between wants and needs. If we become a slave to money, we will be stuffing ourselves with many ~~extraneous~~ ^{extraneous} things. The source shows a contrast of a beautiful resort in India, and a woman drawing ^{amount} ~~small amount~~ of dirty water from the ground in a small village in Ethiopia. The rich people in India have plenty of clean water to swim in, but the woman in Ethiopia does not have any sort of clean water to drink. It is very vital that we take into consideration what is important to us and not take the small things we have for granted.

There is a big contrast between the lifestyle of the rich in a country like India, and a slowly developing country like Ethiopia. The picture mainly shows us that we should not take the things we have for granted. In our country, for example like Canada, water is free. We drink it, wash our clothes in it, bath in it, even wash our cars with it. ~~It makes~~ The fact that it's free and can be accessed to at anytime gives us a sense of security. ~~As a~~ result of this, we take it for granted and we don't give it much appreciation. ~~But~~ In contrast, the residents of the small town in Ethiopia would do anything to be in our shoes just for one day ~~and~~ ^{and} experience the luxury that we have.

deeply
When we ~~contemplate~~ ^{contemplate} on the things we have, and when we compare
our lives with the lives of the poor Ethiopians, how grateful
are we that we live in a fully developed and rich part of the
world.

Our conscience should ^{automatically} come into play the next time we complain
about a certain type of food or certain type of ~~things~~ ^{things} that we may
receive. Let us be ~~thankful~~ ^{grateful} that we have these necessities
in our lives. These people in the second source do not have ~~that~~
any of the things that we have, they don't have food, they do
not have cars, they barely have any clothes. Yet they do not complain
about the lives they're living in poverty. Hence, now crucial
is it that we should value even the little things we have, and let us
be determined to show our gratitude when we ^{have a simple} ~~receive such~~ meals with
our families at the dinner table, when we sleep in warm welcome
beds and when we drink a glass of water.

English Language Arts 30–2 January 2012
Assignment I: Visual Reflection

EXAMPLE PAPER—Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Ideas and Impressions (E) - The student’s perceptions are insightful and carefully considered. - Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. - The response is skillfully developed.	The student’s explanation of how we come to understand that “There is nothing wrong with living a luxurious lifestyle. But there has to be a balance between wants and needs” and that we need to “be grateful that we have these necessities in our lives” is insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions: “The source shows a contrast of a beautiful resort in India, and a woman drawing small amount of dirty water from the ground in a small village in Ethiopia,” “water is free. We drink it, wash our clothes in it, bathe in it, even wash our cars with it,” and “they do not have food, they do not have cars, they barely have any clothes.” The response is skillfully developed through the student’s explanation that there is a “contrast” in the images that causes us to “take into consideration what is important to us,” “deeply contemplate on the things we have,” and “compare our lives with the lives of the poor Ethiopians.” When we do this, “Our conscience should automatically come into play,” which will help us to be determined “to show our gratitude when we have simple meals with our families at the dinner table, when we sleep in warm welcoming beds and when we drink a glass of water.”	E

SCORING CRITERIA	RATIONALE	SCORE
Presentation (E) - The student's voice is engaging and the tone is confident. - Stylistic choices are precise and effective.	The student's voice is engaging and the tone is confident, as in "If we become a slave to money, we will be stabbing ourselves with many injurious things," "It is very vital that we take into consideration what is important to us and not take the small things we have for granted," and "In contrast, the residents of the small town in Ethiopia would do anything to be in our shoes just for one day, and experience the luxury that we have." Stylistic choices—"a slowly developing country like Ethiopia," "how grateful are we that we live in a truly developed and rich Part of the world," and "Hence, how crucial is it that we should value even the little things we have"—are precise and effective.	E

English Language Arts 30–2
Literary Exploration Assignment, January 2012
Example Scored Satisfactory (S)

Hardship is bad for anyone to have in their life. Every living human should have very many different qualities. It should be essential for people be able to face hardship as a human quality. In the excerpt from *Always Looking Up* by Michael J. Fox the two parents are faced with one of the biggest hardships of parenthood. In the *documentary of Sir Ernest Shackelton's voyage of Endurance* he is faced with a hardship and he deals with it. In my own life hardship came and went but it was a human quality so I dealt with it.

In the except these two parents are talking about the hardship of dealing with their four kids. They talk about these parents getting sick. These parents are tired all the time. Looking after their four kids makes them exhausted and weak. The parents have been through plenty of hardships with their four kids. These parents have had their ups and downs with their kids. These parents are good parents cause they are willing to do it over and over again just for their kids.

