

Examples of the Standards for Students' Writing



from the January 2006

English Language Arts 30–1

Diploma Examination

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*Personal Response to Texts Assignment and
Critical/Analytical Response to Literary Texts Assignment*

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	✓
General Public	✓
Others	

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of English Language Arts 30–1 Diploma Examination writing that received scores of *Satisfactory* (S), *Proficient* (Pf), or *Excellent* (E). These sample responses are taken from the January 2006 administration. Along with the commentaries that accompany them, they should help you and your students to understand the standards for English Language Arts 30–1 Diploma Examination writing in relation to the scoring criteria.

The purpose of the sample responses is to illustrate the standards that governed the January 2006 marking session and that anchor the selection of similar sample responses for subsequent marking sessions in 2006. The sample papers and the 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 criteria.

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

Selection and Use of Sample Papers

The teachers on the Standards Confirmation Committee for the January 2006 marking session selected the examples of student responses included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria used for marking.

During their preparation for the January 2006 marking session, markers reviewed and validated the standards represented by these sample responses. Markers then used these sample responses as guidelines for marking the written-response sections of the January 2006 English Language Arts 30–1 Diploma Examination.

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 assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials 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 in January 2006.

We strongly recommend that you caution your students that there is *no preferred approach* to an assignment except the approach that best accomplishes the student writer's goal of effectively communicating his or her own ideas about the topic.

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 for instructional purposes.

Because these papers are illustrations only, and because they are sample responses to a set topic, students must be cautioned not to memorize the content of any of these assignments or to use them when completing classroom assignments or when writing future diploma examinations.

The *approaches* taken by students at the *standard of excellence*, not their words or ideas, are what students being examined in the future should consider emulating. 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 any possibility of plagiarism or cheating seriously. The consequences for students are grave.

4. It is essential that you consider each of these examples of student writing in light of the constraints of the examination situation.

Under examination conditions, students produce *first-draft writing*. Given more time, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Presentation, Matters of Correctness, and Writing Skills.

English Language Arts 30–1 January 2006 Writing Assignments

January 2006

English Language Arts 30–1

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–1 Diploma Examination mark and consists of two assignments.

- **Personal Response to Texts Assignment**
Value 20% of total examination mark
- **Critical /Analytical Response to Literary Texts Assignment**
Value 30% of total examination mark

Recommendation: Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

- Complete the Personal Response to Texts Assignment first. The Personal Response to Texts Assignment is designed to allow you time to think and reflect upon the ideas that you may also explore in the Critical /Analytical Response to Literary Texts Assignment.
- Complete **both** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

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 copy.
- Staple your final printed work to the pages 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.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

Carefully read and consider the texts on pages 2 to 4, and then complete the assignment that follows.

COMING SUDDENLY TO THE SEA

Coming suddenly to the sea in my twenty-eighth year,
to the mother of all things that breathe, of mussels and whales,
I could not see anything but sand at first
and burning bits of mother-of-pearl.
But this was the sea, terrible as a torch
which the winter sun had lit,
flaming in the blue and salt sea-air
under my twenty-eight-year infant eyes.
And then I saw the spray smashing the rocks
and the angry gulls cutting the air,
the heads of fish and the hands of crabs on stones:
the carnivorous sea, sower of life,
battering a granite rock to make it a pebble—
love and pity needless as the ferny froth on its long smooth waves.
The sea, with its border of crinkly weed,
the inverted Atlantic of our unstable planet,
froze me into a circle of marble, sending the icy air out in
lukewarm waves.
And so I brought home, as an emblem of that day
ending my long blind years, a fistful of blood-red weed in
my hand.

Louis Dudek

Dudek, Louis. "Coming Suddenly to the Sea." In *Collected Poetry*. Montreal: Delta Canada, 1971. Reproduced with permission from Gregory Dudek.

THE BLUE MARBLE

This classic photograph of Earth as seen by the Apollo 17 crew travelling toward the moon was taken on December 7, 1972.



“AS17-148-22727.” Image courtesy of the Image Analysis Laboratory, NASA Johnson Space Center. <http://eol.jsc.nasa.gov>.



Detail of the Farnese Atlas by E.C. Krupp, photographer

Sitting on the broad shoulders of Atlas, a figure from classical Greek mythology, is a sky globe depicting the constellations of the night sky. At the 2005 meeting of the American Astronomical Society, Dr. Bradley Schaefer reported finding mathematical proofs that the globe at the top of the 2.13-metres-tall Roman statue is an accurate pictorial record of the Hipparchus star catalogue of 125 B.C. Hipparchus was perhaps the world's first great astronomer, but most of his fabled ancient texts recording his planetary observations have never been found. Dr. Schaefer's thesis casts doubt on historical interpretations of the work of later astronomers whose discoveries may now be rightfully attributed to Hipparchus.

"E. C. Krupp, Griffith Observatory."

from AWAY

By the time the baby, Liam, was six months old, she¹ had learned so many words that she carried on her studies on her own. The book she liked best was *Easy Lessons in General Geography*. On its maps she was able to see the island of Ireland shrink in comparison to the other, larger land masses, and her own island, Rathlin, disappear altogether from some representations of the world. She examined, with astonishment, engravings of deserts, jungles, and mountain ranges, exotic beasts that jumped or thundered through life in vast inland territories, birds too huge to fly, mice too huge to scamper, and strange human figures dressed as birds or beasts themselves. She learned that there were thousands of different languages in the world and wondered about the possibilities and the clamour of unfamiliar collections of sounds.

Night after night the small book in her hands overwhelmed her. The very idea of Poland left her stunned; its cities and rivers and paintings and population and indistinguishable sounds all going on while she was quiet in their cottage. And when she had recovered from Poland the page describing Holland would disorient her to such an extent that she would have to put the book down so that she could compose herself before facing Silesia.

