

**Examples of the
Standards for
Students' Writing 2011**

**English
Language Arts
Grade 9**

• **Functional Writing**

Government
of Alberta ■

Alberta ■

Freedom To Create. Spirit To Achieve.

Contacts

Assessment Sector Achievement Testing Branch

Phone 780-427-0010
OR toll-free 310-0000, then dial or ask for 780-427-0010
FAX 780-422-4474
Mailing Address Alberta Education
Box 43
44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

Email Addresses

Achievement Testing Branch Director	Ken Marcellus	Ken.Marcellus@gov.ab.ca
Grade 9 Humanities Assessment Standards Team Leader	Harvey Stables	Harvey.Stables@gov.ab.ca
Grade 9 Humanities Examiner	Laurie Paddock	Laurie.Paddock@gov.ab.ca

Other Information

Follow these steps for easy access to the Alberta Education website:

Step 1: Type education.alberta.ca

Step 2: Click on “Teachers”

Step 3: Under “Additional Programs and Services,” click on [Provincial Testing](#)

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On the “Achievement Tests” web page, there is a specific link to [Subject Bulletins](#). These bulletins provide students and teachers with information about the achievement tests scheduled for the current school year. Please share the contents of the [Grade 9 English Language Arts Subject Bulletin](#) with your students.

Also on this web page is a specific link to [Examples of the Standards for Students’ Writing](#). These samples are intended to be used to enhance students’ writing and to assist teachers in assessing student writing relative to the standards embedded in the scoring criteria in the scoring guides.

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Acknowledgements

Publication of this document would not have been possible without the permission of the students whose writing is presented. The cooperation of these students has allowed Alberta Education both to continue defining the standards of writing performance expected in connection with achievement tests and to continue 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 teachers who served as members of the respective working groups: **Exemplar Selection**—Nzingha Austin-Joyner, Ramona Bilsborrow, Tyler Curtis, Ann Gibbs, Ted McClare, Nicole Orr, and Alan Welde; **Exemplar Validation**—Allison Critch, Sheila Kuny, Amy Lyn MacDonald, Nora MacGregor, Marcie Perdue, Jacquelyn Veinot Ticheler, and Beth Worsfold; and **Standards Confirmation**—Marylou Dickson, Matthew Dixon, Katheryn Goods, Sharon MacFadyen, Charl MacPherson, Laurie Paddock, Derek Peddle, Arlene Purcell, and Anna Wade.

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

Introduction

The written responses in this document are examples of Grade 9 English Language Arts writing that meet or exceed the *acceptable standard* for student achievement. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for the Grade 9 English Language Arts *Part A: Writing Achievement Test* in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the 2011 marking session and that anchor the selection of similar sample responses for marking sessions in subsequent years. The sample papers and commentaries were used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of each student's work and the scoring criteria.

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

Cautions

1. *The commentaries are brief.* The commentaries were written for groups of markers to discuss and apply during the marking session. Although brief, they provide a model for relating specific examples from student work to the details in a specific scoring criterion.
2. *Neither the scoring guide nor the assignment is meant to limit students to a single organizational or rhetorical approach in completing any achievement test assignment.* Students must be free to select and organize their material in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, the form and structure, and the rhetorical choices that students make. The student writing in this document illustrates just a few of the many successful organizational and rhetorical strategies used by students. We strongly recommend that you caution your students that there is no preferred approach to an assignment except that which enables the student to communicate his or her own ideas about the topic effectively. We advise you not to draw any conclusions about common patterns of approach taken by students.
3. *The sample papers presented in this document must not be used as models to be reiterated.* Because these papers are only illustrations of sample responses to a set topic, students must be cautioned neither to memorize their content nor to use them when either completing classroom assignments or writing future achievement tests. The approaches taken by students at the *standard of excellence*, not their words or ideas, are what students being examined in the future should emulate. In fact, it is hoped that the variety of approaches presented here will inspire students to experiment with diction, syntax, and form and structure 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 plagiarism and cheating seriously.

4. *It is essential that each of these examples of student writing be considered in light of the constraints of the examination situation.* Under examination conditions, students produce first-draft writing. Given more time, they would be expected to produce papers of considerably improved quality, particularly in the dimensions of **Content Management**.
5. For further information regarding student performance on *Part A: Writing* of the Grade 9 English Language Arts Achievement Test, access the *Grade 9 English Language Arts 2011 Assessment Highlights* document that is posted on the Alberta Education website.

Suggestions

To provide each paper with the most accurate and impartial judgment possible, use only the scoring criteria and the standards set by the Exemplars and Rationales. Each student is a person trying to do his or her very best. All students are completely reliant on your careful, professional consideration of their work.

Markers are responsible for

- reviewing and internalizing the scoring criteria and their application to student writing
- applying the scoring criteria impartially, independently, and consistently to **all** papers
- refraining from marking a response if personal biases—such as the student’s handwriting, development of topic, idiosyncrasies of voice, and/or political or religious preference—interfere with an impartial judgment of the response
- ensuring that every paper is scored
 - fairly
 - according to the scoring criteria
 - in accordance with the standards reflected in the Exemplars and Rationales

The scores awarded to students’ papers must be based solely on the scoring criteria with reference to the Exemplars and Rationales. Fairness to all students is the most important requirement of the marking process.

To facilitate fair and valid assessment of all student work during both local and central marking, **teachers must not** mark or write in student booklets. Teacher-created scoring sheets, which may be used during local marking, are **not** to be included in student test booklets.

To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring **Conventions** for *Assignment I: Narrative / Essay Writing* as well as **Content Management** for *Assignment II: Functional Writing*.

Please feel free to contact Assessment Sector staff members to discuss any questions or concerns.

Maintaining Consistent Standards

For all achievement test scoring sessions, teacher working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are used both to establish expectations for student work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. These working groups are crucial to ensuring that marks are valid, reliable, and fair measures of student achievement.

Exemplar Selection Working Group

Exemplars are selections of student work, taken from field tests, that best illustrate the scoring criteria. The Exemplar Selection Working Group is composed of experienced teachers representing various regions of the province who read a large sample of students' written responses. Working-group members select responses that best match the established standards in the Exemplars and Rationales from the previous marking session. The working group then writes Rationales that explain the relationship between each Exemplar and the scoring criteria in each scoring category. The same process also occurs at this time in the selection of Training Papers. These papers are selected to illustrate characteristics of student work that might not be covered in the Exemplars and that might lead to inconsistent judgments or marking difficulties. While Exemplars usually receive consistent scores across all categories, Training Papers may not. This is due to the reality that students rarely perform with equal ability in every scoring category, as well as to the necessity of evaluating each scoring category as a distinct skill area.

Exemplar Validation Working Group

The Exemplar Validation Working Group, another group of experienced teachers from various provincial regions, reviews and approves the Exemplars, Training Papers, and Rationales that have been prepared for markers. The working group ensures that the Rationales accurately reflect the standards embedded in the descriptors in the Scoring Guide while verifying that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the Rationales.

Standards Confirmation Working Group

Teachers from throughout the province who serve on the Standards Confirmation Working Group read a large sample of student responses to *Part A: Writing* to confirm the appropriateness of the standards set by the test when compared with actual student work on the Achievement Test. The working group ensures that the Exemplars, Training Papers, and Rationales are appropriate for central marking. Working-group members also select student responses that are to be used for daily Reliability Reviews. Once a day, all markers score a copy of the same student paper for inter-rater reliability. Reliability Reviews confirm that all markers are consistently awarding scores that accurately reflect the standards embedded in the scoring criteria.

Working groups for Exemplar Selection, Exemplar Validation, and Standards Confirmation are part of a complex set of processes that have evolved over the years of Achievement Test administration. These teacher working groups are crucial to ensuring that standards are consistently and fairly applied to student work.

Local Marking

Classroom teachers are encouraged to assess students' writing, using the Scoring Guides, Exemplars, and Rationales that are sent to the schools along with the *Part A: Writing* tests, before returning the tests to Alberta Education. All papers are scored centrally in Edmonton in July.

Scores awarded locally can be submitted to Alberta Education, where they will be used as the first reading of a student's response. Local markers are to use the "**For Teacher Use Only**" section on the back of each *Part A: Writing* test booklet to record their scores by filling in the appropriate circles. The "**School Code**" and "**Accommodations Used**" sections should also be completed (see accommodations in the *General Information Bulletin* for information). If a teacher wants to know how his or her locally awarded scores compare with the scores that the tests received when scored centrally, then he or she must create a three-digit identification number and enter it in the section labelled "**ID No.**" on the back of each student booklet. No two teachers from the same school should create and use the same ID number. **No other marks are to be made in the test booklet by the teacher.**

Tests are to be returned to Alberta Education according to the scheduling information in the online *General Information Bulletin*. The tests will then be scored centrally by Alberta Education as the second reading. Both sets of scores are used when calculating each student's final mark. In the case of a discrepancy between these two sets of scores, papers will receive a third reading, which will determine the final scores that a paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are **not assessed locally** by teachers will be **scored centrally only once**.