In the documentary of *Sir Ernest Shackelton's voyage of Endurance* these men set out to cross the Antarctic on foot. The leader Sir Ernest Shackelton has very high hopes for this voyage and hopes it is a success. When he gets close to the Antarctic shore the ice forms around the ship and locks it in the ice. Shackelton's dreams are crushed and he knows it but he doesn't want the men to know about what is going on. He keeps the men in daily routines and treats everyone equal. Though this hardship Shackelton keeps the men's moral up and never lets it go down. He did everything right and got all of his men back home safe. This ability to face a hardship is in Shackelton's human qualities.

(Page 1 of 2)

In my life I have had lots of family members look after me since my parents were never there. I am surprised I am writing this exam now. In my life I moved from house to house not knowing where I was going to end up and which relative I was going to stay with. I stayed with my great grandpa and great grandma for a couple years. My parents got better jobs when I turned 14 so I went back to staying with my parents. My old life was in the shadows and I was never going to look back. Until Christmas day of 2010 when my great grandpa passed away. I was angry and upset owed a lot of money to the hospital for breaking things. That man was a father figure to me and I didn't want to lose him. Through that hardship I thought myself that I will never lose him. I have the skill now to face hardships head on and dealing with them.

This quality everyone should have for their life. If you are trying to cross the Antarctic on foot you should have this quality. If you are trying to raise four kids you should have this quality. When you are trying to get over a hard loss in your family you better have this quality like I did.

English Language Arts 30–2 January 2012
Assignment II: Literary Exploration

EXAMPLE PAPER—Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Support (S) • A defensible understanding of the topic is demonstrated. • The student’s ideas are appropriately and straightforwardly explored. • The literary example is related adequately to the student’s ideas. • Support is relevant but tends to be general.	A defensible understanding of the topic is demonstrated in the discussion of the idea that everybody should have the ability to face hardship. The student’s idea (“It should be essential for people be able to face hardship as a human quality”) is appropriately and straightforwardly explored in the discussion of the excerpt, literary example and personal experiences. The literary example from <i>Shackleton ‘s Voyage of Endurance</i> is related adequately to the student’s idea, as in “Though this hardship Shakelton keeps the men’s moral up and never lets it go down.” Support is relevant but tends to be general: “Looking after their four kids makes them exhausted and weak,” “When he gets to the Antarctic shore the ice forms around the ship and locks it in the ice,” and “In my life I moved from house to house not knowing where I was going to end up and which relative I was going to stay with.”	S

SCORING CRITERIA	RATIONALE	SCORE
Form and Structure (S) - A controlling idea or unifying effect is evident, but unity may falter on occasion. - Development of ideas and explanations is generally clear and coherent.	A controlling idea is evident in the student's discussion of how the parents faced hardships raising their children, how Shackleton faced hardships keeping his men alive, and how the student faced the hardships when moving and facing the loss of his grandfather. Development of ideas and explanations is generally clear and coherent.	S
Matters of Choice (S) - Diction is appropriate but may be general rather than specific. - Sentence structures are generally straightforward and clear. - Stylistic choices contribute to the creation of a clear voice.	Diction is appropriate but general: "These parents have had their ups and downs with their kids" and "He did everything right and got all of his men back home safe." Sentence structures are generally straightforward and clear: "They talk about these parents getting sick," "In the documentary of <i>Sir Ernest Shackleton's voyage of Endurance</i> these men set out to cross the Antarctic on foot," and "If you are trying to raise four kids you should have this quality." Stylistic choices ("In my own life hardship came and went but it was a human quality so I dealt with it," "These parents are good parents because they are willing to do it over and over again just for their kids," and "Shackleton's dreams are crushed and he knows it but he doesn't want the men to know what is going on") contribute to the creation of a clear voice.	S

SCORING CRITERIA	RATIONALE	SCORE
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 of sentence construction and usage, and/or minor errors in grammar and mechanics. • The communication, however, is clear.	This writing demonstrates control of the basics of correct sentence construction, usage, grammar and mechanics, as in “These parents are tired all the time” and “I am surprised I am writing this exam now.” There are occasional lapses in control of sentence construction and usage, and minor errors in grammar and mechanics (“Until Christmas day of 2010 when my great grandpa passed away” and “This quality everyone should have for their life”). The communication, however, is clear.	S

English Language Arts 30–2
Literary Exploration Assignment, January 2012
Example Scored Proficient (Pf)

Why is the ability to face hardship an essential human quality? I believe it is an essential human quality because every human being has to struggle with unfortunate events and you cannot always avoid them. Is it a human quality because you have to adapt to understanding that there will be tragedies and sometimes you are the one who has fix them.