“Is it true, then?” she would ask Brian after being shocked by the Maltese Islands or Tasmania, her eyes huge as if seeing it all there in front of her.

Laughing, he would cross the room, stand behind her with his arms encircling her neck so she felt the dry wool of his jumper next to her cheek. “Soon I’ll teach you Latin,” he would whisper, “and Greek.”

Italy. Greece. Their temples built themselves in her imagination. She needed, she said to Brian, an example of the colour turquoise, as that was the colour of the sea there. He searched for days and then appeared with a shard of china where two and a half turquoise birds were frozen in flight. . . .

Her legend, which had preceded her to the mainland, stayed with her, of course, and denied her the kind of easy company another young wife might have had with those of the same sex, so she was often alone when Brian was working. But she was not unhappy. The world held her full attention, the same world from which she had been parted two years before. It absorbed her in exaggerated ways. Its vastness – continents, seas, and solar systems – described in the book seemed to break through the bounds of her body while she was reading. And the rest of the time the particularities of her daily life with its attendant objects and rituals gave her calm pleasure. The child alone was universe enough for her, his perfect body in her hands: the clear eye and small ear, sweet breath and smooth skin. But blankets and buckets, water or milk in a jug, a shelf that displayed her few pieces of blue willow china, a cast-iron pot, a knife, puddles outside the door, turf ready for the fire all gave her joy.

Brian had not called her back but she had come nevertheless into the world he had offered to her. The other had drifted away on a concealed current, floated elsewhere, visiting her only occasionally at night in dreams that disappeared in the new light of these mornings at the sound of the child’s awakening cry.

Jane Urquhart

¹she—refers to Mary, Liam’s mother

“Excerpt” taken from *Away* by Jane Urquhart. Used by permission of McClelland & Stewart Ltd.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Suggested time: approximately 45 to 60 minutes

The Assignment

In the poem “Coming Suddenly to the Sea,” a new experience has had a profound effect on the speaker’s perspective. The iconic photograph, *The Blue Marble*, taken during the last Apollo mission to land a person on the moon, gave the world the first view of Earth to include the south polar cap. The Farnese Atlas, detailed on page 3, provided a means to recover lost ancient wisdom that challenged existing beliefs about the earliest astronomers. In *Away*, as Mary, Liam’s mother, learns to read and write, she confronts her new perspective.

What do these texts suggest to you about how a new perspective influences an individual’s interpretation of the world? Support your idea(s) with reference to one or more of the texts presented and to your previous knowledge and/or experience.

In your writing, you must

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- discuss ideas and/or impressions that are relevant to this assignment

Additional space is provided for planning in the examination booklet.

CRITICAL/ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT

Suggested time: approximately 1½ to 2 hours

Reflect on the ideas and impressions that you discussed in the Personal Response to Texts Assignment concerning the relationship between an individual's perspective and his or her interpretation of the world.

The Assignment

Consider how the effect of a new perspective has been reflected and developed in a literary text or texts you have studied. Discuss the idea(s) developed by the text creator(s) about the effect an individual's perspective has on personal beliefs.

In your planning and writing, consider the following instructions.

- You must focus your discussion on a literary text or texts *other than* the texts provided in this examination booklet.
- When considering the work(s) that you know well, select a literary text or texts meaningful to you and relevant to this assignment. Choose from short stories, novels, plays, screenplays, poetry, films, or other literary texts that you have studied in English Language Arts 30–1.
- Carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your response.
- As you develop your ideas, support them with appropriate, relevant, and meaningful examples from literary text(s).

Critical / Analytical Response to Literary Texts Assignment

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text(s) you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text(s) you have chosen.

Literary Text(s) and _____
Text Creator(s) _____

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text(s) as support for your response. You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

Additional space is provided for *Personal Reflection on Choice of Literary Text(s)* in the examination booklet.

English Language Arts 30–1 Part A: Written Response Standards Confirmation

Background

For all diploma examination scoring sessions, Learner Assessment Branch staff use a process called *Standards Confirmation* to establish and illustrate expectations for students' work in relation to the scoring criteria and to ensure scoring consistency within and between marking sessions. Because there are several diploma examination administrations and scoring sessions each school year, the standards must remain consistent for each scoring session in the school year and, similarly, from year to year.

Standards for student achievement start with the demands of the *Program of Studies for Senior High School English Language Arts* and with the interpretation of those demands through learning resources and classroom instruction. These agreed-upon standards are also exemplified in the kinds of tasks and the degree of independence expected of students. All these complex applications of standards precede the design, development, and scoring of each diploma examination.

The Standards Confirmation Committee is comprised of experienced teachers from representative regions of the province. These teachers work with the Learner Assessment Branch staff responsible for the development, scoring, and results-reporting for each diploma examination. Teacher-members participate over a two-year period and are required to serve as group leaders or markers during at least one of the subsequent marking sessions.

There are two essential parts to applying standards at the point of examination scoring: the expectations embedded in the scoring criteria and the examples of students' work that illustrate the scoring criteria within each scoring category. The scoring categories and scoring criteria are available to teachers and students via the *2005–2006 English Language Arts 30–1 Information Bulletin*. During each of the January and June marking sessions, example papers selected by members of the Standards Confirmation Committee are used to train markers. Subsequent to each marking session, the example papers that received scores of *Satisfactory* (S), *Proficient* (Pf), and *Excellent* (E) are posted on the Alberta Education web site at www.education.gov.ab.ca in the documents entitled *Examples of the Standards for Students' Writing*.

