

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

	CONTENT	ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY	CONVENTIONS
FOCUS	When marking CONTENT appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the student <ul style="list-style-type: none"> explores the topic establishes a purpose presents ideas supports the response considers the reader 	When marking ORGANIZATION appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider how effectively the writing demonstrates <ul style="list-style-type: none"> focus coherent order connections between events and/or details closure 	When marking SENTENCE STRUCTURE appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which <ul style="list-style-type: none"> sentence structure is controlled sentence type and sentence length are effective and varied sentence beginnings are varied <p align="center">Proportion of error to length and complexity of response must be considered.</p>	When marking VOCABULARY appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the <ul style="list-style-type: none"> accuracy of the words and expressions effectiveness of the words and expressions appropriateness and effectiveness of the voice/tone created by the student <p align="center">Proportion of error to length and complexity of response must be considered.</p>	When marking CONVENTIONS appropriate for the Grade 9 Narrative / Essay Writing Assignment, the marker should consider the extent to which the student has control of <ul style="list-style-type: none"> mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject-verb agreement, pronoun-antecedent agreement, etc.) clarity and flow of the response <p align="center">Proportion of error to length and complexity of response must be considered.</p>
Excellent E	<ul style="list-style-type: none"> The student's exploration of the topic is insightful and/or imaginative. The student's purpose, whether stated or implied, is deliberate. The ideas presented by the student are perceptive and/or carefully chosen. Supporting details are precise and/or original. The writing is confident and/or creative and holds the reader's interest. 	<ul style="list-style-type: none"> The introduction is engaging and skillfully establishes a focus that is consistently sustained. Events and/or details are developed in a judicious order, and coherence is maintained. Transitions, either explicit or implicit, fluently connect events and/or details within sentences and/or between paragraphs. Closure is effective and related to the focus. 	<ul style="list-style-type: none"> Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. 	<ul style="list-style-type: none"> Words and expressions are used accurately and deliberately. Precise words and expressions are used to create vivid images and/or to enrich details. The voice/tone created by the student is convincing. 	<ul style="list-style-type: none"> The quality of the writing is enhanced because it is essentially error-free. Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
Proficient Pf	<ul style="list-style-type: none"> The student's exploration of the topic is adept and/or plausible. The student's purpose, whether stated or implied, is intentional. The ideas presented by the student are thoughtful and/or sound. Supporting details are specific and/or apt. The writing is considered and/or elaborated and draws the reader's interest. 	<ul style="list-style-type: none"> The introduction is purposeful and clearly establishes a focus that is capably sustained. Events and/or details are developed in a sensible order, and coherence is generally maintained. Transitions, either explicit or implicit, clearly connect events and/or details within sentences and/or between paragraphs. Closure is appropriate and related to the focus. 	<ul style="list-style-type: none"> Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied. 	<ul style="list-style-type: none"> Words and expressions are often used accurately. Specific words and expressions show some evidence of careful selection and/or some awareness of connotative effect. The voice/tone created by the student is distinct. 	<ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor convention errors. Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
Satisfactory S	<ul style="list-style-type: none"> The student's exploration of the topic is clear and/or logical. The student's purpose, whether stated or implied, is evident. The ideas presented by the student are appropriate and/or predictable. Supporting details are relevant and/or generic. The writing is straightforward and/or generalized and occasionally appeals to the reader's interest. 	<ul style="list-style-type: none"> The introduction is functional and establishes a focus that is generally sustained. Events and/or details are developed in a discernible order, although coherence may falter occasionally. Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect events and/or details within sentences and/or between paragraphs. Closure is related to the focus and is mechanical and/or artificial. 	<ul style="list-style-type: none"> Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident. 	<ul style="list-style-type: none"> Words and expressions are generally used appropriately. General words and expressions are used adequately to clarify meaning. The voice/tone created by the student is discernible but may be inconsistent or uneven. 	<ul style="list-style-type: none"> The quality of the writing is sustained through generally correct use of conventions. Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
Limited L	<ul style="list-style-type: none"> The student's exploration of the topic is tenuous and/or simplistic. The student's purpose, whether stated or implied, is vague. The ideas presented by the student are superficial and/or ambiguous. Supporting details are imprecise and/or abbreviated. The writing is uncertain and/or incomplete and does not appeal to the reader's interest. 	<ul style="list-style-type: none"> The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained. The development of events and/or details is not clearly discernible, and coherence falters frequently. Transitions, either explicit or implicit, are lacking and/or indiscriminately used to connect events and/or details within sentences and/or between paragraphs. Closure is abrupt, contrived, and/or unrelated to the focus. 	<ul style="list-style-type: none"> Sentence structure often lacks control, and this may impede meaning. Sentence type and sentence length are seldom effective and/or varied; syntactic structures are frequently awkward. There is little variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are often used inexactly. Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created by the student is not clearly established or is indistinct. 	<ul style="list-style-type: none"> The quality of the writing is weakened by the frequently incorrect use of conventions. Errors blur clarity and/or interrupt the flow of the response.
Poor P	<ul style="list-style-type: none"> The student's exploration of the topic is minimal and/or tangential. The student's purpose, whether stated or implied, is insubstantial. The ideas presented by the student are overgeneralized and/or underdeveloped. Supporting details are irrelevant and/or scant. The writing is confusing and/or lacks validity and does not interest the reader. 	<ul style="list-style-type: none"> The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped. The development of events and/or details is haphazard and/or incoherent. Transitions, either explicit or implicit, are absent and/or inappropriately used to connect events and/or details within sentences and/or between paragraphs. Closure is ineffectual or missing. 	<ul style="list-style-type: none"> Sentence structure generally lacks control, and this often impedes meaning. There is essentially no variation in sentence type or sentence length; syntactic structures are unintelligible. There is essentially no variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are generally used inaccurately. Ineffective words and expressions predominate; specific words, if present, are frequently misused. The voice/tone created by the student is not evident or is indiscreet. 	<ul style="list-style-type: none"> The quality of the writing is impaired by the consistently incorrect use of conventions. Errors severely reduce clarity and/or impede the flow of the response.
Insufficient INS	<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. 	<ul style="list-style-type: none"> The response has been awarded an INS for Content. 	<ul style="list-style-type: none"> The response has been awarded an INS for Content. 	<ul style="list-style-type: none"> The response has been awarded an INS for Content. 	<ul style="list-style-type: none"> The response has been awarded an INS for Content.

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

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