I am going to use the novel *Night* by Elie Wiesel and the film *Hotel Rwanda* by Terry George. I chose this novel and film because I believe both main characters deal with events that fit the criteria of this essay well. In the novel *Night* by Elie Wiesel, Elie is faced with many events that prove that humans can learn to adapt to unfortunate situations. Also in the movie *Hotel Rwanda*, Paul Resesembina is faced with challenges that he does not adapt to but does anything to get rid of the problem.

Elie Wiesel and all the other Jews were forced into a concentration camp when he was a little boy, where we was beaten, starved, and made into a slave. Over time he slowly started adapting to his new lifestyle. He knew that he would not get full meals or be allowed to play with his friends. He and his father were separated from his mother and sister. Elie's feet have been destroyed due to the unbearable weather he is forced to work in so he is hospitalized. Soon he finds out that his father will be leaving the camp. He leaves the hospital so he can be with his father even though he is still in tragic pain. Near the end, Elie's father ends up being beaten to death which ends up forcing Elie to be without any family. Even tho he does not accept what is happening to be a good thing, he learns to adapt to the way things are going to be. I believe Elie is has the essential human quality to face hardship.

Paul Resesembina from *Hotel Rwanda* deals with some similar situations that Elie struggles with. Paul's wife is a Tutsi, which to most Hutus believe is like scum or a cockroach. He has to protect thousands from these kinds of people. Paul gives his all to protect the people. He is constantly paying

soldiers and giving them anything that is worth something so he can buy more time to save the people. In the end he saves 1200 Hutus and Tutsis from being brutally slaughtered. When Paul is returning back to the hotel after getting food and other supplies he sees that the roads are covered with slaughtered people. In my opinion seeing and helping all those people would force you to do anything to fix this issue and not back down. Paul has the ability to face hardship because it is an essential human quality. He accepts the fact that there will always be rough times but fighting through them can make them better.

I believe everyone has the ability to face hardship because it is an essential human quality. Everyone deals with unfortunate events but you learn to accept and try to fix them. Whether it's saving thousands of people or taking care of a sick child at home, you are sometimes forced to deal with the situation. You never know how strong you are until strong is the only choice you have.

English Language Arts 30–2 January 2012
Assignment II: Literary Exploration

EXAMPLE PAPER—Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Support (Pf) • A well-considered understanding of the topic is demonstrated. • The student’s ideas are thoughtfully explored. • The literary example is related competently to the student’s ideas. • Support is specific and relevant.	A well-considered understanding of the topic is demonstrated in the student’s observations that “every human being has to struggle with unfortunate events and you cannot always avoid them” and that “you have to adapt to the understanding that there will be tragedies and sometimes you are the one who has fix them.” The student’s ideas are thoughtfully explored in the discussion of how “Elie is faced with many events that prove that humans can learn to adapt to unfortunate situations” and that Paul Ressesembina “does anything to get rid of the problem” he is faced with. The literary examples from <i>Night</i> and <i>Hotel Rwanda</i> are related competently to the student’s ideas. Support is specific and relevant in the discussion of Elie’s facing a series of “unfortunate situations” where he was “beaten, starved,” “separated from his mother and sister,” where his “feet have been destroyed” and how he is ultimately left “without any family” after the death of his father. When faced with “similar situations,” Paul Resesembina “is constantly paying soldiers and giving them anything that is worth something so he can by more time” and “saves 1200 Hutis and Tutsis from being brutally slaughtered.”	Pf

