Content Management

Focus

When marking **CONTENT MANAGEMENT** appropriate for Grade 6 functional writing, the marker should consider

- accuracy and effectiveness of words and expressions
- control of sentence structures, usage, and mechanics (spelling, punctuation, etc.)
- clarity and flow of the communication

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

Meets the Standard of Excellence **5**	• Words and expressions used are consistently accurate and effective. • The writing demonstrates confident and consistent control of sentence structure, usage, and mechanics. • Errors, if present, do not reduce the clarity or interrupt the flow of the communication.
Approaches the Standard of Excellence **4**	• Words and expressions used are usually accurate and effective. • The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics. • Errors that are present rarely reduce the clarity or interrupt the flow of the communication.
Clearly Meets the Acceptable Standard **3**	• Words and expressions used are generally accurate and occasionally effective. • The writing demonstrates basic control of sentence structure, usage, and mechanics. • Errors that are present occasionally reduce the clarity or interrupt the flow of the communication.
Does Not Clearly Meet the Acceptable Standard **2**	• Words and expressions used are frequently vague and/or imprecise. • The writing demonstrates faltering control of sentence structure, usage, and mechanics. • Errors reduce the clarity and interrupt the flow of the communication.
Clearly Below the Acceptable Standard **1**	• Words and expressions used are inaccurate and/or misused. • The writing demonstrates lack of control of sentence structure, usage, and mechanics. • Errors severely reduce the clarity and interrupt the flow of the communication.
Insufficient **INS**	• The writing has been awarded an INS for **Content.**

Section II: Functional Writing (Suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

The Situation

Your name is Taylor Greene. You are a writer for your school newspaper. Recently, Beckie Scott, a Canadian Olympic medallist in the sport of cross-country skiing, gave a presentation at your school. You attended the presentation and have been asked to write a news article about Beckie Scott. After the presentation, you interviewed Beckie Scott, and you have also done some research on her life and accomplishments. Now, you are ready to write your news article.

Assignment

Write a news article that will inform readers about Beckie Scott. Write about some of the interesting information from the presentation and from your research notes.

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When writing your news article, **be sure to**

- provide readers with **information** that will support the purpose of the news article
- use a **style of writing** appropriate for a news article
- use a **style of writing** appropriate for the audience

Use the information provided on page 12 to assist you as you write your news article.

Turn to page 13 to plan your writing. Begin writing your news article on page 14.

Place this page inside this writing booklet when you have finished the test.

Fold and tear along perforation.

News Article Notes

What? —presentation by Beckie Scott **When?** —last week **Where?** —at your school **Who was involved?** —Beckie Scott —students of your school **Purpose of the presentation** —to learn more about Beckie Scott —to inspire others to achieve excellence by working hard and never giving up	**Information about Beckie Scott** —believes that all people can achieve excellence if they work hard and put all their effort into achieving a goal —grew up in Vermilion, Alberta —is a member of an organization called "Right to Play" —is against the use of drugs in sports —is a special representative of UNICEF Canada —began cross-country skiing when she was five years old **Interesting facts** —works with "Right to Play" to improve the lives of childen in the world's most disadvantaged countries through sport and play —won a gold medal at the Salt Lake City Winter Olympics in 2002 —was inducted into the Alberta Sports Hall of Fame in 2005 —won 17 World Cup medals —was the first North American woman to win an Olympic medal in cross-country skiing

You do not have to use all the information provided on this page.

You may include additional appropriate information in your news article.

Student Exemplar INS

Section II: Planning

Use this page to plan in whatever way you choose.

If you are using a word processor, staple your **News Article** *here.*
You may make corrections directly on your printed page(s).

The snacher

(Headline)

One late day there was a stranger who went to a Jallerry store late at night and stolled a dimon nekalas.

It was last week Tuesday June 3, 2003 there were two men there names were troy williams and tim tator..

Presetation by Ewen leak.

to help us find the victim pleas call 1800-513-9007

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 1

Functional INS

Headline: The Snacher

Score		Reporting Category
INS		**Content** • There is no evidence of an attempt to fulfill the assignment
INS		**Content Management** • The writing has been awarded INS for cContent .