The standards confirmation process:

- confirms the appropriateness of the standards set by the examination in relation to students' work
- selects student responses that clearly illustrate the standards in the scoring categories and the scoring criteria to be used when training markers
- writes rationales that explain and support the selection of sample papers in terms of the scoring categories, scoring criteria, and students' work

Impressions from Standards Confirmation January 2006

Personal Response to Texts Assignment

Preparing to Mark

- When marking a response, markers consciously return to the **Focus** section of the scoring criteria to reorient themselves to the distinction between the two scoring categories. Markers take care to read the students' comments in the **Initial Planning** section wherein students might indicate their reasoning and intention in choosing a particular prose form.
- Markers review the texts provided in the assignment and reread the prompt and assignment at the start of each marking day. Markers expect that the students' ideas and impressions are informed by the details within the text(s) and the contextual information presented in the preamble. Standards Confirmers found that many students employed greater specificity when using details from the text(s) or, alternatively, when "fleshing out" the text(s) with their own imaginative details.

Choice of Prose Form

- Standards Confirmers observed that many students have developed more confidence in dealing with the strengths and constraints of different prose forms and have often opted to use explicit reference to a text or texts within a creative response. When the markers considered the student's creation of **voice**, the focus is on "the context created by the student in the chosen prose form." Markers also carefully considered the effectiveness of "the student's development of a **unifying effect**." These distinctions are especially significant when assessing creative responses.

Explicit Reference to Text

- Standards Confirmers found that students making explicit references to the texts did so with varying degrees of plausibility relative to the historical context established in the response. Imaginative details that may not accurately reflect historical fact, and minor misrepresentations of the text, such as when a student confused an atlas or map of the world for the star globe, were understandable. Frequently markers recognized that, with varying degrees of originality, the fiction created by the student paralleled one or more of the texts provided. Similarity between the premise for the narrative or the student's personal experience and the other texts was understandable given classroom practice and the nature of the assignment.

Implicit Reference to Text

- As in the past, some students did not explicitly support their ideas "with reference to one or more of the texts presented." In some responses, an obvious parallel to the text(s) was apparent, whereas in others an implicit understanding of and connection to the text(s) was evident in the presentation of ideas. The students' exploration of

ideas and impressions, however, must address the question in the assignment, and markers must be able to identify the students' inferences and the implicit relationship among the topic, the texts, and the students' ideas and support. More so in this administration than in the past, Standards Confirmers observed that, with varying degrees of success, students have found creative ways of explicitly representing the relationship between topic, text reference, and ideas regardless of the chosen prose form. Standards confirmers suggested that markers might occasionally need to read students' work more than once to appreciate what a student has attempted and, in fact, accomplished.

Critical / Analytical Response to Literary Texts Assignment

- In the Critical / Analytical Response to Literary Texts Assignment, students employed a number of approaches to fulfill the assignment. The assignment demanded that students choose their literature judiciously to address the ideas that the text creators develop regarding “the effect an individual’s perspective has on personal beliefs.” Students chose from a wide variety of literary texts, including film, to support their ideas. Where students elected to use more than one text, Standards Confirmers noted that students did so with varying degrees of familiarity and specificity. In these, as in all cases, markers considered the students’ treatment of the texts, the selection and quality of their evidence, and how well that evidence was integrated and developed to support the students’ ideas.
- Standards Confirmers observed that most students considered the implications of the full assignment and demonstrated an understanding of the relationship between an individual’s perspective and beliefs. Some students appropriately used a creative approach to organize and express their ideas in a critical and/or analytical manner. Through a discussion of the individual’s choices and their actions, most students used texts that illustrated the various ways in which an individual’s beliefs have been affected and revealed by their world view, their personal experience, the influence of others, and/or their response to the situation.

Reminders for Markers

- Check for the literary text(s) selection in the Critical / Analytical Response to Literary Texts Assignment ***before*** beginning to mark the paper, especially given the increasing number of new texts appearing in student responses in the examination. Students assume that markers have recently taught the literary text(s).
- Markers must consider the students’ comments presented in the ***Personal Reflection on Choice of Literary Text(s)*** when assessing the scoring category of Supporting Evidence. Some students reveal thoughtful awareness of their purpose in choosing a particular text.

Examples of Students' Writing with Teachers' Commentaries

English Language Arts 30–1

Personal Response to Texts Assignment, January 2006

Example 1 Scored Satisfactory (S)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that you must communicate clearly to the reader your ideas and impressions regarding the texts and assignment regardless of the form you choose.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

I have chosen paragraph format.
I want to communicate my
thought about how the literature
talks about growing up and I want
to show my own thoughts

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**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 1 Scored Satisfactory (S)

Perspective is the attitude or outlook that influences an individual's interpretation of the world based on their life experiences. In Louis Dudek's poem, Coming Suddenly to the Sea, the author illustrates how a new perspective in life can alter one's point of view of the world that they live in. In the poem, the speaker describes how their perception of the world changed the day he grew up and left the protection of his parents. He witnessed that the world is actually not such a polite and peaceful place as he once thought it to be back in his childhood in the protective safety on the "ocean floor". "Angry gulls cutting the air" and the "spray smashing the rocks," illustrates how hard and treacherous the world is today. When you are on your own and trying to make your journey through life you have got to be tough or you will not make it.

This poem relates to me in a way since I am almost finished my last year of high school, and in a sense nearing the end of my childhood years. I will be entering the adult world soon now and seeing the "big ocean" for what it really is through my own eyes. The transition that I must make like deciding what kind of a career I want has led me to realize that the real world is really not that nice. Back when I was younger, my perception of the world was that it was calm, ordered, and that people were nice to each other. I had everything provided for me and I did not have a care in the world. Well, that perspective has changed now that I am beginning to see the world for what it really is. I am now aware of war and the deceptive nature of some people. The adult world to me is a scary

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**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 1 Scored Satisfactory (S)

place and the change in scenery from being taken care of by my parents to being independent will be difficult for me.