SCORING CRITERIA	RATIONALE	SCORE
Form and Structure (Pf) - A controlling idea or unifying effect is sustained throughout the response. - Development of ideas and explanations is coherent.	A controlling idea is sustained throughout the response in the discussions of how Elie “started adapting” to his circumstances and how Paul chooses to “fix the issue and not back down.” Development of ideas and explanations is coherent in the discussion of both characters.	Pf
Matters of Choice (Pf) - Diction is specific and generally effective. - Many sentences appear to have been purposefully structured for effect. - Stylistic choices contribute to the creation of a competent voice.	Diction is specific and effective: “unbearable weather,” “like scum or a cockroach,” and “brutally slaughtered.” Many sentences appear to have been purposefully structured for effect as in “You never know how strong you are until strong is the only choice you have.” Stylistic choices such as “I chose this novel and film because I believe both main characters deal with events that fit the criteria of this essay well” contribute to the creation of a competent voice.	Pf
Matters of Correctness (Pf) - This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. - Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.	This writing demonstrates competent control of correct sentence construction, usage, and grammar: “He has to protect thousands from these kinds of people” and “In my opinion seeing and helping all those people would force you to do anything to fix this issue and not back down.” Minor errors in mechanics, grammar, and complex language structures are understandable considering the circumstances.	Pf

English Language Arts 30–2
Literary Exploration Assignment, January 2012
Example Scored Excellent (E)

The ability of facing hardship is one of the most key parts in a person's life, and getting through the hardship is a quick way to grown up. From a young age we are constantly forced to face tough times whether it be a death in the family, death of a pet or even just tough times in school, we are continuously put to the test to see if we can overcome these trough patches and to see if we can bounce back to be stronger then we were before. As well if the situation is rough as a child then the challenges that we will face as an adult won't seem as difficult.

The author wrote about how if he limited the problems and pains of his children that he would be doing them a disservice because he would be taking away an essential part of his children's development; which is all very true. When I was eight years of age I knew how to take care of myself if I was sick or hurt because my parents let me face those situations on my own, regardless of how cruel and heartless it felt at that moment when my own parents would not take pity on me; but as I matured I now realize that by doing that they were progressing my growth, and that they were showing me compassion to a certain that would ultimately help me in the long run. Now as an adult I know how to take on those ill timed sicknesses or injuries and even help others take them on, and knowing how my parents did it will help me when I have children who are ill, I now can take care of them in a way that will somehow help them grow up.

A great example of growing up from hard times is Eliezer from the book "Night". He was only a boy of fifteen when his family was forced into a concentration

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camp run by the Nazis. Only he and his father were allowed together while his sisters and mother were taken away to a female camp. While in the camp Eliezer was forced to take on many challenges that a young boy shouldn't have to, having death all around you, trying to pull you away from your life can make you grown up faster then you may want to. He was not only put to work doing hard labor each and every day but doing so with a small ration of bread and soup, limited sleep and a constant reminder that his death could be fast approaching. Things only got tougher for Eliezer he was forced to face blistering cold winter weather with minimal clothes on and that subsequently led to him having an infected foot that would swell up and forced to be hospitalized in Nazi control. Not only was he put through all that but also he had to take care of the well being of his father, whom was minutes from passing at any moment. All of that would make a man go crazy let alone a child, but after facing such a hard struggle he can be called a child no more. We people who are lucky enough to have the good fortune to have not been through such an ordeal take for granted we did not have to grow up on command and that we got to grow up as a regular child, but I envy Eliezer in a way because he was a man from the age of fifteen whom could take care of himself through the worst times with little to no help.

Through my own experiences the worse thing that I have been faced with is that of death of my loved ones. It may not be as tough as going through the holocaust but to me it does cause great grief and sadness knowing that someone you loved and had loved for so many years was no longer going to be around anymore. Not only

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have I had the displeasure of suffering from the death of a loved one once, but many times, all of which made me very sad and wonder why I could not do anything about it. The worst time death hit my family was at the age of 10 when my grandpa passed away from cancer, and then months later my grandma from the same illness. It didn't hit me then but I now know that I grew up that year, losing two people that you care about makes you see things in a whole new perspective and allows you to reevaluate how you are living, causing a sudden shift in the way you think and function almost like an automatic upgrade from ignorant kid to mature young adult. I have faced many deaths since then still each one as sad as the last but I know how to overcome it, I know how to react and I know that no matter what life throws at me that I can and will find a way to conquer it.

In conclusion, I feel that no matter what it is and no matter what the outcome is, that facing hardship is an ability that you should be forced to go through as a child because it will ready you for what lies in store for you down the road. It will also better prepare you for other challenges the world throws at you. Unknowingly we all need it to become grown ups or adults, whether it be a breakup with a girlfriend or a death of a love one or tough financial times, we all benefit from battling through.