Student Exemplar 1

Section II: Planning

Use this page to plan in whatever way you choose.

beckie scott comes to [redacted]

If you are using a word processor, staple your News Article here.
You may make corrections directly on your printed page(s).

beckie scott

(Headline)

on march 16 beckie scott came to the [redacted] school to talk about never giving up.

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 1

Functional 1

Headline: beckie scott

Score		Reporting Category
1		**Content**
	1	• Ideas are not developed, and organization of the news article is **inadequate**.
	1	• Essential information and supporting details are **lacking**. The purpose of the assignment is **not fulfilled** ("on march 16 beckie scott came to the [redacted] school to talk about never giving up").
	1	• Little awareness of tone appropriate for the assignment is evident.
1		**Content Management**
	1	• Words and expressions are **inaccurate and/or misused**.
	1	• The writing demonstrates **lack of control** of sentence structure, usage, and mechanics ("on march 16 beckie scott came to the [redacted] school to talk about never giving up").
	1	• Errors **severely reduce** the clarity and interrupt the flow of the communication.
		Proportion of error to length and complexity of response has been considered.

Student Exemplar 2

Section II: Planning

Use this page to plan in whatever way you choose.

details and Introduction
about wher she's from ect.
5 w's

end

If you are using a word processor, staple your **News Article** *here.*
You may make corrections directly on your printed page(s).

(Headline)

so many medals, so little time.

Last week Bekie scott came to our school for a presentation on sports, UNICEF, and herself.

Students lowed the presentation. Beckie Scott is a high achiever she won a gold metal in the 2002 Salt-Lake-city Olympics. she was also the first North amerian women to win an Olympic Medal in cross country skiing. she also has 17 world cup medals!

She said you could acheive Just like her if u try as hard as you can!

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 2

Functional 2

Headline: So many medals, So little time.

Score		Reporting Category
2	2 2 2	**Content** • The ideas are **poorly developed**, and the organization of the news article is **ineffective** ("for a presentation on sports, UNICEF, and herself"). • Essential information is **missing** and supporting details are scant, insignificant, and **irrelevant** ("Beckie Scott is a high acheiver" and "you could acheive Just like her"). • A tone appropriate for the assignment is **evident but not maintained** ("Just like her if u try as hard as You can!").
2	2 2 2	**Content Management** • Words and expressions used are **frequently vague and imprecise** ("Students Loved the presentation" and "She said you could acheive Just like her if u try as hard as you can!"). • The writing demonstrates **faltering control** of sentence structure, usage, and mechanics ("she also has 17 world cup medals!" and "Last week Bekie Scott"). • Errors **reduce** the clarity and **interrupt** the flow of communication ("agold metal," "Salt-Lake-city" and "if u try"). **Proportion of error to length and complexity of response has been considered.**

Student Exemplar 3A

Section II: Planning

Use this page to plan in whatever way you choose.

No need notes on other side

If you are using a word processor, staple your **News Article** *here.*
You may make corrections directly on your printed page(s).

Beckie Scott
(Headline)

Last week Beckie Scott came to our school, I interviewed her and collected some information.

Beckie Scott is an amazing woman, she was the first woman ever to win a gold medal in cross country skiing. She believes that all people can achieve excellence if they work hard and put all their effort into achieving a

goal. She grew up in Vermillion, Alberta. She is against the use of drugs in sports. She also began cross country skiing at the age of five. Also she won a gold medal at Salt Lake city in 2002 winter Olympics. Was enducted in the sports hall of fame in 2005 and has won 17 World cup medals.