So far in life I have learned that in order to survive in the world these days, you have to work hard or you will be in trouble. My childhood perspective of the world has changed now that I have seen a glimpse of what the world truly is like and my new adult outlook will prepare me for the future.

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English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 1 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (S)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is generalized. • Perceptions and/or ideas are straightforward and relevant. • Support is adequate and clarifies the student’s ideas and impressions. 	<p>The student offers a generalized exploration of the topic: “Perspective is the attitude or outlook that influences an individual’s interpretation of the world based on their life experiences.”</p> <p>The idea that “the world is actually not such a polite and peaceful place as he once thought” is relevant. The perception that “When you are on your own and trying to make your journey through life you have got to be tough or you will not make it” is straightforward.</p> <p>The student uses the central incident from the poem to support a parallel observation that as a child “my perception of the world was that it was calm, ordered, and that people were nice to each other.” Adequate support such as “ ‘Angry gulls cutting the air’ and the ‘spray smashing the rocks,’ ” and “seeing the ‘big ocean’ for what it really is through my own eyes” clarifies the idea that the student is “now aware of war and the deceptive nature of some people” and that “The adult world to me is a scary place and the change in scenery from being taken care of by my parents to being independent will be difficult for me.”</p>	<p>S</p>

English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 1 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (S)</p> <ul style="list-style-type: none"> • The voice created by the student is apparent. • Stylistic choices are adequate and the student’s creation of tone is conventional. • The unifying effect is appropriately developed. 	<p>The student’s voice is apparent in the statement “I am almost finished my last year of high school, and in a sense nearing the end of my childhood years” and in “So far in life I have learned that in order to survive in the world these days, you have to work hard or you will be in trouble.”</p> <p>Adequate stylistic choices, evident in “deciding what kind of a career I want has led me to realize that the real world is really not that nice” and “I did not have a care in the world,” contribute to a conventional tone.</p> <p>The unifying idea established in the introduction, “the author illustrates how a new perspective in life can alter one’s point of view of the world that they live in,” is appropriately developed with examples from both the poem and personal experience, and is concluded with “My childhood perspective of the world has changed now that I have seen a glimpse of what the world truly is like and my new adult outlook will prepare me for the future.”</p>	<p>S</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 2 Scored Satisfactory (S)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that you must communicate clearly to the reader your ideas and impressions regarding the texts and assignment regardless of the form you choose.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

I have chosen to do a letter
which I will write to my mother
as I travel the world. I intend
to communicate the differences around
the world by personal experience and
reflecting back to the texts.

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English Language Arts 30-1
Personal Response to Texts Assignment, January 2006

Example 2 Scored Satisfactory (S)

Planning

Introduction - Explain setting and information.

Paragraph #1 - Reflecting back to the blue Marble
Photograph. + Personal experience

→ Paragraph #2 - Personal experience.

→ Paragraph #3 - Reflect back to from AWAY.

Conclusion - Reflect back to Intro. include Major
subjects included in Response.

(Page 2 of 5)

**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 2 Scored Satisfactory (S)

Dear Mom,

It is week two on my round the world adventure. I have waited for this chance to see the world since I was little girl reading, watching and learning about the rest of the world around me and finally now I am receiving the fulfillment that I've always longed to have. I am currently in downtown Sydney, Australia or down under as I've heard it be referred to as several times in my life. Although I thought I knew a lot about their culture and ways of life; being here is extremely different than reading or learning about it. As is the same for the other places I have seen and stayed in. Through my journey I have noticed a lot of new things, but the one thing that will stand in my mind for years to come is that, no matter how much you learn or think you know about the world around you your interpretation and perspective will change when you get the chance to explore and see the different places that exist.

The other day I was walking downtown when I came across a museum, when I stepped inside right there staring me in the face was a giant photograph titled *The Blue Marble*. The photograph was taken by Louis Dudek; the photo was of the earth on December 7, 1972 as seen by the Apollo 17 crew as they traveled toward the moon. As I gazed at the photo I realized that my perspective on the world has changed significantly, now that I have seen other parts of the world I interpret the facts about it more intensely and my interpretation is clearer. The world doesn't seem as big and ominous as it did before, but still to think that I have only seen maybe half of it is scary.

The day that I arrived in Greece was definitely a day to remember. As soon as the plane flew over preparing to land I was reminded of a short story you read me when I was young, and I'm sure you remember it too. It was *From Away* by Jane Urquhart it was

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**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 2 Scored Satisfactory (S)

about a girl who learns to read and write and finds her destiny in the perspectives of the world much the same as my own. In the story she has an interest in geography as she loves to think about the world on a bigger scale. She reads book after book about other places in the world that she would love to one day see and interpret for herself. When I think of this story I am reminded of home and my younger days when I could only hope to see the world, but now her I am half way across the world thinking of you at home hoping that you know I am thinking of you and miss you greatly.

After stopping and exploring China last week their ways of life have become clearer and more understood in my mind set. My perspective as to what and how their life is established has helped me to interpret more of the world. As I continue my journey around the world I am confident that I will be able to interpret my perspective of the world more efficiently thanks to the influences that each culture has to offer. Every day that I enter a new town, country, or continent I think back to the days when all I could hope for was for the day to come that I could see the world with my own two eyes, and be able to interpret my perspective on the world to you and the people around me. Thanks to you I have had the opportunity to experience the world first hand and gained the knowledge and perspective that I've always needed. Although traveling the world is everything I've ever dreamed of, every new place reminds me in some way, shape or form of home.

