

Writing Task: Ideas

Focus for Assessment: Attend to ideas, not structure, in relation to the required writing variables.

Outcome: 4.1.1

<p>Out of Range</p> <p>Score: 0</p>	<p>Below Level</p> <p>1 2</p>		<p>At Level</p> <p>3 4</p>		<p>Above Level</p> <p>5</p>
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are off topic. • Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in generating and combining ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are generalized/superficial and have limited effect. • Thoughts and feelings are generalized/superficial and have limited effect. • Generation of own ideas is limited. 		<p>Generates and combines ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are clear and appropriate for the audience and for achieving the purpose. • Thoughts and feelings are consistent in creating an overall effect. 		<p>Demonstrates superior skill in generating and combining ideas from personal experience and other sources to focus a topic appropriate for audience and purpose.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are original/authentic/creative; ideas sustain audience interest and effectively achieve the purpose. • Thoughts and feelings are interrelated in creating an overall effect.

Notes to marker:

- Consider how well the ideas focus the topic for the required audience and purpose.
- Consider how well the ideas express thoughts and feelings and create effect.

Writing Task: Organizational Structures*, Techniques, and Transitions**

Focus for Assessment: Attend to the macro- and micro-organization (e.g., beginning, middle, and end, as well as organization within the beginning, middle, and end) in relation to the required writing variables.

Outcome: 4.1.3

<p style="text-align: center;">Out of Range</p> <p>Score: 0</p>	<p style="text-align: center;">Below Level</p> <p style="text-align: center;">1 2</p>		<p style="text-align: center;">At Level</p> <p style="text-align: center;">3 4</p>		<p style="text-align: center;">Above Level</p> <p style="text-align: center;">5</p>
<ul style="list-style-type: none"> • Text and ideas are plagiarized. 	<p>Demonstrates limited skill in using organizational structures, techniques, and transitions in written texts to achieve specific purposes and to ensure unity and coherence.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Organizational structures* are awkward or not apparent for required purpose; techniques and transitions** are weak and distract from a coherent, unified central idea. 		<p>Uses organizational structures, techniques, and transitions in written texts to achieve specific purposes and to ensure unity and coherence.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Distinct overall organizational structures* are used to achieve required purpose; techniques and transitions** ensure a coherent, unified central idea. 		<p>Demonstrates superior skill in using organizational structures, techniques, and transitions in written texts to achieve specific purposes and to ensure unity and coherence.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Distinct overall organizational structures* are used with impact and achieve required purpose; techniques and transitions** artfully integrate ideas into a coherent, unified whole.
<p>* <i>Structures</i> refer to the macro-organization. Senior 1: Structure in review writing includes physical organization of paragraphs – introduction, body, and concluding paragraphs.</p> <p>** <i>Techniques and transitions</i> include the use of examples/illustrations, repetition, and transitional paragraphs. “Transitions” also include words that tie ideas together, such as “on the other hand”, or “consequently”.</p>					

Writing Task: Language Use and Arrangement

Focus for Assessment: Attend to syntax and language choices* and arrangement** in relation to the required writing variables.

Outcome: 4.2.4

<p>Out of Range</p> <p>Score: 0</p>	<p>Below Level</p> <p>1 2</p>		<p>At Level</p> <p>3 4</p>		<p>Above Level</p> <p>5</p>
<ul style="list-style-type: none"> • Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in using effective language and a variety of sentence patterns and figurative language to create a desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Language choices and arrangement of ideas/sentences are ineffective for the writing variables; voice is weak/inappropriate. <p>e.g. – vague/general/unvaried language; awkward/repetitious syntax; weak/unvaried arrangement of ideas/sentences</p>		<p>Uses effective language and a variety of sentence patterns and figurative language to create a desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Language choices and arrangement of ideas/sentences are effective and consistent for the required writing variables; voice is established and appropriate. <p>e.g. – clear, specific language; clear, purposeful syntax; varied, meaningful arrangement of ideas, sentences</p>		<p>Demonstrates superior skill in using language and a variety of sentence patterns and figurative language to create a desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Language choices and arrangement of ideas are superior for the writing variables; voice is distinct and effective <p>e.g. – precise/powerful/creative language; mature/polished syntax; sophisticated/original arrangement of ideas/sentences</p>

* *Language choices* include figurative language, description, and connotation.

** *Arrangement* includes sentence pattern, juxtaposition, and arrangement for emphasis.

Note to marker: Assess word choice in terms of effectiveness for the writing variables.

Writing Task: Grammar, Spelling, Capitalization, and Punctuation

Focus for Assessment: Attend to the relationship between the mechanics and the required writing variables. Consider the extent to which the errors detract from the overall impact of the work without affecting meaning.

Outcome: 4.3.1, 4.3.2, 4.3.3

Out of Range Score: 0	Below Level 1 2		At Level 3 4		Above Level 5
<ul style="list-style-type: none"> Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in selecting appropriate words*, grammatical structures, and parallel structure to achieve clarity and effectiveness. (4.3.1)</p> <p>Knows and applies a repertoire of spelling conventions for familiar and new vocabulary but demonstrates limited skill in monitoring for correctness in editing and proofreading. (4.3.2)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Demonstrates limited or tentative control of the written conventions of language. [Errors are distracting and may interfere with the reader’s understanding of the ideas.] 		<p>Select appropriate words*, grammatical structures, and parallel structure to achieve clarity and effectiveness. (4.3.1)</p> <p>Knows and applies a repertoire of spelling conventions for familiar and new vocabulary; monitors for correctness in editing and proofreading. (4.3.2)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Demonstrates capable control of the written conventions of language. [Errors may detract from the overall impact of the work, but they do not affect the meaning.] 		<p>Demonstrates superior skill in selecting appropriate words*, grammatical structures, and parallel structure to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>Knows and applies a repertoire of spelling conventions for familiar and new vocabulary; demonstrates superior skill in monitoring for correctness in editing and proofreading. (4.3.2)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to and using capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> Demonstrates skillful control of the written conventions of language. [Errors in spelling, grammar, and punctuation may exist, but they do not affect the overall impact.]

Notes to marker:

- **Impact of errors is to be considered in relation to**
 - the difficulty of the language used and/or risks taken by the student;
 - the variety and frequency of errors; and
 - the length of the written text.
- **Assess word choice in terms of its correctness**