After central marking has been completed and school reports have been sent to the schools, teachers who submitted their scores with an ID number will receive a confidential report on their marking. This report is called the **Local Marker Report** and includes the locally awarded scores, centrally awarded scores, third-read scores if applicable, and the final scores assigned.

Teachers may make photocopies of student writing from only the English Language Arts *Part A: Writing* tests for inclusion in portfolios of the year's work. Copies can be made for parents who request them.

The Exemplars of student writing and the corresponding Rationales in this document exemplify the standards inherent in the scoring criteria.

The levels of student achievement in the scoring guides are identified by specific words to describe student achievement in each scoring category. Classroom teachers are encouraged to discuss and use the scoring criteria with their students during the year.

To determine a student's mark, convert the word descriptors to the following numeric values: Excellent = 5, Proficient = 4, Satisfactory = 3, Limited = 2, Poor = 1.

A total score for a student’s written response may be calculated by a teacher using the following procedure. For the **Narrative/Essay Writing Assignment**, assign a score of 1 to 5 for each of *Content*, *Organization*, *Sentence Structure*, *Vocabulary*, and *Conventions*. Then, multiply the scores for *Content* and *Organization* by 2 as these categories are worth twice as much as the other categories. The maximum score possible for Narrative/Essay Writing is 35. For the **Functional Writing Assignment**, assign a score of 1 to 5 for each of *Content* and *Content Management*. Then, multiply these scores by 2. The maximum score possible for Functional Writing is 20. To calculate the **Total Part A: Writing Score**, add the Narrative/Essay Writing and Functional Writing scores as follows: **Narrative/Essay Writing ___/35 (63.6%) + Functional Writing ___/20 (36.4%) = Total Score ___/55 (100%)**. The mark for *Part A: Writing* is worth 50% of the total mark for the Grade 9 English Language Arts Achievement Test.

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

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.

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

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

To facilitate fair and valid assessment of all students during both local and central marking, **teachers must not** mark or write in student booklets. Teacher-created scoring sheets, which may be used during local marking, are **not** to be included in student test booklets.

To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring **Conventions** for *Assignment I: Narrative/Essay Writing* as well as **Content Management** for *Assignment II: Functional Writing*.

Scoring Guide: Functional Writing Assignment

Content

Focus

When marking **Content** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- ideas and development of the topic are effective
- the purpose of the assignment is fulfilled with complete and relevant information
- the tone is appropriate for a business letter, and awareness of audience is evident

<p>Excellent E</p>	<ul style="list-style-type: none"> • The ideas are perceptive, and development of the topic is clear and effective. • Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment. • A tone appropriate for the addressee is skillfully maintained.
<p>Proficient Pf</p>	<ul style="list-style-type: none"> • The ideas are thoughtful, and development of the topic is generally effective. • Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment. • A tone appropriate for the addressee is clearly maintained.
<p>Satisfactory S</p>	<ul style="list-style-type: none"> • The ideas are appropriate, and development of the topic is adequate. • Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment. • A tone appropriate for the addressee is generally maintained.
<p>Limited L</p>	<ul style="list-style-type: none"> • The ideas are superficial and/or flawed, and development of the topic is inadequate. • Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled. • A tone appropriate for the addressee is evident but not maintained.
<p>Poor P</p>	<ul style="list-style-type: none"> • The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective. • Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled. • Little awareness of a tone appropriate for the addressee is evident.
<p>Insufficient INS</p>	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.

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

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

Content Management

Focus

When marking **Content Management** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

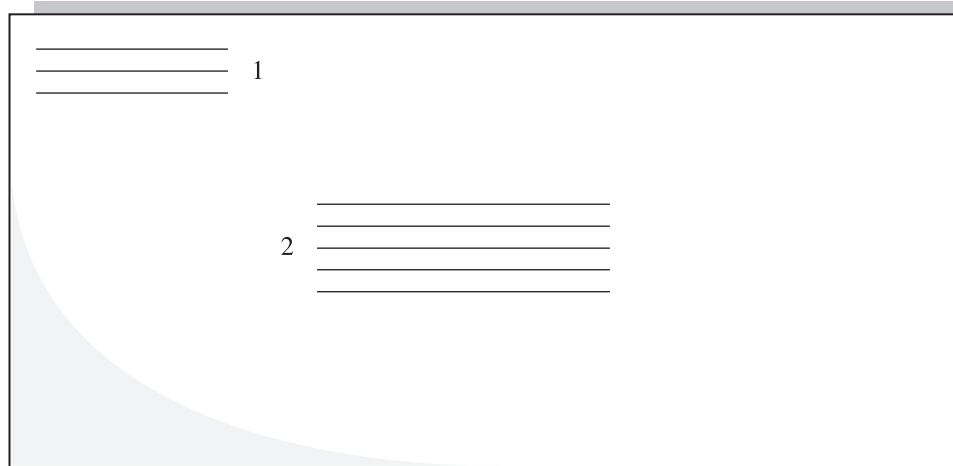
- words and expressions are used accurately and effectively
- sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled
- the formats of an envelope and a business letter are consistently applied

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

<p>Excellent E</p>	<ul style="list-style-type: none"> • Words and expressions used are consistently accurate and effective. • The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning. • The envelope and letter are essentially free from format errors and/or omissions.
<p>Proficient Pf</p>	<ul style="list-style-type: none"> • Words and expressions used are usually accurate and effective. • The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning. • The envelope and letter contain few format errors and/or omissions.
<p>Satisfactory S</p>	<ul style="list-style-type: none"> • Words and expressions used are generally accurate and occasionally effective. • The writing demonstrates basic control of correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning. • The envelope and letter contain occasional format errors and/or omissions.
<p>Limited L</p>	<ul style="list-style-type: none"> • Words and expressions used are frequently vague and/or inexact. • The writing demonstrates faltering control of correct sentence structure, usage, and mechanics. Errors frequently impede meaning. • The envelope and letter contain frequent format errors and/or omissions.
<p>Poor P</p>	<ul style="list-style-type: none"> • Words and expressions used are inaccurate and/or misused. • The writing demonstrates a lack of control of correct sentence structure, usage, and mechanics. Errors severely impede meaning. • The envelope and letter contain numerous and glaring format errors and/or omissions.
<p>Insufficient INS</p>	<ul style="list-style-type: none"> • The writing has been awarded an INS for Content.

Note: Content and Content Management are equally weighted.

Addressing an Envelope



1. Return Address

The return address is the name and address of the person sending the letter. The return address appears in the top left corner of the envelope and consists of your name, post office box number (if applicable), apartment or unit number followed by a hyphen (if applicable), street address (if applicable), city or town, province, and postal code.

JEAN BROWN
PO BOX 8207
TORONTO ON L2R 3V6

JEAN BROWN
905-12963 61 ST
TORONTO ON L2R 3V6

2. Mailing Address

The mailing address is the name and address to which the letter is being sent. It always appears in the centre of the envelope. In a business letter, the address on the envelope is the same as the inside address of the letter. There may be separate lines for the title of the addressee (Editor, Director, President), the division or department in which the person works, and the name of his or her company, business, or organization.

SAM HUNT
DIRECTOR
THE KNITTING MILL
1409 3 AVE
TORONTO ON L3V 701

Envelope Format

1. Addresses should be typed or written in upper-case or block letters.
2. All lines of the addresses must be formatted with a uniform left margin.
3. Punctuation marks (such as commas and periods) should not be used unless they are part of a place name (e.g., ST. JOHN'S).
4. The postal code should always appear on the same line as the municipality and province or territory name, and should be separated from the province by two spaces.
5. The two-letter abbreviation for the province name should be used wherever possible (see next page); abbreviations for street (ST), avenue (AVE), and boulevard (BLVD) should also be used.
6. The return address should be formatted in the same way as the main address.

For more information, refer to the "Addressing Guidelines" in the *Canada Postal Guide* at www.canadapost.ca.

Format of a Business Letter

There are three basic business-letter formats. Any of these formats is appropriate and acceptable for the test. What is most important is that students choose one format and use it consistently so that the overall appearance of the letter is attractive.

Note: Students should double-space word-processed work in order to make revisions more easily. This should be applied only to the body of the letter and not to the other parts.

Parts of the Business Letter

(see illustrations on next page)

1. Heading

The heading consists of your address and the date.