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 3A

Functional 3A

Headline: Beckie Scott

Score		Reporting Category
3	3	**Content** • The ideas are **adequately developed**, and organization of the news article is **adequate** ("Last week Beckie Scott came to our school, I interviewed her and collected some information").
	3	• **Some** information is given, and this information is supported by **enough** details to fulfill the purpose of the assignment ("She grew up in Vermillion, Alberta" and "Was enducted in the sports hall of fame").
	3	• A tone appropriate for the assignment is **generally maintained** ("Last week Beckie Scott came to our school, I interviewed her and collected some information" and "Beckie Scott is an amazing woman").
3	2	**Content Management** • Words and expressions used are **frequently vague or imprecise** ("Last week Beckie Scott came to our school, I interviewed her and collected some information" and "Beckie Scott is an amazing woman")
	3	• The writing demonstrates **basic control** of sentence structure, usage and mechanics ("She also began cross country skiing at the age of five").
	3	• Errors that are present **occasionally reduce** the clarity or interrupt the flow of communication ("Was enducted in the sports hall of fame in 2005 and has won 17 World cup medals").
		Proportion of error to length and complexity of response has been considered.

Student Exemplar 3B

Section II: Planning

Use this page to plan in whatever way you choose.

Never give up

Last week Olympic medalist, Beckie Scott made a presentation at our school about not giving up on your dream.

She grew up in Vermilion, Alberta and is now a member of an organization called "Right to Play." This organization is trying to improve the lives of children in the world's most disadvantaged countries through sport and play.

She is also against drugs and is trying to prevent people from using them.

When Beckie came to the school she told us that she believes that all people can achieve excellence if they work hard and put all their effort into achieving a goal.

Right now she is a special representative of UNICEF Canada.

When Beckie Scott first started skiing she was five years old and still skies today. She has won 17 World Cup medals so far and her most recent medal was won in Salt Lake City In the 2002 winter Olympics. She was also the first Native American woman to win an Olympic medal in cross-country skiing. she was in the Alberta Fall of Fame in 2005.

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 3B

Functional 3B

Headline: Never give up

Score		Reporting Category
3		**Content**
	3	• The ideas are **adequately developed**, and organization of the news article is **adequate** (Beckie Scott visits a school and presents information about herself and her sport).
	3	• **Some** information is given, and this information is supported by **enough** details to fulfill the purpose of the assignment ("She grew up in Vermilion, Alberta" and "She is also against drugs and is trying to prevent people from using them").
	3	• A tone **appropriate** for the assignment is **generally maintained** ("Last week Olympic medalist, Beckie Scott made a presentation at our school about not giving up on your dream." "Right now she is a special representative of UNICEF Canada.").
3		**Content Management**
	3	• Words and expressions used are **generally accurate and occasionally** effective ("This organization is trying to improve the lives of children in the world's most disadvantaged countries through sport and play").
	3	• The writing demonstrates **basic control** of sentence structure, usage ("She has won 17 World Cup medals so far and her most recent medal was won in Salt Lake City In the 2002 winter Olympics") and mechanics ("When Beckie Scott first started skiing she was five years old and still skies today").
	3	• Errors that are present **occasionally reduce** the clarity or interrupt the flow of the communication ("and still skies today" and "she was in the Alberta Fall of Fame in 2005").
		Proportion of error to length and complexity of response has been considered.

Student Exemplar 4

Section II: Planning

Use this page to plan in whatever way you choose.

If you are using a word processor, staple your **News Article** *here.*
You may make corrections directly on your printed page(s).

Famous Olympic Medallist Visits School
(Headline)

Last week, we had a very important guest visit our school. Beckie Scott, who is a well known Canadian Olypic medallist in cross-country skiing made a presentation to our school telling us about herself and some other things. "I began skiing when I was five" explained Beckie." and I grew up in Vermilion, Alberta with my family.

When she first entered the Olympics, she became the first North American woman to win a metal in cross country skiing. After that, Beckie went on to win seventeen world cup metals. She also won a gold metal at the Salt Lake City Winter Olypics in 2002.

Beckie went on to say " I believe that all people can achieve excellence if they work hard and put all thier effort into achieving a goal." She is also against the use of drugs in sport, unless they are used in hospitals as medicine, for sick people who need it. After all her accomplishments, she was inducted into the Alberta Sports Hall

of Fame in 2005.

Beckie Scott is also a special representative of UNICEF Canada which helps children around the world and is a member of an organization called 'right to play' which is to improve the lives of children in the world's most disadvantaged countries through sport and play. From all of this, we can conclude that Beckie Scott is a remarkable woman and has taught us that if we work hard and never give up, we can achieve anything and everything.