English Language Arts 30–2 January 2012
Assignment II: Literary Exploration

EXAMPLE PAPER—Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Support (E) - An insightful understanding of the topic is demonstrated. - The student’s ideas are perceptively explored. - The literary example is related effectively to the student’s ideas. - Support is precise and effective.	An insightful understanding of the topic is demonstrated through the discussion of the idea that “the ability of facing hardship is one of the most key parts in a person’s life, and getting through the hardship is a quick way to grow up” and the idea that “if the situation is rough as a child then the challenges that we face as an adult won’t seem as difficult.” The student’s ideas are perceptively explored in the understanding that his parents’ response to illness will “help me when I have children who are ill,” in the recognition that Eliezer’s experiences in the concentration camp caused him to “grow up on command,” and in the acknowledgement that the death of his grandparents caused him to experience “an automatic upgrade from ignorant kid to mature adult.” The literary example from <i>Night</i> is related effectively to the student’s ideas (“All of that would make a man go crazy let alone a child, but after facing such a hard struggle he can be called a child no more”). Support is precise and effective, as in “When I was eight years of age I knew how to take care of myself if I was sick or hurt,” “He was not only put to work doing hard labor each every day but doing so with a small ration of bread and soup, limited sleep and a constant reminder that his death could be fast approaching,” and “The worst time death hit my family was at the age of 10 when my grandpa passed away from cancer, and then months later my grandma from the same illness.”	E

SCORING CRITERIA	RATIONALE	SCORE
Form and Structure (E) - A focused controlling idea or unifying effect is skillfully sustained throughout the response. - Development of ideas and explanations is smooth and coherent.	A focused controlling idea is skillfully sustained throughout the response in the discussion of how “facing hardship is an ability that you should be forced to go through as a child because it will ready you for what lies in store for you down the road. It will also better prepare you for other challenges the world throws at you.” Development of ideas and explanations is and smooth and coherent, as exemplified in the concluding sentences of each paragraph.	E
Matters of Choice (E) - Diction is precise and effective. - Many sentences have been successfully structured for effect and are sometimes polished. - Stylistic choices contribute to the creation of a convincing voice.	Diction such as “continuously put to the test,” “ill timed sickness,” “blistering cold winter weather,” and “automatic upgrade” is precise and effective. Many sentences have been successfully structured for effect such as “I have faced many deaths since then still each one as sad as the last but I know how to overcome it, I know how to react and I know that no matter what life throws at me I can and will find a way to conquer it.” Stylistic choices such as “I knew how to take of myself if I was sick or hurt because my parents let me face those situations on my own, regardless of how cruel and heartless it felt at that moment” contribute to the creation of a convincing voice.	E

SCORING CRITERIA	RATIONALE	SCORE
Matters of Correctness (E) • This writing demonstrates confident 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.	The writing demonstrates confident control of correct sentence construction, usage, and grammar: “It may not be as tough as going through the holocaust but to me it does cause great grief and sadness knowing that someone you loved and had loved for so many years was no longer going to be around anymore.” The relative absence of error is impressive considering the complexity of the response and the circumstances.	E

My name is Kerry Sinclair, a graduate of Prosper High School. I am writing I regards to Prosper Town Council's proposal to permanently close the Aurora theater. I have considered information and opinions from a variety of sources and have come to a conclusion that it would be greatly beneficial to the town of prosper to accept the proposal from Mr. Stan Coates and permanently close the Aurora theater.

The town of Prosper is Expanding every year. With more and more families moving to Prosper any chance to further expand or redevelop should be taken. Auction sales for the Aurora could reach hundreds of thousands, Money that could be used to fix infrastructure that helps make Prosper a Profit. The past few years the Aurora has not made a profit, but instead cost the Town thousands.

From a recent online Poll results show that over 50 percent of males and females aged 13-29, agree that closing the Aurora theater would be beneficial.

The Aurora is in prime location. With many chains and new business' looking to expand in Prosper there is no doubt closing the aging building to tear it down and give Prosper not only a facelift but also a new taste of business. Prosper is in need of new life, please make the right choice for your town.