PO Box 8207
Toronto ON L2R 3V6
May 19, 2011

905-12963 61 St
Toronto ON L2R 3V6
May 19, 2011

2. Inside Address

The inside address consists of the name and address of the person to whom you are writing. It usually appears four lines below the heading if a word processor is used or one line below if it is handwritten.

Sam Hunt, Director
The Knitting Mill
1409 3 Ave
Toronto ON L3V 7O1

3. Salutation

The most traditional salutation or greeting for a business letter is *Dear* followed by Mr., Ms., Mrs., or Miss, and the person's last name, followed by a colon.

Dear Mr. Smith:
Dear Ms. Black:

Dear Mrs. Brown:
Dear Miss Green:

4. Body

The body is the main part of the letter in which you write what you have to say to the addressee. Skip one line after the salutation.

- Be concise. Ensure that sufficient information is given so that your purpose is clearly understood and your request is well received.
- Business letters are usually formal, so the language that you use should also be formal.

5. Closing

The closing is the ending to your letter. It appears at the bottom of the letter, directly under the body. Only the first word in the closing should be capitalized. It is always followed by a comma.

Yours truly,
Sincerely,

6. Signature

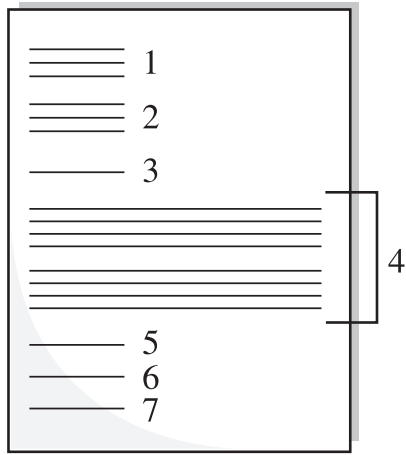
The signature is your full name signed. Your signature should appear directly below the closing. It should always be written in ink.

7. Your Name Printed

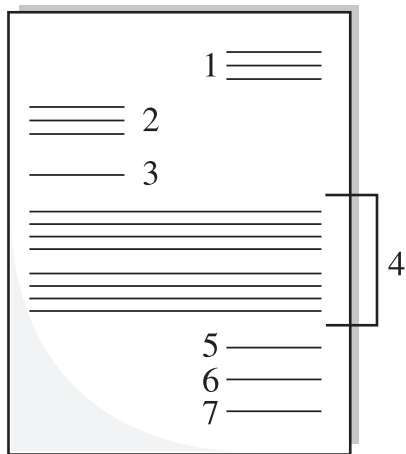
8. Commonly Used Abbreviations for Provinces and Territories

Province/Territory	Abbreviation
Alberta	AB
British Columbia	BC
Manitoba	MB
New Brunswick	NB
Newfoundland	NL
Northwest Territories	NT
Nova Scotia	NS
Nunavut	NU
Ontario	ON
Prince Edward Island	PE
Quebec	QC or PQ
Saskatchewan	SK
Yukon	YT

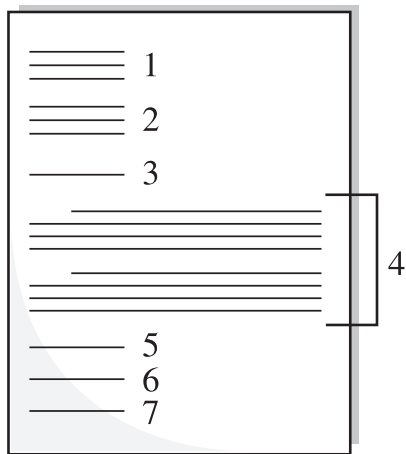
Business Letter Formats



The block format. In this format, all parts of the letter run along the left side of the page (margin). No paragraphs in the body are indented.



The modified block format. In this format, the heading, the closing, and the signature run along the right margin. All the other parts run along the left margin.



The semi-block format. This format is the same as the block format, except that the paragraphs in the body are indented.

Part A: Writing – Description and Instructions

Grade 9 Achievement Test

English Language Arts

Part A: Writing

Description

Part A: Writing contributes 50% of the total Grade 9 English Language Arts Achievement Test mark and consists of two assignments:

- **Assignment I:
Narrative / Essay Writing**
This assignment contains some material for you to consider. You must then respond in writing to the topic presented in the assignment. You should take about 70 minutes to complete Assignment I.
Value: Approximately 65% of the total Part A: Writing test mark

- **Assignment II:
Functional Writing**
This assignment describes a situation to which you must respond in the format of a business letter. You should take about 40 minutes to complete Assignment II.
Value: Approximately 35% of the total Part A: Writing test mark

Before beginning to write, you will have 10 minutes to talk with your classmates (in groups of two to four) about both writing assignments or to think about them alone. During this time, you may record your ideas on the *Planning* pages provided.

This test was developed to be completed in two hours; however, you may take an additional 30 minutes to complete the test.

Do not write your name anywhere in this booklet. You may make corrections and revisions directly on your written work.

2011

Instructions

- You **may** use the following **print** references:
 - a dictionary (English and/or bilingual)
 - a thesaurus
- Complete **both** assignments.
- Jot down your ideas and/or make a **plan** before you write. Do this on the *Planning* pages.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten copy** of your writing.

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 printed copy**. For the Functional Writing assignment, this should be applied to the body of the business letter but not to the other parts.
- **Staple** your printed work to the page 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.

Assignment II: Functional Writing

(suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

You are Tony Lazo, a Grade 9 student who attends Tiller Junior High School. It has been a tradition for the Grade 9 students in your school to operate the school store during the noon hour and after school. The school store sells a wide variety of food and is very profitable. The money that is earned allows the Grade 9 class to attend a three-day adventure camp in spring each year. It has always been a wonderful experience for the Grade 9 class, and you and your classmates are looking forward to it.

Because students are purchasing unhealthy food from the store, you are concerned about the amount of nutritionally poor food the students are consuming. You would like to see the store encourage healthy food consumption, and you would also like to see the spring camp continue.

You have decided to write a letter to the school principal, Darren Blairton, with your ideas on how the store could change the products it sells to the students and yet retain its profitability. You should include suggestions about how to make healthy food appealing to the students and how sales could be promoted within the school.

Assignment

Write a business letter to Darren Blairton, principal of Tiller Junior High School. In your letter, **present your suggestions for promoting the sale of healthy food in the store while making a profit**. Provide enough information to **persuade the principal of the advantages of implementing your suggestions**.

When writing, **be sure to**

- **identify** the **purpose** of the letter
- **explain** the details of the **situation** and **request**
- **organize** your **thoughts** appropriately in sentences and paragraphs
- **use vocabulary** that is appropriate and effective
- **sign** your **letter** Tony Lazo—**do not sign your own name**
- **address** the **envelope** on page 14

Address Information

Use the following information for your letter and to address the envelope below.

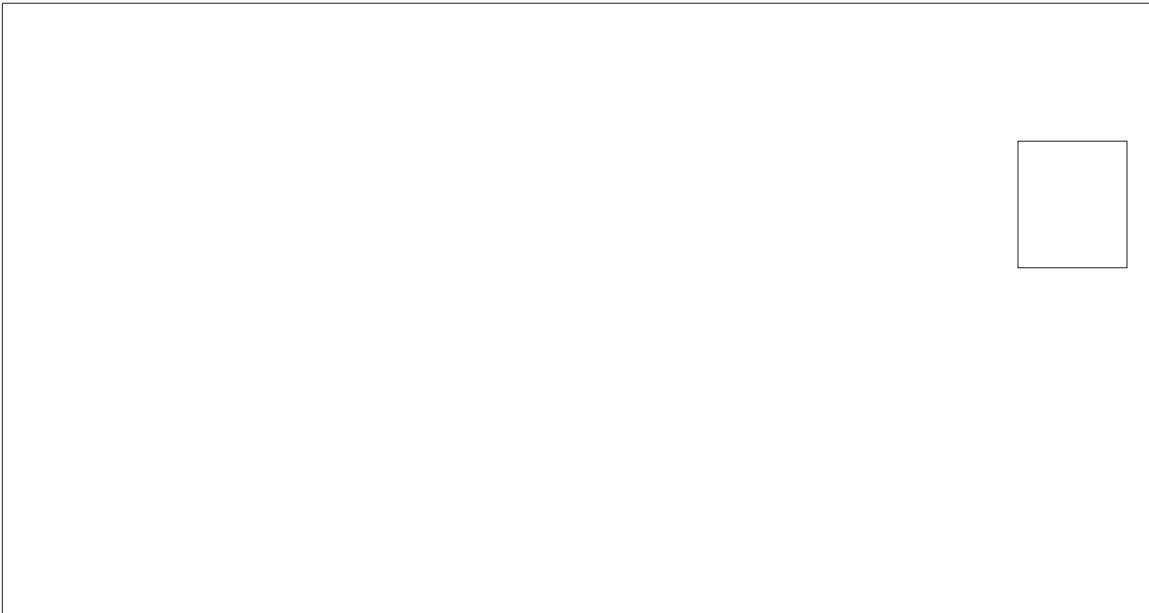
Darren Blairton

The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope



Observations from Standards Confirmation and Central Marking 2011

Throughout the 2011 marking session, every effort was made to **reward student strengths** where evident rather than to consider what was missing or what a student should have added or included. When marking, markers were asked to conscientiously return to the “**Focus**” section of the scoring categories to reorient themselves to the distinctions within the scoring criteria. There are several scoring descriptors in each scoring scale in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to **review**—at the start of each marking day—**each assignment and the prompt materials** given that many students’ ideas regarding the topic are informed by details within the prompts. Occasionally, markers needed to reread a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses are first drafts written under examination conditions.