Not only has the opportunity to travel the world made my dreams come true but it has also opened my eyes to the world around me and the world as a whole. Being able to see different parts of the world first hand has given me new perspectives and has helped to identify my interpretation of the world. I would like to thank you and tell you that you

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English Language Arts 30–1
Personal Response to Texts Assignment, January 2006

Example 2 Scored Satisfactory (S)

have helped make my dreams come true. I love you and miss you dearly, know that I think of you everyday and wish that someday you could see everything I have. I hope to see you soon but until then bye for now.

Love always,
Your shining star

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 Personal Response to Texts Assignment, January 2006

Commentary for Example 2 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (S)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is generalized. • Perceptions and/or ideas are straightforward and relevant. • Support is adequate and clarifies the student’s ideas and impressions. 	<p>The student’s generalized exploration of the topic illustrated in “no matter how much you learn or think you know about the world around you your interpretation and perspective will change when you get the chance to explore and see the different places that exist” is conveyed through the observations the girl makes during the retelling of her “round the world adventure.” This generalized exploration is evident, for example, when she compares her own experience to “a girl who learns to read and write and finds her destiny in the perspectives of the world much the same as my own.”</p> <p>Perceptions are relevant, as in “The world doesn’t seem as big and ominous as it did before, but still to think that I have only seen maybe half of it is scary,” and straightforward, as in “She reads book after book about other places in the world that she would love to one day see and interpret for herself.”</p> <p>Adequate support such as “Being able to see different parts of the world first hand has given me new perspectives and has helped to identify my interpretation of the world” clarifies the student’s ideas and impressions.</p>	<p>S</p>

English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 2 Scored Satisfactory (S)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (S)</p> <ul style="list-style-type: none"> • The voice created by the student is apparent. • Stylistic choices are adequate and the student’s creation of tone is conventional. • The unifying effect is appropriately developed. 	<p>The voice of the letter writer is apparent, “since I was little girl reading, watching and learning about the rest of the world” and is maintained, “I would like to thank you and tell you that you have helped make my dreams come true.”</p> <p>Stylistic choices such as “Although I thought I knew a lot about their culture and ways of life; being here is extremely different than reading or learning about it” are adequate. The student’s creation of tone is conventional, as in “I am half way across the world thinking of you at home hoping that you know I am thinking of you and miss you greatly.”</p> <p>The unifying effect of learning about the world while travelling and finding that “I have had the opportunity to experience the world first hand and gained the knowledge and perspective that I’ve always needed” is appropriately developed and concluded with “every new place reminds me in some way, shape or form of home.”</p>	<p>S</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 1 Scored Proficient (Pf)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that you must communicate clearly to the reader your ideas and impressions regarding the texts and assignment regardless of the form you choose.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

personal essay - can relate the
topic to my own personal
experiences in a form which
I am comfortable in.

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**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 1 Scored Proficient (Pf)

A Change in Perspective

A person's view of the world is always changing. People all over the world are constantly making new discoveries and coming up with original ideas and theories. Often these discoveries are not made because the world around us is actually changing, but because people start to see the world in different and often unconventional ways. In 1972, the Apollo 17 crew took the first picture of the planet, Earth. It was something that had always been there, but that society had not had the chance to see before. By entering up into the unknown, these astronauts were able to see the planet from a different perspective and capture it in a photograph, in order to share their new view with the rest of the world. With that new perspective, people became more excited to discover more and see more than what was right in front of them.

Not everyone needs to become an astronaut to see the world differently. Sometimes a change of perspective comes by looking deeper into something that is commonplace. I distinctly remember the moment when my view of the world changed. Most of what I had ever seen of the world was horrible events that came up on television and in the newspapers. I had grown up seeing society as a destructive force. My revelation came when I took my first visit to Montreal three summers ago. I had climbed up Mount Royal with a few of my new friends and we were sitting on the ledge looking out at the view. The sky was perfectly clear and we could see each star illuminated in overwhelming darkness. We sat there for a long time in silence until one of my friends commented in a sort of awe that he'd never realized a metropolis could be so beautiful. In those few words, my eyes opened to a new reality. The city of Montreal was lit up from all the streetlights and I could hear music playing in the streets from one of

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Personal Response to Texts Assignment, January 2006

Example 1 Scored Proficient (Pf)

Montreal's many nighttime parties. For the first time in my life, I saw society as beautiful. Sure, we fought each other sometimes, and we hurt each other a lot, but when people came together, they could create some pretty amazing sights. Many people consider beauty to be only in natural sights: waterfalls, views from mountaintops and the rainbow after a spring shower. Sometimes society fails to consider that the view of simple humanity from the top of a lonely hill can be just as awe-inspiring and beautiful.

I left the city two days later and it felt like I had left behind a part of myself. Every year since I have gone back. I have yet to find a place that makes me feel so calm. Every time I return I am more grateful that I am a part of the hard working machine that is society today. When I go to the top of the hill I can see the lights of the city and the stars working together to create an astonishingly bright view. To me, that is the best reminder that working together is much more effective than fighting alone.