English Language Arts 30–2 January 2012
Assignment III: Persuasive Writing in Context

EXAMPLE PAPER—Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Support (S) • A sufficient but generalized understanding of the issue is demonstrated. • The student’s arguments are appropriate and straightforward. • Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. • The voice is clear.	A sufficient but generalized understanding of the issue is demonstrated through the student’s explanation of why “it would be greatly beneficial to the town of prosper to <u>accept</u> the proposal.” The student’s argument—“The town of Prosper is Expanding every year. With more and more families moving to Prosper, any chance to further expand or redevelop should be taken”—is appropriate and straightforward. Support is relevant but general (“Auction sales for the Aurora could reach hundreds of thousands, Money that could be used to fix infrastructure that helps make Proper a Profit” and “With many chains and new business’ looking to expand in Prosper there is no doubt closing the aging building to tear it down and give Prosper not only a facelift but also a new taste of business”), and is occasionally lacking in persuasiveness and consistency, as in “From a recent online poll results show that over 50 percent of males and females aged 13-29 agree that closing the Aurora theatre would be beneficial.” The voice is clear in statements such as “The Aurora is in a prime location” and “Propser is in need of new life, please make the right choice for your town.”	S

SCORING CRITERIA	RATIONALE	SCORE
Writing Skills (S) - The selection and use of words and structures are occasionally effective. - This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.	The selection and use of words and structures are occasionally effective, as in “I have considered information and opinions from a variety of sources and have come to a conclusion that it would be greatly beneficial to the town of prosper to <u>accept</u> the proposal from Mr. Stan Coates and permanently close the Aurora theater.” This writing demonstrates basic control of correct sentence construction, usage, and grammar: “The past few years the Aurora has not made a profit, but instead cost the Town thousands” and “My name is Kerry Sinclear, graduate of Prosper High School.”	S

Dear whom this may concern,

My name is Kerry Sinclair. I am a recent graduate from Prosper High School. I am writing in regards to the issue of the movie theater being shut down. I believe that shutting down the Aurora Theater is a bad decision and our town would not benefit by selling it off to the highest bidder.

Aurora Theater is a great asset to our town. It is one of the very few places that families can go with their younger children to do family time since there is no age restriction. I know that when I was in grade five the only place that my mom felt safe dropping me off with friends was the theater. The theater allows kids to have the opportunity to become more independent because parents knew that it was a safe and respectful place to be. I have on the other hand taken some time to look at the financial situation and review it. I understand that the town does not want to keep something running that is not bringing in any profit. There are many options to fix this problem. One I suggest would be using cheaper products such as the paper used for the tickets along with the ink, and cheaper popcorn products. Also only bring in movies that have got good reviews instead of just large quantities of movies make it large quality of movies. I think that there are many ways in order to stop going into debt and coming out with a profit.

I believe that by keeping the Aurora Theater will benefit not only the new generations but the older ones as well. Would you rather have kids going into a building and knowing that they are safe and being well behaved than them having no where to go and causing destruction within our town. The older generations only have a 26% of attendance for males and an 18% of attendance for females. Even though these numbers are low they still enjoy coming to the theater and having a good time. It allows them to

have a sense of independence again. I think it would be truly foolish if the Aurora Theater were shut down. I think this town needs to protect its younger generations and allow them the same freedom they deserve.

I would like thank you for you time and I hope that town counsel will review my letter and take my opinions into count when deciding the verdict of Aurora Theater. Hope to hear from you soon.

Sincerely,

Kerry Sinclair

English Language Arts 30–2 January 2012
Assignment III: Persuasive Writing in Context

EXAMPLE PAPER—Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Support (Pf) • A thoughtful and competent understanding of the issue is demonstrated. • The student’s arguments are well considered and sound. • Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. • The voice is competent.	A thoughtful and competent understanding of the issue is demonstrated in the student’s discussion of how keeping the Aurora Theater open “will benefit not only the new generations but the older ones as well.” The student’s arguments that “The theatre allows kids to have the opportunity to become more independent because parents knew that it was a safe and respectful place to be,” “I think that there are many ways in order to stop going into debt and coming out with a profit” and “It allows them to have a sense of independence again” are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student’s idea in a logical and clear way: “I know that when I was in grade five the only place that my mom felt safe dropping me off with friends was the theater,” “There are many options to fix this problem. One I suggest would be using cheaper products such as the paper used for the tickets along with the ink, and cheaper popcorn products,” and “The older generations only have a 26% of attendance for males and an 18% of attendance for females. Even though these numbers are low they still enjoy coming to the theater and having a good time.” The student’s voice is competent “There are many options to fix this problem. One I suggest would be using cheaper products such as the paper used for the tickets along with the ink, and cheaper popcorn products.”	Pf

SCORING CRITERIA	RATIONALE	SCORE
Writing Skills (Pf) • The selection and use of words and structures are frequently effective. • This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.	The selection and use of words (“highest bidder,” “the financial situation,” “truly foolish”) and structures (“stop going into debt and coming out with a profit,” “causing destruction within our town,”) are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics: “Aurora Theater is a great asset to our town. It is one of the very few places that families can go with their young children to do family time since there is no age restriction.”	Pf

Hello, I am Kerry Sinclair and I am a recent graduate from Prosper High School. After viewing the information given on the proposal to close the movie theatre and considering both the advantages and disadvantages of the act, I believe that closing the theatre would be a bad idea. The theatre is a landmark, a hang-out for teens and could be used for other purposes.