During Standards Confirmation, working-group members found that most students successfully identified with the situation regarding food sold in the school store contained in the Functional Writing Assignment in terms of its relevance to their own lives and the assigned viewpoint of the writer (Tony Lazo) being “a Grade 9 student.” While nearly all students referenced ideas provided such as those regarding the school store being operated by Grade 9 students, the profit being used to fund “a three-day adventure camp,” and “the amount of nutritionally poor food the students are consuming,” the manner in which this information was elaborated upon and employed to achieve the student’s purpose—to “Write a business letter to “Darren Blairton, principal of Tiller Junior High School” to “**present your suggestions for promoting the sale of healthy food in the store while making a profit**” and to “Provide enough information to **persuade the principal of the advantages of implementing your suggestions**”—was significant in distinguishing strong from weak responses. Most students were able to recognize that in order to “encourage healthy food consumption,” the store would need to “change the products it sells to the students and yet retain its profitability.” Students also included a variety of “suggestions about how to make healthy food appealing to the students and how sales could be promoted” in order to fulfill the purpose of the assignment.

In assuming the role of a “student who attends Tiller Junior High School,” nearly all students identified the merits of “healthy food,” the need for “profits from sales,” and the value of “promoting changes to the school store’s menu.” A variety of suggestions were presented with regard to “raising prices on unhealthy foods,” informing students of the benefits of healthy foods through “posters” and “announcements,” and the lasting effects of “healthy lifestyle eating habits.” In many responses, students provided information regarding how the addressee may contact the sender should he wish to do so although this was not required in this situation.

As in other years, there was no prescribed length for responses to the Functional Writing Assignment. While some students concisely fulfilled the requirements of the task, others elaborated more extensively upon the ideas and/or examples presented. Such brevity or embellishment was neither beneficial nor detrimental in and of itself, and markers needed take into account the overall effectiveness of each response when

assessing its quality. With regard to envelope and letter formats, recommendations are provided in the guidelines of Canada Post. Markers were reminded, however, that other formats/styles are equally acceptable, given that the student is consistent in applying a chosen format to both the envelope and letter. When assessing this assignment, it was important that markers not penalize students for deviations from the Canada Post guidelines. Markers were, above all, to judge the degree to which each student's response effectively communicated with the intended recipient of the letter. The fact that this assignment was written under examination conditions resulted in many student responses wherein there were varying amounts of white space between the heading, inside address, and salutation of the letter as well as single- or double-spacing of the body of the letter. These issues specifically were not to be viewed as detrimental to the quality of student work and were not to be penalized in the assessment of **Content Management**.

Students whose responses received scores of "Satisfactory" in **Content** typically recognized the conflict inherent in the writer's vested interest in the success of the school store in generating revenue and his or her concerns regarding the poor nutritional quality of the food sold. As well, most students acknowledged that resolving this conflict would entail "convincing other students to continue to purchase food from the store" and that altering the store's menu would require the endorsement of the school principal. Among the advantages of healthy foods cited by many students were the ability to "concentrate better in class," "have more energy throughout the day," and "improve your ability to play sports." Suggestions for promoting healthy foods often included recommendations to "sell juice instead of pop and fruits and vegetables instead of junk food" and marketing strategies such as "half price Tuesdays," "two for one sales," and "prizes for repeat customers." The majority of students presented relevant information supported by enough detail to fulfill the purpose of the assignment.

Qualities of student writing that received "Satisfactory" scores are evident in the following excerpts from student responses:

- "The school store is selling unhealthy food which I believe students should not be eating ... Here at Tiller Junior High we should fill our store with healthier food. We will gradually get rid of the unhealthy foods and replace them with healthy foods."
- "I want to change the food products because it is very unhealthy for the children that are buying it. If we were to change it to healthy items but also still tasty then people might still buy items from the store so that we can still have our 3 day adventure camp in spring ... We need to promote the importance of eating healthy."
- "As a concerned member of our school, I would like to address the problem of unhealthy foods being sold in our store, and would like to see a much healthier selection of food to choose from. We, the grade 9's operate the store at lunch and after school so that we can to on our three-day adventure camp. As well as many other grade 9 students, I have notice the amount of nutritionally poor food our fellow students are eating everyday. It worries me because this is leading to unhealthy life habits."
- "The food that is being sold there is very unhealthy, and kids our age should be eating healthier. All of the grade nine students are really looking foreward to the adventure camp in spring. We want the store to have healthier choices but we also want to go on

the trip ... Low fat treats cost the same amount as the treats the school was selling before ... Everyone will benefit by getting healthy.”

- “The schools store that sells food at lunch has too much unhealthy food ... I would like to present to you with new food ideas for students here to have healthier lives. We need to sell food that would appeal the students so they would actually want to buy it ... things like salads and fruits.”
- “I help run the school store at noon and after school ... the store is a good place to get a quick snack and it also helps us raise money for our adventure camp. But I am concerned about the amount of junk food and other food with low nutrition value students are buying ... We need to sell healthier foods ... We could show how the healthier foods improve brain power and even make you better at sports to make it more appealing.”
- “We can sell healthy food and make a profit. Plain old fruits obviously wont do it so you need to be creative. We can make fruit salads ... People will buy it if it has a reasonable price ... We can make a difference and be a healthy school.”
- “I want the school store to sell healthy food and still raise money for the grade 9 spring camp ... Students need healthy food so they can be active and have a healthy body ... We can promote healthy food by using posters and having announcements that show the benefits of healthy food.”

In “Satisfactory” responses such as those from which these excerpts are taken, a tone appropriate for the addressee was generally maintained, generally accurate and occasionally effective words and expressions were used, basic control of correct sentence construction, usage, and mechanics was evident, and the letter and envelope contained occasional format errors and/or omissions.

In strong responses to the topic that were awarded scores of “Proficient” or “Excellent” in **Content**, many students particularized and elaborated upon the physical and educational benefits of consuming healthy foods and the detrimental effects of consuming unhealthy foods. Students often commented on the low nutritional content of “junk foods” (including potato chips, chocolate bars, soda pop, energy drinks, and pizza), the consequences of eating unhealthy foods (such as obesity, high blood pressure, or diabetes), the high nutritional content of “low fat alternatives” (including fresh fruits and vegetables, salads, granola bars, and bottled water), or the benefits of healthy foods (such as “increased intellectual vigour and physical strength” and promoting “resistance to illness”). Many students conceded that students might be reluctant to support changes to the school store’s menu but contended that educating students about their own health and wellness could convince them to act in their own best interests. As well, students sometimes highlighted how the principal himself could play an active role in improving the quality of the lives of students in the school.

The excerpts below are taken from student responses that received “Proficient” or “Excellent” scores:

- “Given that many students prefer to buy foods that are unhealthy for them, we need to act in their best interests. Consumption of unhealthy foods could lead to childhood obesity and health concerns such as clogging or hardening of the arteries. We must promote healthier lifestyles among students.”