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 4

Functional 4

Headline: Famous Olympic Medallist Visits School

Score		Reporting Category
4		**Content**
	4	• The ideas are **generally well developed**, and organization of the news article is **generally effective** ("Last week," "a presentation to our school telling us about herself," "Beckie went on to say," and "From all of this").
	4	• **Complete** information is presented, and this information is **substantiated** by **appropriate** details that fulfill the purpose of the assignment ("unless they are used in hospitals as medicine," "Beckie Scott is a remarkable woman and has taught us that if we work hard and never give up, we can achieve anything and everything").
	4	• A tone **appropriate** for the assignment is **clearly maintained** ("Last week we had a very important guest visit" and "we can conclude that").
4		**Content Management**
	4	• Words and expressions used are **usually accurate and effective** ("a very important guest," and "After all her accomplishments").
	4	• The writing demonstrates **competent and generally consistent** control of sentence structure, usage, and mechanics ("After all her accomplishments, she was inducted into the Alberta Sports Hall of Fame in 2005," and "From all of this, we can conclude that Beckie Scott is a remarkable woman").
	4	• Errors that are present **rarely reduce** the clarity or interrupt the flow of the communication ("Olypic," and "metal").
		Proportion of error to length and complexity of response has been considered.

Student Exemplar 5

Section II: Planning

Use this page to plan in whatever way you choose.

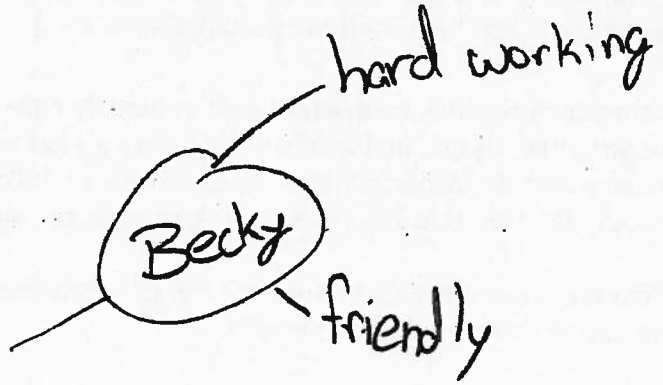
~~t~~last week

- gave presentation

- learnt about her

- insires others to achieve excellence by working hard and never giving up

-



If you are using a word processor, staple your **News Article** *here.*
You may make corrections directly on your printed page(s).

Beckie Scott visits [redacted] Middle School
(Headline)

Last week on June. 2nd Beckie Scott, a Canadian Olympic medalist for cross-country skiing visited [redacted] Middle school to give a presentation. Beckie Scott told us she grew up in Vermilion, Alberta and she began cross-country skiing when she was five years old. I interviewed her after the presentation and she quotes "Taylor, I believe that all people can achieve excellence if they work hard, never give up, and put all their effort into achieving a goal." Ms. Scott said that with great confidence. During her presentation she mentioned that she is a member of an organization called "Right to Play" which helps improve the lives of children in the world's most disadvantaged countries through sport and play. We also learnt that she is against the use of drugs in sports, and is a special representative of UNICEF Canada. During our

interveiw she ~~also~~ said that she won 17 World Cup Medals and Beckie Scott quotes "I was the fist North American woman to win an Olympic-Medal in cross-country skiing and I was very proud!" This was said with great pride. Some other interesting facts that papped up in her presentation were that in the 2002 Salt Lake City Winter Olympics she won a gold medal and finally Beckie said she was placed into the Albert Sports Hall of Fame in 2005.

Beckie Scott is a funnominal (SP?) athlete, a great friend, a hard working person, and much more. In her presentation she concluded "I hope I can inspire everyone of you students to persue your dreams."