Firstly, all towns and cities have a building that they are known for; a landmark. The Aurora Theatre is this building. It has stood for 75 years and therefore possesses 75 years' worth of memories. You can't take away a town's memories. The older residents of Prosper may very well still attend showings and take their children or grandchildren to a movie for a family night, or to relive the old days of hanging out with friends after school or on the weekend while enjoying a good horror, action or comedy adventure.

Secondly, the theatre is one of the only buildings in town that provides entertainment. Teens enjoy the free feeling of going out with friends and not having to worry about parents, while still being monitored by theatre staff. Younger children should take advantage of this facility and interact with others in the real world, rather than sitting at home playing video games or talking to friends on social networking sites. Older teens may also find the theatre appropriate for something romantic, like a date. Boys, what better way to impress your girlfriend than to take her out to a nice movie on the big screen?

Lastly, instead of taking a walk down the easy, untraveled path of shutting down the Aurora for extra money, the Prosper Arts Council should consider additional uses for the building. The theatre could be used for local social events, family events or any sort of celebration. Why not use the theatre to bring the community closer? You could have a weekly

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or monthly viewing of a comedy or action movie that all ages could enjoy, while conversing before and after about daily events or plans with fellow residents. The Aurora's space could also occasionally be used for events such as fundraisers, to help with school trips or other types of local funding.

After a landmark has been torn down, there is no way to replace it. I believe all towns should be represented by something, especially a building that has served the purpose of entertainment for over 70 years. As well as a local hang-out, the theatre also provides children and teens to get out into the real world and interact with others, rather than isolating themselves at home and contacting one another through social networking websites. A building the size of the Aurora could very well serve more than one purpose, therefore I believe the town of Prosper should take advantage of the space and use it for events such as fundraisers or yearly town anniversaries. Thank you for taking the time to consider my opinion to keep the Aurora Theatre up and running. I know you will make the right choice on behalf of all of Prosper.

Sincerely,

Kerry Sinclair

English Language Arts 30–2 January 2012
Assignment III: Persuasive Writing in Context

EXAMPLE PAPER—Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
Thought and Support (E) - A perceptive and thorough understanding of the issue is demonstrated. - The student’s arguments are adept and convincing. - Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. - The voice is confident.	A perceptive and thorough understanding of the issue is demonstrated through the student’s discussion of how “The theatre is a landmark, a hang-out for teens and could be used for other purposes.” The student’s arguments (“Firstly, all towns and cities have a building that they are known for; a landmark,” “the theatre is one of the only buildings in town that provides entertainment,” and “The theatre could be used for local social events, family events or any sort of celebration”) are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way (“It has stood for 75 years and therefore possesses 75 years’ worth of memories,” “Younger children should take advantage of this facility and interact with others in the real world, rather than sitting at home playing video games or talking to friends on social networking sites,” and “You could have a weekly or monthly viewing of a comedy or action movie that all ages could enjoy, while conversing before and after about daily events or plans with fellow residents”). The student’s voice is confident—“Boys, what better way to impress your girlfriend then to take her out to a nice movie on the big screen?” and “I know you will make the right choice on behalf of all Prosper.”	E

SCORING CRITERIA	RATIONALE	SCORE
Writing Skills (E) • The selection and use of words and structures are effective. • This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.	The selection and use of words and structures are effective, as in “You can’t take away a town’s memories” and “Why not use the theatre to bring the community closer?” The writing demonstrates confident control of correct sentence construction, usage, sentence construction, grammar, and mechanics: “Lastly, instead of taking a walk down the easy, untraveled path of shutting down the Aurora for extra money, the Prosper Arts Council should consider additional uses for the building.”	E

**Scoring Categories and
Scoring Criteria for
2011-2012**

**Assignment I:
Visual Reflection**

Ideas and Impressions (5% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts 30–2* 2.1 2.2 2.3 4.1

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

- the quality of the **ideas** generated by the student to explore the visual text(s) and the **impressions** that the student has formed to reflect upon the visual text(s)
- the effectiveness and consistency of the **support** provided
- the appropriateness of **development** and **unifying effect** to prose form

Excellent

E

The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions. The response is skillfully developed.