- “Though the store does sell a wide variety of food to students, much of the items sold are not healthy. Students need to learn to eat healthier, and having healthy alternatives will not only benefit the students short term, but will encourage them to have healthier eating habits for the rest of their lives ... To improve the eating habits of students, we need to sell nutritional options that include calorie-reduced or low-fat alternatives such as granola bars and wheat thins.”
- “By substituting sugary pops and juices for fresh squeezed orange juice, smoothies, vitamin waters, flavored waters and ice tea, our students will have more energy throughout the day and about a quarter of the sugar. I realize that students may initially question the change to healthy food, but if we advertise to them the difference healthy food can make, I’m certain they will realize what a great change this will be.”
- “I would like to help find a way for the school store to offer healthier, better options for students. Healthy foods would provide students with more energy and they could lower their risk for diabetes, heart disease, obesity, and other medical conditions. They would also likely carry these healthy choices into the rest of their lives.”
- “Healthy foods do not only consist of fruits and vegetables. There are appealing healthy foods as well. For example, instead of chocolate bars, we could sell granola bars and trail mix. Instead of potato chips, we could sell vegetable chips or crackers, which have the same crispiness of potato chips. Instead of pop, we could sell juice. These are all healthier alternatives and they taste just as good as junk foods.”
- “There are many ways that we can incorporate healthy foods into our store and still be able to generate a profit. Fresh fruit, fruit smoothies, and fruit flavoured yogurt could be among the foods offered. It would be best to have these healthy foods in the store. By taking out the junk food, students will benefit physically and will also academically.”
- “Healthy foods would allow students to perform to the best of their ability. Improving the nutritional quality of the food sold at the store is as easy as preparing carrot sticks and serving them with low fat dip. Promoting the value of food that is good for you will ensure that profits remain high enough to fund the grade 9 adventure camp in spring.”
- “Right now the store sells hot dogs, hamburgers, candy, and pop. These kinds of food items are detrimental for our students, especially the ones who visit our store frequently. I believe we should replace pop with water, bring in salads, and limit the amount of candy we provide. Giving students the nutritional facts regarding the food they eat will help them to make informed choices in order to improve their health.”

These excerpts demonstrate that students whose work achieved scores of “Proficient” or “Excellent” presented thoughtful or perceptive ideas, effectively developed the topic, and included significant or pertinent information substantiated or enhanced by specific or precise details in order to fulfill the purpose of the assignment. These students clearly or skillfully maintained a tone appropriate for the addressee, employed words and expressions accurately and effectively, showed competent or confident control of correct sentence structure, usage, and mechanics, and had few if any format errors or omissions in the envelope and letter.

Those students whose responses were scored “Poor” or “Limited” scores in **Content** sometimes relied too heavily on the information presented in the “**Situation**” of the

assignment and merely quoted or paraphrased the content given with little of their own thinking or development. Other students misconstrued the role of the writer of the letter to be that of the principal informing students of the new program being implemented in the school, erroneously argued that the store must make a profit in order for the school “to have books or pay teachers” or even to continue to operate at all, implied that the principal “runs the store” and hires “the workers,” or argued against the selling of healthy food in the school store. In some responses, students presented dubious contentions regarding how to “raise profits by lowering prices,” how to “have a competition between nutritional and nonnutritional food,” how to “make the great nine attitude a little better because it sucks right now,” or how “the money that is going to be left over the school can use to buy some new stuff.”

Ideas such as these are shown in the following excerpts taken from student responses that received “Poor” or “Limited” scores:

- “Selling health food will make enuf money to keep the school open so please support our school so that we dont have to go somplace else.”
- “The food shood look very dellicious and shood have lot fattys in it so the students can enjoy it and can get something out of it like nutrition by making the prices higher by 50cents.”
- “If you want to increase sales just put flyers everywhere, everyone loves flyers ... the concession is fun we should keep it that way.”
- “You better sell the food we want or else well go to the store next door if you wont sell food to us kids arent that desperate for food.”
- “If we sell healthy food the kids that don’t bring lunch arent going to start bringing lunch’s they will probally eat out.”
- “I am writing because our school store is not the same consumer services, that our store sells we are getting complaints that we do not have food the kids want ... the grade 9’s come in here and buy everyday so we need to get the store up and moving again.”
- “I belive the school has a problem the store’s items are all junk food, which I know you like but I don’t so I belive we should give one unhealthy snack for every two healthy snacks one person buys.”
- “If want to get more money for the money you spend, because if you get more food for a smaller price student will buy more ... Could the school please suggest the students to be healthy.”
- “I look around the school and I see that it is some students don’t like the food at the store they don’t eat at all resulting in a poor food cycle.”

In student writing that received scores of “Poor” or “Limited,” as illustrated in these excerpts, ideas were superficial, flawed, overgeneralized, or misconstrued. Development of the topic was inadequate or ineffective, supporting details were insignificant, lacking, obscure, or absent, and the purpose of the assignment was only partially or not fulfilled. In some cases, a tone appropriate for the addressee was either evident but not maintained or there was little awareness of a tone appropriate for the addressee. These students typically used vague, inexact, or inaccurate words and expressions, made frequent errors in sentence structure, usage, and mechanics, and had frequent or numerous and glaring format errors and/or omissions in the envelope and letter.

As is often the case each year, the connection between the assigned topic and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a given response sufficiently addressed the task presented in the assignment. Most often, there was evidence that students had implicitly addressed the topic or prompts, and their responses were assessed. If, however, extensive examination of a student's work by both a marker and a group leader led to the conclusion that the response was "Insufficient," then the floor supervisors in consultation with the assessment standards team leader made a final judgment.

Most students succeeded in demonstrating their attainment of text creation outcomes in the Program of Studies and meeting the achievement standards expected of Grade 9 English Language Arts students in the Functional Writing Assignment on *Part A: Writing* of the 2011 Achievement Test.

Student Exemplar – Satisfactory

Address Information

Use the following information for your letter and to address the envelope below.


Darren Blairton

The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope

<p>TONY LAZO TILLER AB 119 MATTECK STREET TILLER, AB T7N 2R5</p>	<p>DARREN BLAIRTON PRINCIPAL TILLER JUNIOR HIGH SCHOOL P.O. BOX 889 TILLER, AB T7N 3H4</p> 
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Assignment II: Planning

Use this page to plan in whatever way you choose.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to use for planning their work.

119 Mattek Street

Tiller, AB

T7N 2R5

May 19, 2011

Mr. Darren Blairton

Tiller Jr. High School

P.O. Box 889

Tiller, AB

T7N 3H 4

Dear Mr. Blairton:

~~My name is Tony Lazo~~
~~from the Tiller community~~
~~and I am a grade nine student~~
I am a grade nine student ^{attending} Tiller
Jr. High. To my understanding the food
the school's store sells is very low
in nutrition. I have a few suggestions on
how to sell nutritious food, but still

be getting the profit you are now

IF you were to sell ~~banana~~ ~~always~~ non-fat ~~cookies~~ ~~with~~ products, less sugars and maybe more home cooked food. You would still keep your customers, and they would be benefiting as well.

To prompt the kids into eating right we could hold different events. or equip them with ~~some~~ knowledge about eating right. Also we could have testing stations where the kids could try a little of it for free. what teenager doesn't like ~~good~~ ~~free~~ food? We could put up posters and even have a presentation.

I hope you take what I am trying to say into consideration. It would do good for the school and the kids camping trip.

Thank you very much for your time.
~~letter~~

Sincerely,

Tony

Tony Jazo

Rationale for Student Exemplar – Satisfactory

Score	Reporting Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 411 1409 590">S • The ideas related to the concern that “the food the school’s store sells is very low in nutrition” are appropriate, and development of the topic in the discussion of “how to sell nutritious food, but still be getting the profit you are now” in order to “do good for the school and the kids camping trip” is adequate. <li data-bbox="342 611 1409 873">S • Relevant information (regarding the benefits of selling “non-fat products, less sugars and maybe more home cooked food,” prompting students “into eating right” by holding “different events,” and providing students with “knowledge about eating right”) is presented, and this information is supported by enough detail—such as in the examples of having “testing stations,” putting “up posters,” and having “a presentation”—to fulfill the purpose of the assignment. <li data-bbox="342 894 1409 1037">S • A tone appropriate for the addressee (evident in statements such as “My name is Tony Lazo I am a grade nine student attending Tiller Jr. High,” “I hope you take what I am trying to say into concideration,” and “Thank you very much for your time”) is generally maintained.
S	<p>Content Management</p> <ul style="list-style-type: none"> <li data-bbox="342 1104 1409 1209">S • Words and expressions used—such as “To my understanding,” “I have a few suggestions on how to,” “If you were to sell,” and “We could put up posters”—are generally accurate and occasionally effective. <li data-bbox="342 1230 1409 1409">S • The writing demonstrates basic control of correct sentence structure (as in “You would still keep your costumers, and they would be bennifitting as well”), usage (as in “Also we could have testing stations where the kids could try a little of it for free”), and mechanics (as in “What teenager doesn’t like free food?”). <li data-bbox="342 1430 1409 1650">S • Occasional format errors are contained in the envelope and letter—in the misspelling and lack of abbreviation in “119 MATTECK STREET,” the inclusion of punctuation in “P.O.” and “TILLER, AB,” the placement of the postal code on a separate line in both the heading and inside address, the omission of the recipient’s title, and the presentation of the closing (“Sincerely”). <p>Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Proficient

Address Information

Use the following information for your letter and to address the envelope below.