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English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 1 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (Pf)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is purposeful. • Perceptions and/or ideas are thoughtful and considered. • Support is specific and strengthens the student’s ideas and impressions. 	<p>The student purposefully uses “The Blue Marble” and a discussion of the context for the photograph to launch into a personal exploration of how new perspectives affect an individual’s interpretation of the world. As a transitional device, the student notes: “Not everyone needs to become an astronaut to see the world differently” and then purposefully illustrates this point through a reflection on an epiphany while observing the Montreal skyline.</p> <p>The student begins with the thoughtful perception that new discoveries often “are not made because the world around us is actually changing, but because people start to see the world in different and often unconventional ways.” This observation leads directly to the idea that “Sometimes a change of perspective comes by looking deeper into something that is commonplace,” prior to a considered reflection of the experience in Montreal.</p> <p>The student provides specific support for the contention that “I had grown up seeing society as a destructive force” by noting the “horrible events that came up on television and in the newspapers.” While sitting on top of Mount Royal, the student observes nearly simultaneously “each star illuminated in overwhelming darkness,” the “streetlights,” and the “music playing.” These details provoke a new perspective of the world supporting the student’s impression that, for “the first time in my life, I saw society as beautiful” and strengthening the concluding idea that “the lights of the city and the stars” serve as “the best reminder that working together is much more effective than fighting alone.”</p>	<p>Pf</p>

**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Commentary for Example 1 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (Pf)</p> <ul style="list-style-type: none"> • The voice created by the student is distinct. • Stylistic choices are specific and the student’s creation of tone is competent. • The unifying effect is capably developed. 	<p>The student creates a distinct voice by using the photograph of the earth as a way of setting a meaningful context for the personal experience. The emphatic objective stance established by the first paragraph shifts to a sincere and personal voice when the student presents a focus on personal experience: “Not everyone needs to become an astronaut to see the world differently,” “I distinctly remember the moment when my view of the world changed.”</p> <p>Stylistic choices as in the clear, declarative opening sentences, “A person’s view of the world is always changing. People all over the world are constantly making new discoveries and coming up with original ideas and theories” and in the use of evocative imagery, “waterfalls, views from mountaintops and the rainbow after a spring shower” create a competent tone.</p> <p>The student capably develops a unifying effect by beginning with an exploration of universal ideas in response to the photograph of the earth. The student uses these broad ideas to lead into a personal experience by illustrating how “my eyes opened to a new reality.” The astronauts’ ability to “see the planet from a different perspective” parallels the narrator’s newfound ability to see “the view of simple humanity from the top of a lonely hill” as “awe-inspiring and beautiful.”</p>	<p>Pf</p>

English Language Arts 30-1
Personal Response to Texts Assignment, January 2006

Example 2 Scored Proficient (Pf)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that you must communicate clearly to the reader your ideas and impressions regarding the texts and assignment regardless of the form you choose.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

I will write a short story because
I believe that when talking of how
a change affects humankind, writing
a story about someone can deliver
the message better than any other form
of personal response.

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**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 2 Scored Proficient (Pf)

The Earth; My Home

It was a beautiful, hot summer day when this story I am about to tell took place. I lived on a small farm an hours drive outside of the town of Linden, and hours away from any large city. All my life I had lived here with my parents and my dog, Zydnik. I did not go to school yet, for I was barely 6 years old, and considering I was expected to take over the family farm when I was old enough, my parents thought I should rather learn everything there was to know about farming then to waste my time in kindergarten.

As I went out to do my chores in the barn before dusk that day, I noticed my father's car coming down the long driveway towards the house. I dropped the pale I was carrying and ran towards him. He had been gone for two days on a trip to Calgary, where he was trying to purchase some new equipment for the farm. When his old beat-up dodge pick-up was finally parked, he opened the door and jumped out with the biggest smile on his face I had ever seen. I was a little confused by this, since other than some new small parts in the truck bed he didn't seem to have gotten anything exciting. Immediately I started pressing him asking what he had brought me, since I can't remember a day where he came back from even Linden without a piece of candy or something in his pocket. But today he just took my hand and led me onto the large porch of our house. After greeting my mother, which did not take long for I was tugging at his sleeve with excitement, he sat down in his old rocking chair and pulled a bag out from behind his back. But instead of handing it to me, he began to talk to me. He said that he believed it was time for me to learn something about the world, since I did not go to school and his parents had little time to teach me. Therefore, he had brought me a kids program about geography for our

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English Language Arts 30–1
Personal Response to Texts Assignment, January 2006

Example 2 Scored Proficient (Pf)

old computer that sat untouched in the corner. “Geography” I asked? I had never heard the word, and could not think of what it could possibly mean. But he explained to me that beyond the prairies I knew so well, there was an immense world, covered with forests, deserts, and mountain ranges. And on this small CD he had brought me, I would be able to discover it all.

That night, after dinner time, I took the CD and went to the computer. I had used it a couple times before, and therefore new somewhat what I had to do. Without difficulty, I installed the program, and finally opened it. The first thing I saw was a picture of what I assumed was the earth. My mother in her spare hours had taught me how to read, and so with some difficulty I began reading what it said under the picture. “This classic photograph of Earth as seen by the Apollo 17 crew travelling toward the moon was taken on December 7, 1972.”(The Blue Marble) I was baffled. I could not believe that this picture was taken from space, and that I was somewhere among all those clouds and all that water, on one of those large pieces of brown land. Finally, I noticed a button at the bottom of the page and clicked on it. It brought up a menu, where I could choose what to do next. With this incredible image of the earth still in my head, the first thing that I clicked on was “photos”. I wanted to see more. I wanted to be able to explore this vast planet I called home. The first few pictures of a slide show I chose about Canada are still stuck in my head today. A picture of Canada again from very high up, (which is how I thought of it at the time) with all its different colors and shapes. I could see mountain ranges, large masses of water, and vast expanses of prairies. The next picture was one of a village covered in snow, surrounded by mountains. I had never seen so much snow in my life. After that, the pictures flew by me, one more impressive than the

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Example 2 Scored Proficient (Pf)

other. All night I sat in front of the computer, looking at deserts, mountain ranges, forests, and prairies. Often, I would run to my mother and father, and ask if that was where I lived, showing them a picture of Mongolia or more often the United States. They would smile at me and explain, that there were prairies everywhere in the world, not only where we lived.