Proficient

PF

The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.

Satisfactory

S

The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.

Limited

L

The student's perceptions are superficial or uncertain. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly or ineffectively developed.

Poor

P

The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.

Insufficient

INS

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

- the marker can discern no evidence of an attempt to address the topic **OR**
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions

**Scoring Categories and
Scoring Criteria for
2011-2012**

**Assignment I: Visual
Reflection**

Presentation (5% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts 30–2* 3.1 3.2 4.1 4.2

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

- the **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
- the quality of **language** and **expression**

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

Excellent

E

The student's voice is engaging and the tone is confident. Stylistic choices are precise and effective.

Proficient

PF

The student's voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective.

Satisfactory

S

The student's voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective

Limited

L

The student's voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective.

Poor

P

The student's voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication.

**Scoring Categories and
Scoring Criteria for
2011-2012**

**Assignment II:
Literary Exploration**

Because students' responses to the *Literary Exploration Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Literary Exploration 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.

Thought and Support (10% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts 30–2* 2.1 2.2 2.3 3.2 4.1 4.2

When marking **Thought and Support**, the marker should consider how effectively

- the **student's ideas** reflect an understanding of the **topic**
- the **literary example** relates to the student's ideas
- the **support** explains and/or clarifies the response

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

Excellent

E

An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.

Proficient

PF

A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.

Satisfactory

S

A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.

Limited

L

An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas. Support is over generalized, inconsistent, and/or marginally relevant.

Poor

P

A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.

Insufficient

INS

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

- the marker can discern no evidence of an attempt to address the topic **OR**
- the writing is so deficient in length that it is not possible to assess Thought and Support

**Scoring Categories and
Scoring Criteria for
2011-2012**

Assignment II:

Literary Exploration

Form and Structure (5% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts 30–2 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

- the development and maintenance of a **controlling idea** or **unifying effect**
- the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Excellent

E

A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.

Proficient

PF

A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.

Satisfactory

S

A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.

Limited

L

A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.

Poor

P

A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.

**Scoring Categories and
Scoring Criteria for
2011-2012**

Assignment II:

Literary Exploration

Matters of Choice (5% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts 30–2 4.2*

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

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of **voice**

Excellent

E

Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.

Proficient

PF

Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.

Satisfactory

S

Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.

Limited

L

Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.

Poor

P

Diction is inaccurate and/or over generalized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

**Scoring Categories and
Scoring Criteria for
2011-2012**

**Assignment II:
Literary Exploration**

Matters of Correctness (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School
English Language Arts 30–2 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 confident 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 competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or 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 of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.

Limited

L

This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.

Poor

P

This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

**Scoring Categories and
Scoring Criteria for
2011-2012**

**Assignment III:
Persuasive Writing in
Context**

Thought and Support (10% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts 30–2* 2.1 2.2 2.3 4.1 4.2

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

- how effectively the student has addressed the **significance** and **complexity** of the issue
- the **persuasiveness** and **consistency** of the argument(s) presented
- how well the supporting evidence is **integrated**, **synthesized**, and/or **developed** to support the student's arguments
- awareness of **audience** and effectiveness of **voice**

Excellent

E

A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.

Proficient

PF

A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.

Satisfactory

S

A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.

Limited

L

A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student's arguments are oversimplified and/or inconsistent. Support is unclear, contradictory, inappropriate, or merely a repetition of what is provided in the examination. The voice is uncertain or unclear.

Poor

P

An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, over generalized, or absent. The voice is ineffective or inappropriate.

Insufficient

INS

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

- The marker can discern no evidence of an attempt to fulfill the assignment **OR**
- The writing is so deficient in length that it is not possible to assess Thought and Support

**Scoring Categories and
Scoring Criteria for
2011-2012**

**Assignment III:
Persuasive Writing in
Context**

Writing Skills (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts 30–2 4.2*

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- **syntax**
- **diction**
- **grammar**
- **mechanics**

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

Excellent

E

The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.

Proficient

PF

The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.

Satisfactory

S

The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.

Limited

L

The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.

Poor

P

The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.