Darren Blairton

The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope

<p>TONY LAZO 119 MATTICK ST TILLER AB T7N 2R5</p>	<p>DARREN BLAIRTON PRINCIPAL TILLER JUNIOR HIGH SCHOOL P.O. BOX 889 TILLER AB T7N 3H4</p>	
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Assignment II: Planning

Use this page to plan in whatever way you choose.

letter?
address
CPP
date

their name, prof.
Comp.
address
CPP

envelope: caps
mix name
mix address

119 Mattick St
Tiller AB T7N 2R5
May 19, 2011

Darren Blairton, Principal
Tiller Junior High School
P.O Box 889
Tiller AB T7N 3H4

Dear Mr. Blairton,

I have decided to write a letter to you in concern about the unhealthy food that the school store is selling to the students. My opinion is that the store should be selling more nutritious food and drinks. I understand students may not come to the store as often seeing that nutritious food is not as popular as candy and pop but if our grade 9 class were to promote the new food for the store by using posters and motivational comments on the intercom we could keep the store as profitable as it always has been.

If we give sales such as 20% off on Wednesdays and 2 for 1 on Mondays it would help keep the popularity of the store up. One advantage of having nutritious food in the school store is that it is less expensive to order. Also many of the factories for the food such as the health bars are much closer meaning lower shipping costs on the orders.

The biggest advantage of having more nutritious food in the school store is that kids will have a healthier life. If kids eat candy they get hyper and do not focus in class but if they are eating more nutritious food they will be able to focus in all classes.

Are store will make more money and we will have more sings and promotion ideas in the next week after we know its been approved by you.

I hope you have considered what I have said and think about it before making a decision, our whole grade 9 class has agreed on this idea and has been suggested to younger grades and they have been positive towards the idea also. I really think this would do a great impact on the school as a whole with many benefits.

Yours Truly,

A handwritten signature in cursive script that reads "Tony Lazo".

Tony Lazo

Rationale for Student Exemplar – Proficient

Score	Reporting Category
<p>Pf</p>	<p>Content</p> <p>Pf • The ideas regarding how to “keep the popularity of the store up” and how students who “are eating more nutritious food ... will be able to focus in all classes” are thoughtful, and development of the topic—in arguing that “the store should be selling more nutritious food and drinks,” conceding that “students may not come to the store as often seeing that nutritious food is not as popular as candy and pop,” and contending that “nutritious food” could be “less expensive to order”—is generally effective.</p> <p>Pf • Significant information (regarding the need to “keep the store as profitable as it always has been” and the benefits to students of “a healthier life”) is presented, and this information is substantiated by specific details (related to promoting “the new food for the store by using posters and motivational comments on the intercom” and offering “sales such as 20% off on Wednesdays and 2 for 1 on Mondays”) that fulfill the purpose of the assignment.</p> <p>Pf • A tone appropriate for the addressee is clearly maintained from the opening statement (“I have decided to write a letter to you in concern about the unhealthy food that the school store is selling to the students”) through to the conclusion (“I hope you have considered what I have said and think about it before making a decision ... I really think this would do a great impact on the school as a whole with many benefits”).</p>

Score	Reporting Category
Pf	<p data-bbox="423 275 721 306">Content Management</p> <p data-bbox="350 327 1398 506">Pf • Words and expressions used such as in “My opinion is that,” “One advantage of having nutritious food in the school store is that,” “if they are eating more nutritious food they will be able to focus,” “make more money,” and “our whole grade 9 class has agreed on this idea” are usually accurate and effective.</p> <p data-bbox="350 527 1409 821">Pf • The writing demonstrates competent and generally consistent control of correct sentence structure—as seen in “The biggest advantage of having more nutritious food in the school store is that kids will have a healthier life;” usage—as seen in “if our grade 9 class were to promote the new food for the store;” and mechanics—as seen in “If kids eat candy they get hyper and do not focus in class.” Errors that are present such as in “Are store,” “more sings,” “after we know its been approved,” and “do a great impact on” rarely impede meaning</p> <p data-bbox="350 842 1419 1020">Pf • The envelope and letter contain few format errors such as the inclusion of punctuation in both the mailing address and the inside address (in “P.O. BOX 889” and “P.O Box 889”), the use of a comma in the salutation (“Dear Mr. Blairton,”), and the incorrect use of capitalization in the closing (“Yours Truly”).</p> <p data-bbox="423 1041 1317 1104">Proportion of error to length and complexity of response has been considered.</p>

Student Exemplar – Excellent

Address Information

Use the following information for your letter and to address the envelope below.


Darren Blairton

The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope

<p>TONY LAZO 119 MATTICK ST TILLER AB T7N 2R5</p>	
<p>DARREN BLAIRTON PRINCIPAL TILLER JUNIOR HIGH SCHOOL PO BOX 889 TILLER AB T7N 3H4</p>	

Assignment II: Planning

Use this page to plan in whatever way you choose.

not eliminating healthy foods
options

raffle

marks - increase

fit enough to go on the camp

athletes

119 Mattick Street

Tiller, AB T7N 2R5

May 19, 2011

Darren Blarston, Principal

Tiller Junior High School

P.O. Box 889

Tiller, AB T7N 3H4

Dear Mr. Blarston:

My name is Tony Lazo and I am a Grade 9 student attending Tiller Junior High school. I am writing to you concerning our school store as ~~it is a problem to myself and many other students~~ the abundance of unhealthy food choices is a problem to myself and many other students.

It concerns me that the health of our school cannot possibly be benefitting from these foods. As the funds from the school store pay for the annual Grade 9 ~~spring~~ camp, it is important that sales remain high, so I propose a new campaign to encourage students to make ^{nutritious} healthy food choices. ^{of themselves} To start, items such as potato chips and pops can be replaced with similar, but more wholesome, options such as apple chips, crackers, and fruit juices. *I also believe that if students were more aware of the consequences of their actions, they would be more inclined to make ~~out~~ wholesome decisions for their meals. Posters and signs ~~are an easy~~ around the store and halls of the school are an easy and effective way of informing students of the benefits of making healthy choices; a more alert mind for better marks in school, less mood swings that will create more positive relationships, and an in-shape body that will assist ^{them} ~~get~~ in both gym class and the ~~activities~~ ~~at~~ the spring camp. participating in the spring camp activities.

There are plenty of ^{unch} treats available that are ~~just as~~ made with fewer preservatives, ~~sugars,~~ and salts, and still retain all their ~~best~~ taste.

I have already gathered the support of many other students and we are willing to do what it takes to encourage students in a healthy lifestyle. I ~~like~~ look forward to hearing your response to the matter. If you have any questions, feel free to contact me in person or @ tony-blaze911@hotmail.com.

Sincerely,

Tony Lazo

Tony Lazo

Rationale for Student Exemplar – Excellent

Score	Reporting Category
E	<p>Content</p> <ul style="list-style-type: none"> <p>E • The ideas (given the premise that “As the funds from the school store pay for the annual Grade 9 spring camp, it is important that sales remain high”) in the arguments documenting the need for “a new campaign to encourage students to make nutritious food choices for themselves” are perceptive, and development of the topic in the discussion of the value of providing “wholesome, options such as apple chips, crackers, and fruit juices,” making students “more aware of the consequences of their actions,” and “informing students of the benefits of making healthy choices” is clear and effective.</p> <p>E • Pertinent information pertaining to how “the abundance of unhealthy food choices is a problem to myself and many other students” is presented, and this information is enhanced by precise details related to how “items such as potato chips and pops can be replaced with similar” healthy foods—such as “lunch treats” that have “fewer preservatives, sugars, and salts, and still retain all their taste”—in order to reap benefits that include “a more alert mind for better marks in school, less mood swings that will create more positive relationships, and an in-shape body that will assist them in both gym class and participating in the spring camp activities” while ensuring a profit that effectively fulfill the purpose of the assignment.</p> <p>E • A tone appropriate for the addressee is skillfully maintained from the introduction of the sender and the purpose of the letter (provided in “My name is Tony Lazo and I am a Grade 9 student attending Tiller Junior High School. I am writing to you concerning our school store”) throughout the response (in statements such as “It concerns me that the health of our school cannot possibly be benefitting from these foods”) to the conclusion (that “I have already gathered the support of many other students and we are willing to do what it takes to encourage students in a healthy lifestyle. I look forward to hearing your response to the matter”).</p>

