

*ELA Grade 6 Functional Writing
Scoring Guide 2009*

FOCUS	CONTENT	CONTENT MANAGEMENT
	<p>When marking CONTENT appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> effectiveness of development and organization of the news article whether the purpose of the assignment is fulfilled with complete and appropriate information appropriateness of tone for the assignment and awareness of audience is evident 	<p>When marking CONTENT MANAGEMENT appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> accuracy and effectiveness of words and expressions control of sentence structures, usage, and mechanics (spelling, punctuation, etc.) clarity and flow of the communication <p>Proportion of error to length and complexity of response must be considered.</p>
Excellent E	<ul style="list-style-type: none"> The ideas are well developed, and organization of the news article is clear and effective. Complete information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose of the assignment. A tone appropriate for the assignment is clearly and effectively maintained. 	<ul style="list-style-type: none"> 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.
Proficient Pf	<ul style="list-style-type: none"> The ideas are generally well developed, and organization of the news article is generally effective. Complete information is presented, and this information is substantiated by appropriate details that fulfill the purpose of the assignment. A tone appropriate for the assignment is clearly maintained. 	<ul style="list-style-type: none"> 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.
Satisfactory S	<ul style="list-style-type: none"> The ideas are adequately developed, and organization of the news article is adequate. Some information is given, and this information is supported by enough details to fulfill the purpose of the assignment. A tone appropriate for the assignment is generally maintained. 	<ul style="list-style-type: none"> 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.
Limited L	<ul style="list-style-type: none"> The ideas are poorly developed, and organization of the news article is ineffective. Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled. A tone appropriate for the assignment is evident but not maintained. 	<ul style="list-style-type: none"> 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.
Poor P	<ul style="list-style-type: none"> The ideas are not developed, and organization of the news article is inadequate. Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled. Little awareness of tone appropriate for the assignment is evident. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content. 	<ul style="list-style-type: none"> The writing has been awarded an INS for Content.

Note: Content and Content Management are equally weighted.

Please advise students that their work must relate to the assignment. Those assignments that are completely off topic will be awarded a mark of Insufficient.