Day after day, between chores and after meals, I would come back to the computer and look at pictures and read descriptions. I could not believe what I was reading and seeing, and one day, out of the blue; I decided I wanted to travel. And here I am today, writing this story from a hotel in Rome, where I was sent to report about the election of the new Pope. As a reporter, my childhood dream came true. Every day, I travel to new places, meeting new people, and seeing new cultures. With me, I still carry the same disc my father gave to me so long ago, and every day, I still look at it, and discover the wonders of the places I travel to.

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English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 2 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (Pf)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is purposeful. • Perceptions and/or ideas are thoughtful and considered. • Support is specific and strengthens the student’s ideas and impressions. 	<p>The student purposefully incorporates the narrative of a six-year-old child’s introduction to the world beyond the farm in order to explore the influence of the new perspective on an interpretation of the world. The narrator notes that the father “believed it was time for me to learn something about the world, since I did not go to school” and that, “beyond the prairies I knew so well, there was an immense world, covered with forests, deserts, and mountain ranges.” Later, as an adult, the narrator understands the influence of the experience in the choice of career.</p> <p>The child’s discovery of many new kinds of geography, including other prairies, leads to the thoughtful and considered perception that “there were prairies everywhere in the world, not only where we lived.” Also, the idea that “I still carry the same disc my father gave to me so long ago, and every day, I still look at it, and discover the wonders of the places I travel to” is a thoughtful reflection of the significance of the initial catalyst.</p> <p>The reference to the first picture, the “ ‘classic photograph of Earth’ ” and how it leaves the child “baffled” is specific and strengthens the student’s ideas and impressions of a child’s first encounter with a geography CD. Also, the observation that the narrator “was somewhere among all those clouds and all that water, on one of those large pieces of brown land” specifically supports the impression of wonder the narrator experiences with the new perspective of the world.</p>	<p>Pf</p>

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 Personal Response to Texts Assignment, January 2006

Commentary for Example 2 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (Pf)</p> <ul style="list-style-type: none"> • The voice created by the student is distinct. • Stylistic choices are specific and the student’s creation of tone is competent. • The unifying effect is capably developed. 	<p>The student creates the distinctive voice of an adult looking back at a significant moment in childhood as in, “ ‘Geography’ I asked? I had never heard the word, and could not think of what it could possibly mean,” and in “Day after day, between chores and after meals, I would come back to the computer and look at pictures and read descriptions. I could not believe what I was reading and seeing.”</p> <p>Specific stylistic choices create a competent tone as in the father’s “old beat-up dodge pick-up,” “tugging at his sleeve with excitement”, and the narrator’s first experiences with the geography CD, “I was baffled.”</p> <p>The student’s response begins with a description of the simple life on a farm on the prairies, “learn[ing] everything there was to know about farming” rather than “wast[ing] my time in kindergarten,” doing “chores in the barn before dusk” and being confused that “other than some new small parts in the truck bed he didn’t seem to have gotten anything exciting.” The student’s contrast of the narrator’s simple rural life with the “incredible image of the earth” and the “mountain ranges, large masses of water, and vast expanses of prairies” capably develops a unifying effect that focusses on the influence of the new perspective.</p>	<p>Pf</p>

English Language Arts 30-1
Personal Response to Texts Assignment, January 2006

Example 1 Scored Excellent (E)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that you must communicate clearly to the reader your ideas and impressions regarding the texts and assignment regardless of the form you choose.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

Critical response. I intend to
examine how the excerpt from
Awake illustrates how a new
perspective can allow us to find
our place in the world and see
it as a field of opportunity.

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**English Language Arts 30–1
Personal Response to Texts Assignment, January 2006**

Example 1 Scored Excellent (E)

Away

It is a fact of nature that we inherit certain traits and beliefs from our background as we are growing up. However, often when an individual experiences a new reality, their perspective will change as they discover the vastness of the world around them. This theme is explored in Jane Urquhart's text, *Away*. This story explores the life of a young woman who is facing a new reality opened up to her through literature. Urquhart shows us that despite the struggles that come with facing a new perspective, there is hope of finding our place in the world. A new perspective can allow us to dream of a world we do not have, but also to appreciate that which is ours.

The narrator is experiencing many changes in her life. She is foreign to the life that her husband has introduced her to. Not only is she experiencing the changes of a new environment and a new family, she is also learning to read and write. This newfound skill opens up a new world for her: "... the small book in her hands overwhelmed her." She is amazed by the complexity of the world; its languages, cultures and geography. Her new perspective on life allows her to deal with the changes she is experiencing. Urquhart suggests that a broad perspective of the world can allow us to overcome our individual struggles. As the narrator deals with the difficulties of becoming a wife and mother in a new society, she is humbled by the vastness of the universe, which she feels she is a part of. Thus, she is able to find comfort in being a part of a big picture, although she has not found her identity within the boundaries of her new life. Urquhart shows us that often an individual can find comfort in a new reality by broadening their perspective of life. The narrator is able to dream of the many worlds that she has not yet known and, as they become familiar to her, she realizes that facing her new life is not that large of a

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Personal Response to Texts Assignment, January 2006**

Example 1 Scored Excellent (E)

task. Urquhart states that a new perspective can allow one to overcome personal struggles by interpreting the world with a broader perspective.