Score	Reporting Category
E	<p data-bbox="407 262 1432 304">Content Management</p> <ul style="list-style-type: none"> <li data-bbox="407 325 1432 556"> <p data-bbox="407 325 1432 357">E</p> <p data-bbox="407 357 1432 556">• Words and expressions used (as in “the abundance of unhealthy food choices,” “cannot possibly be benefitting,” “funds from the school store,” “encourage students to make nutritious food choices for themselves,” “similar, but more wholesome, options,” “create more positive relationships,” “participating in the spring camp activities,” and “gathered the support of”) are consistently accurate and effective.</p> <li data-bbox="407 567 1432 871"> <p data-bbox="407 567 1432 598">E</p> <p data-bbox="407 598 1432 871">• As seen in “I also believe that if students were more aware of the consequences of their actions, they would be more inclined to make wholesome decisions for their meals. Posters and signs around the store and halls of the school are an easy and effective way of informing students of the benefits of making healthy choices,” the writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors such as in “avalable,” “preservaties,” and “contact me in person or a tony_blaze911@hotmail.com” do not impede meaning.</p> <li data-bbox="407 882 1432 997"> <p data-bbox="407 882 1432 913">E</p> <p data-bbox="407 913 1432 997">• The envelope and letter are essentially free from format errors and omissions, with the only exceptions being the lack of abbreviation in “Street” and the inclusion of a comma in “Tiller, AB” in the letter.</p> <p data-bbox="407 1008 1432 1087">Proportion of error to length and complexity of response has been considered.</p>

Appendix: Marker Training Papers

The Marker Training Papers are intended to provide markers with an opportunity to

- apply the standards embedded in the scoring criteria and illustrated in the Exemplars and Rationales
- grapple with some of the more complex decisions that markers face
- read and score the Training Papers according to the scoring criteria
- compare individually awarded scores with those awarded in each scoring category

Reminders for marking:

- When a student’s work exhibits characteristics of two scoring criteria, a marker must use professional judgment to apply the scoring criterion that most accurately and appropriately describes the features of the paper. Usually, the appropriate criterion is the one from which there are **the most descriptors that “fit”** the student’s work.
- Be objective in your marking. Mark according to the **Scoring Guide** and **Exemplars ONLY**.
- Before marking each scoring category, read the **focus information** to help you to focus on the **key words and phrases** of each reporting category that help to distinguish differences between scoring levels.
- Student work must be related to the assignment. An INSUFFICIENT paper demonstrates no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**. A NO RESPONSE paper has absolutely nothing written, drawn, or highlighted.
- Information provided by a student on the **planning page** can be used to inform a marker’s judgments but is **not directly scored**.
- Do not be misled by the physical appearance of the paper. Poorly handwritten/word-processed responses are not necessarily poorly constructed, just as neatly handwritten/word-processed responses are not necessarily of quality and substance.
- Score each bullet within each reporting category separately, and then assign an overall score for that category. For example, if two of the three bullets in a scoring category are scored as “Pf” and the third bullet as “S,” assign an overall score of “Pf” in this scoring category. You will encounter papers that, according to the scoring guide, are at the high end or low end of the range of a given scoring category; nonetheless, **a single score must be awarded** for each scoring category.
- A student response **does not have to be perfect** to receive a score of **Excellent** in any one or all of the scoring categories.

Marker Training Paper A

Address Information

Use the following information for your letter and to address the envelope below.

Darren Blairton

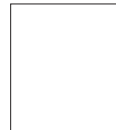
The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope

TONY LAZO
119 MATTICK ST.
TILLER AB
T7N 2R5



DARREN BLAIRTON
PRINCIPAL
TILLER JR. HIGH SCHOOL
P.O. BOX 889
TILLER AB
T7N 3H4

Assignment II: Planning

Use this page to plan in whatever way you choose.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to use for planning their work.

Tony Lazo
119 Mattick St.
Tiller AB
T7N 2R5

May 19, 2011

Darren Blairton
Principal
Tiller Jr. High School
P.O. Box 889
Tiller AB
T7N 3H4

Dear Mr. Blairton:

My name is Tony Lazo. I am a Grade 9 student at Tiller Junior High. I am writing in regards to the foods sold at our store.

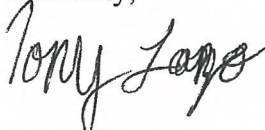
As you are aware, those of us in Grade 9 are responsible for running the school store during lunch and after school. Also, we are enabled to attend a three-day camp every spring, using the store's money. I am excited and looking forward to this experience, but I regret the fact that the reason why we are allowed to go is because students in our school have so much junk food available in our store. It is my belief that healthier choices should be made more readily available to my peers than the snacks they are most able to buy at the time. The junk food and snacks currently accessible, I'm concerned, is going to have a very negative effect on the entire student body. I have come up with some solutions to promote healthier eating in our community.

I would like to see the store advertising more of the healthy choices available, rather than the pop and candies and such. Also, I think that if the store were to gradually remove more of the junk and bring in more good choices like salads and that kind of thing, then students would be less likely to mind the changes, rather than having all of the 'fun' foods suddenly disappear. My main concern with this particular topic would be student and teacher health, but it is also important to me that the school is still able to send the Grade 9 classes on the trip.

As well I believe that parents would be more content if their kids didn't have so much of the junk food they are eating every day. As a student, I think the best option would be to hold an information meeting for students *and* parents in the near future to get the full opinion, as well as all sides of the story.

Thank you for taking the time to read this, and I hope that you will consider my suggestions. You can contact me at my email address t.lazo@hotmail.com.

Sincerely,

A handwritten signature in cursive script that reads "Tony Lazo".

Tony Lazo

Rationale for Marker Training Paper A

Score	Reporting Category
E	<p>Content</p> <p>E • Taken together, the ideas are perceptive—such as in “I am excited and looking forward to this experience, but I regret the fact that the reason why we are allowed to go is because students in our school have so much junk food available in our store” and “I believe that parents would be more content if their kids didn’t have so much of the junk food they are eating every day”—and development of the topic—in arguing that “healthier choices should be made more readily available to my peers than the snacks they are most able to buy at the time” and that there be “an information meeting for students <i>and</i> parents”—is clear and effective.</p> <p>Pf • Significant information is presented about the “main concern” being “student and teacher health” and the importance to “the Grade 9 classes” of “the trip,” and this information is substantiated by specific details relating the need to advertise “more of the healthy choices available” and “gradually remove more of the junk and bring in more good choices like salads” while making a profit that fulfill the purpose of the assignment.</p> <p>E • A tone appropriate for the addressee is skillfully maintained, as seen in “I am a Grade 9 student at Tiller Junior High. I am writing in regards to the foods sold at our store,” “As you are aware, those of us in Grade 9 are responsible for running the school store during lunch and after school,” “I have come up with some solutions to promote healthier eating in our community,” and “Thank you for taking the time to read this, and I hope that you will consider my suggestions.”</p>

Score	Reporting Category
Pf	<p data-bbox="407 262 1432 304">Content Management</p> <p data-bbox="407 304 1432 514">Pf • As demonstrated in “I regret the fact that,” “more readily available to my peers,” “a very negative effect on the entire student body,” “healthier eating in our community,” “if the store were to,” and “As a student, I think the best option would be,” words and expressions used are usually accurate and effective.</p> <p data-bbox="407 514 1432 829">Pf • The writing demonstrates competent and generally consistent control of correct sentence structure—as seen in “Also, we are enabled to attend a three-day camp every spring, using the store’s money,” usage—as seen in “rather than having all of the ‘fun’ foods suddenly disappear,” and mechanics—as seen in “You can contact me at my email address t.lazo@hotmail.com.” Errors that are present such as “in regards to,” “junk food and snacks ... is,” and “more good choices like salads and that kind of thing” rarely impede meaning.</p> <p data-bbox="407 829 1432 997">Pf • The envelope and letter contain few format errors and omissions (which include the use of punctuation in the envelope, the placement of the postal code on a separate line in both the envelope and letter, and the inclusion of “Tony Lazo” in the heading of the letter).</p> <p data-bbox="407 997 1432 1092">Proportion of error to length and complexity of response has been considered.</p>

Marker Training Paper B

Address Information

Use the following information for your letter and to address the envelope below.

Darren Blairton

The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope

TONY LAZO
119 MATTICK STREET
TILLER, AB T7N 2R5



MR DARREN BLAIRTON
PRINCIPAL
TILLER JUNIOR HIGH SCHOOL
PO BOX 889
TILLER, AB T7N 3H4

Assignment II: Planning

Use this page to plan in whatever way you choose.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to use for planning their work.

Tony Lazo
119 Mattick Street
Tiller, AB T7N 2R5
May 19, 2011

Mr. Darren Blairton
Principal
Tiller Junior High School
PO Box 889
Tiller, AB T7N 3H4

Dear Mr. Blairton:

As a concerned member of our school community, I am writing this letter in regards to the school store that is run by grade 9 students at noon and after school. As you know it is important that a profit be made so that students can attend the spring adventure camp. But equally important is the need to promote healthy foods that are so crucial to students well being.