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR 5

Functional 5

Headline: Beckie Scott visits [redacted] Middle School

Score		Reporting Category
5		**Content**
	5	• The ideas are **well developed**, and organization of the article is **clear** and **effective** ("Last week on June. 2nd Beckie Scott, a Canadian Olympic medalist for cross-country skiing visited [redacted] Middle school to give a presentation").
	5	• **Complete** information is presented, and this information is enhanced by **precise** and **appropriate** details that **effectively fulfill** the purpose of the assignment ("During her presentation she mentioned that she is a member of an organization called 'Right to Play' which helps improve the lives of children in the world's most disadvantaged countries through sport and play," and "Some other interesting facts that popped up").
	5	• A tone appropriate for the assignment is **clearly** and **effectively** maintained ("Ms. Scott said that with great confidence" "Beckie Scott is a funnominal athlete," and "In her presentation she concluded").
5		**Content Management**
	4	• Words and expressions used are **usually accurate** and **effective** ("This was said with great pride", "Some other interesting facts that popped up", and "I hope I can inspire everyone of you students to persue your dreams").
	5	• The writing demonstrates **confident** and **consistent** control of sentence structure, usage, and mechanics ("We also learnt that she is against the use of drugs in sports, and is a special representative of UNICEF Canada" and "During our interview she said that she won 17 World Cup Medals").
	5	• Errors, if present, **do not reduce** the clarity or interrupt the flow of communication ("and she quotes 'Taylor, I believe that all people can achieve excellence", "funnominal", and "persue").
		Proportion of error to length and complexity of response has been considered.

Appendix: Marker Training Paper

The Marker Training Paper is 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 face markers
- read and score the Training Paper according to the scoring criteria
- compare individually awarded scores with those awarded by Standards Confirmers

Reminders for marking:

- When a student's work exhibits characteristics of two scoring criteria, a marker must use professional judgement 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 focus on the **key words and phrases** of both reporting categories 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 fulfill 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.

- Information provided by a student on the **planning page** can be used to inform a marker's judgements but is **not directly scored**.

- Do not be misled by the presentation of the paper. Poorly handwritten/printed/word-processed responses are not necessarily poorly constructed, just as neatly written/printed/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 "4" and the third bullet as "3," assign an overall score of "4" 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 5 in either of the scoring categories.

Marker Training Paper

Section II: Planning

Use this page to plan in whatever way you choose.

If you are using a word processor, staple your **News Article** *here.*
You may make corrections directly on your printed page(s).

Betty Scott In our School
(Headline)

Last Week Ms. Betty Scott come to [redacted] school, to talk to the students about herself and to inspire everyone not to give up and to achieve excellence.

Ms. Scott grew up in Vermillion Alberta and is now working with an organization called "Right to Play" "I want to make a difference to all kids who want to become athletes and that they should not use drugs in sports." replied Ms Scott.

"I wonder what it feels like to win 17 World cup medals." said Issi a 3rd grader. "How cool would it be to be the first North American Women to win an Olympic medal in cross country skiing." replied Kyle a 6th grader.

As a special representative of

Unicef she will be supporting it in many of her presentations, not bad for a hall of famer.

GRADE 6 ENGLISH LANGUAGE ARTS
2008 ACHIEVEMENT TEST
RATIONAL FOR STUDENT EXEMPLAR TRAINING PAPER

Training Paper

Headline: Betty Scott In our School

Score		Reporting Category
3		**Content**
	3	• The ideas are **adequately developed** and organization is **adequate** (Beckie Scott comes to school to talk to students and the article talks about the facts, "Last week" and "to talk to the students about her self").
	3	• **Some** information is given, and this information is supported by **enough** details to fulfill the purpose of the assignment ("grew up in Vermilion Alberta", " 'to win 17 World Cup Medals' ", and "special representative of Unicef").
	3	• A tone **appropriate** for the assignment is **generally maintained** ("I Want to make a difference to all kids", and "'they should not use drugs in sports.' replied Ms. Scott.").
3		**Content Management**
	3	• Words and expressions used are **generally accurate and occasionally** effective ("I Want to make a difference", "How cool would it be to be the first" and "not bad for a hall of famer").
	3	• The writing demonstrates **basic control** of sentence structure, usage, ("replied Kyle a 6th grader"), and mechanics ("I Wonder What").
	3	• Errors that are present **occasionally reduce** the clarity or interrupt the flow of the communication ("talk to the students about her self" and "to be the first North American Women").
		Proportion of error to length and complexity of response has been considered.