The spring adventure camp offers students opportunities they might not have otherwise. For three days, grade 9 students bond with each other while learning to work together setting up shelters, making meals and exploring the wilderness. We learn valuable life skills not only about survival, but also how to behave responsibly and show consideration for others.

How ironic though it is that the spring adventure camp, that is intended to improve the physical and mental health of students is funded by profits from junk food sales in the school store most students buy. Fries, chips, chocolate bars, pop are the most popular

items purchased. All of these things contain unhealthy trans fats and are extremely high in calories. I believe students need to be informed of the negative effect unhealthy foods have on their health increasing their risk of obesity and heart problems.

We already have 30 minutes of daily physical activity so we could easily add 15 minutes to remind students to eat well each day by following Canada's food guide. Restocking the school store with fruits and vegetables, breads and pasta, low fat milk and yogurt will further encourage students to form healthy eating habits. Students don't always know what is good for them and given a choice might not choose wisely so to stop students from bringing junk foods to school they should be banned completely. Without having to compete with unhealthy food the school store will still generate a profit from the healthy foods sold. To raise school morale we could have students keep a record of the food they eat and the class with the most healthy foods eaten could win a field trip.

Thank you for considering my ideas. Our students need to do what is in their best interests.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tony Lazo', with a long horizontal line extending to the right.

Tony Lazo

Rationale for Marker Training Paper B

Ecore	Reporting Category
E	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="354 411 1427 779"> <p>E • The ideas are perceptive in terms of how the acknowledgement that “it is important that a profit be made so that students can attend the spring adventure camp” is balanced with “the need to promote healthy foods that are so crucial to students well being,” and development of the topic—in the examination of how the “spring adventure camp offers students oppertunities they might not have otherwise,” how “ironic though it is that the spring adventure camp” is “funded by profits from junk food sales,” and how “Students don’t always know what is good for them and given a choice might not choose wisely so to stop students from bringing junk foods to school they should be banned completely”—is clear and effective.</p> <li data-bbox="354 793 1427 1388"> <p>E • Pertinent information is presented with regard to the value of the spring adventure camp in providing students with “valuable life skills not only about survival, but also how to behave responsible and show consideration for others,” the need to raise student awareness of “the negative effect unhealthy foods have on their health increasing their risk of obesity and heart problems,” and the benefit that “Without having to compete with unhealthy food the school store will still generate a profit from the healthy foods sold,” and this information is enhanced by precise details (such as in “For three days, grade 9 students bond with each other while learning to work together setting up shelters, making meals and exploring the wilderness,” “Fries, chips, choclote bars, pop are the most popular items purchased. All of these things contain unhealthy trans fats and are extremely high in calories,” and “Restocking the school store with fruits and vegetables, breads and pasta, low fat milk and yogurt will further encourage students to form healthy eating habits”) that effectively fulfill the purpose of the assignment.</p> <li data-bbox="354 1402 1427 1591"> <p>E • A tone appropriate for the addressee is skillfully maintained through the use of expressions such as “As a conserved member of our school community, I am writing this letter,” “As you know it is important,” “I believe students need to be informed,” and “Thank you for considering my ideas.”</p>

Score	Reporting Category
Pf	<p data-bbox="407 262 1432 315">Content Management</p> <p data-bbox="407 315 1432 588">E • Words and expressions used—such as in “the school store that is run by grade 9 students at noon and after school,” “But equally important,” “We learn valuable life skills,” “intended to improve the physical and mental health of students,” “the negative effect unhealthy foods have on their health,” “further encourage students to form healthy eating habits,” “and given a choice might not choose wisely,” and “Our students need to do what is in their best interests”—are consistently accurate and effective.</p> <p data-bbox="407 588 1432 945">Pf • The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics, as seen in “We already have 30 minutes of daily physical activity so we could easily add 15 minutes to remind students to eat well each day by following Canada’s food guide” and “To raise school morale we could have students keep a record of the food they eat and the class with the most healthy foods eaten could win a field trip.” Errors that are present (such as in “conserned,” “crusial,” “students well being,” “oppertunities,” “behave responsible,” “chocolate,” “physical,” and “vegetables”) rarely impede meaning.</p> <p data-bbox="407 945 1432 1134">Pf • The envelope and letter contain few format errors such as the lack of abbreviation of the word <i>street</i> in the return address and heading, the inclusion of a comma in “TILLER, AB” in the return address, mailing address, heading, and inside address, and the inclusion of “Tony Lazo” in the heading.</p> <p data-bbox="407 1134 1432 1234">Proportion of error to length and complexity of response has been considered.</p>

Marker Training Paper C

Address Information

Use the following information for your letter and to address the envelope below.


Darren Blairton

The mailing address for Tiller Junior High School is post office box 889, and the postal code is T7N 3H4. The school is located in Tiller, Alberta. The principal of the school is Darren Blairton.

Tony Lazo

Tony Lazo lives in Tiller, Alberta. The house that Tony lives in is located at 119 Mattick Street. The postal code is T7N 2R5.

Envelope

<p>TONY LAZO 119 MATTECK ST TILLER AB T7N 2R5</p>	
<p>DARREN BLAIRTON PRINCIPAL PO BOX 889 TILLER AB T7N3H4</p>	

Assignment II: Planning

Use this page to plan in whatever way you choose.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to use for planning their work.

119 Mattick St

Tiller, AB T7N 2R5

May 19, 2011

Mr. Darren Blairton

Tiller Junior High School

P O Box 889

Tiller, AB T7N 3H4

Dear Mr. Blairton:

My name is Tony Lazo. I'm a student in grade 9 currently attending your school. I am writing to you about promoting healthy eating at the school's food store.

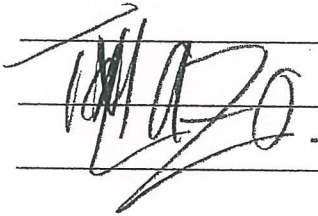
I believe that there are ways for us to eat healthier and still make money. Promoting healthy eating by slowly bringing in good alternatives and making them look more appealing could greatly help us in the long run. If we show students that healthy snacks can be nutritious and delicious I think more and more kids

will buy them.

I am concerned with the choice my fellow classmates are making. I believe they would greatly benefit from healthier foods and lifestyles. I think we should slowly bring in more and more healthy options and slowly terminate the unhealthy ones.

Thank you for all your time and consideration. I hope that you take what I have said to heart.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tony Lazo', written over several horizontal lines.

Tony Lazo

Rationale for Marker Training Paper C

Score	Reporting Category
S	<p>Content</p> <ul style="list-style-type: none"> <li data-bbox="342 411 1425 632">S • The ideas pertaining to “ways for us to eat healthier and still make money” are appropriate, and development of the topic in the discussion of how “Promoting healthy eating by slowly bringing in good alternatives and making them look more appealing” and how “If we show students that healthy snacks can be nutritious and delicious I think more and more kids will buy them” is adequate. <li data-bbox="342 646 1425 905">L • Information presented with regard to being “concerned with the choice my fellow classmates are making” and believing “they would greatly benefit from healthier foods and lifestyles” is imprecise. Supporting details to document how to “slowly bring in more and more healthy options and slowly terminate the unhealthy ones” are lacking. The purpose of the assignment—in the discussion of the importance of “promoting healthy eating at the school’s food store”—is only partially fulfilled. <li data-bbox="342 919 1425 1062">S • A tone appropriate for the addressee is generally maintained, as is evident in statements such as “My name is Tony Lazo. I’m a student in grade 9 currently attending your school” and “Thank you for all your time and consideration.”
Pf	<p>Content Management</p> <ul style="list-style-type: none"> <li data-bbox="342 1146 1425 1251">S • Words and expressions used (such as in “I believe that,” “greatly help us in the long run,” and “I hope that you take what I have said to heart”) are generally accurate and occasionally effective. <li data-bbox="342 1266 1425 1493">Pf • As seen in “I am writing to you about promoting healthy eating at the school’s food store” and “I think we should slowly bring in more and more healthy options and slowly terminate the unhealthy ones,” the writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors such as in “currently,” “their are,” and “nutritious” rarely impede meaning. <li data-bbox="342 1507 1425 1692">Pf • Few format errors and omissions are contained in the envelope—such as in the mailing address in the lack of a uniform left margin and the omission of the recipient’s organization—and letter—in the inclusion of punctuation in “Tiller, AB” in the heading and inside address and the omission of the recipient’s title. <p>Proportion of error to length and complexity of response has been considered.</p>