The narrator's new discoveries do not, however, provide her simply with an escape from her life. They also allow her to discover the true value in what she does have. She is able to find happiness and fulfillment in her newborn son. The discovery of what life can hold gives her joy that she has contributed to the universal picture through his birth. Urquhart shows that a new perspective developed by new experiences can allow us to find our true place in the universe. Although the narrator is struggling to find her place in a world that she seems alienated from, she is able to find her own identity and purpose by viewing the bigger picture of the world. Instead of feeling lost in a world that is not hers, she has found a world that can become hers. The world has become a friend to her who is facing her struggles with her. As she realizes the vastness of the world, she is also finding the simplicity of a world which she can hold in her mind. The companionship that she develops with the world allows her to appreciate the small pleasures which it holds. Her child becomes her universe as the memory of the life she knew before fades away "...on a concealed current." Thus, Urquhart shows us that a new perspective can allow us to appreciate the world in which we live.

In the end, the narrator is satisfied with her life and finds self-fulfillment in her new discoveries of the world. Urquhart suggests that, in many situations, allowing ourselves to find a new perspective can help us to overcome our struggles as we see the world as a place of opportunity.

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English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is insightful. • Perceptions and/or ideas are confident and discerning. • Support is precise and aptly reinforces the student’s ideas and impressions. 	<p>The idea that “A new perspective can allow us to dream of a world we do not have, but also to appreciate that which is ours” initiates an insightful exploration of the topic.</p> <p>The ideas “Urquhart suggests that a broad perspective of the world can allow us to overcome our individual struggles” and “As she realizes the vastness of the world, she is also finding the simplicity of a world which she can hold in her mind” are confident and discerning.</p> <p>Support such as “Not only is she experiencing the changes of a new environment and a new family, she is also learning to read and write. This newfound skill opens up a new world for her: ‘... the small book in her hands overwhelmed her’ ” is precise and apt. The detail that “Her child becomes her universe as the memory of the life she new before fades away ‘...on a concealed current’ ” leads directly to and reinforces the student’s impression that “Urquhart shows us that a new perspective can allow us to appreciate the world in which we live.”</p>	<p>E</p>

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 Personal Response to Texts Assignment, January 2006

Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (E)</p> <ul style="list-style-type: none"> • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying effect is skillfully developed. 	<p>The analytical voice appropriate to the critical prose form evident in “Urquhart shows us that despite the struggles that come with facing a new perspective, there is hope of finding our place in the world” and “Although the narrator is struggling to find her place in a world that she seems alienated from, she is able to find her own identity and purpose by viewing the bigger picture of the world” is consistently maintained and convincing.</p> <p>Stylistic choices, as demonstrated in “As the narrator deals with the difficulties of becoming a wife and mother in a new society, she is humbled by the vastness of the universe, which she feels she is a part of” and “Instead of feeling lost in a world that is not hers, she has found a world that can become hers,” are precise. The student’s adept creation of a critical tone in statements such as “The narrator’s new discoveries do not, however, provide her simply with an escape from her life. They also allow her to discover the true value in what she does have” is sustained successfully throughout the response.</p> <p>The unifying effect is skillfully developed and concluded: “Urquhart suggests that, in many situations, allowing ourselves to find a new perspective can help us to overcome our struggles as we see the world as a place of opportunity.”</p>	<p>E</p>

English Language Arts 30-1
Personal Response to Texts Assignment, January 2006

Example 2 Scored Excellent (E)

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that you must communicate clearly to the reader your ideas and impressions regarding the texts and assignment regardless of the form you choose.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

I'm choosing to use a ~~journal~~ short story format, in which I plan to ^{contrast} my own experience with that of ~~some~~ "Coming suddenly to the sea."

> ~~thesis~~ thesis - I do not think you can fully & completely understand certain aspects/places of the world until having experienced them first hand.

I > reading "Coming Suddenly to the Sea"

1) - contemplating - how could someone never have seen the sea? -

2) How do we actually know what things are like without actually experiencing them?

II - going to New York

- seeing sites
 - Empire State
 - statue of liberty
- realizing truth in
 - Tiffany's
 - Poem

- back to "reality" w/ experience of new world

There is additional space for planning on pages 8, 10, and 12.

- brought back souvenirs/pictures

English Language Arts 30-1
Personal Response to Texts Assignment, January 2006

Example 2 Scored Excellent (E)

~ Coming Suddenly To the Big Apple ~

After my English teacher assigned ^{my class} ~~me~~
'Coming Suddenly To the Sea' as ^{my Louis Dudek,} ~~the~~ Spring Break
homework, I was not incredibly excited. To me,
it was, at first, just another poem exhausted with
adjectives and a guy excited about finding
seaweed. ~~was~~ Definitely not what I wanted
to ~~analyze~~ reflect ^{upon or relate to} ~~on~~ while on holiday. Besides,
my family was going to New York!

We had been planning our trip since
autumn of the year before, and now, in March,
we were finally going. I have always enjoyed
travelling, ^{and,} being a small town girl, it is always
exciting to visit a big city, especially one that
you often see on film, or read about in books
and ~~the~~ magazines. On arriving at La Guardia airport
by night, my mother, father & two sisters
had already been awed by the sight of
the lights of The Big Apple. Eagerly we
anticipated the next day when we could
begin our exploration of the city's vast

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Personal Response to Texts Assignment, January 2006

Example 2 Scored Excellent (E)

array of ^{wonders and} amusements.
The week that followed was one of the most memorable ^{sevendays} of my life. There are not enough words or time in which to use them which could accurately describe the ~~complexity of the~~ ^{intricate vibrance of the} city we were experiencing. The Metropolitan Museum, The Empire State Building, The ^{cool} Guggenheim, Rockefeller Centre and Time Square were all duly admired by our tourist eyes. As well we took in the wonders of Central Park, Tiffany's, Soho, Wall Street, the ~~Museum of~~ ^{Museum of} Modern Art, and even Ground Zero. ~~This was amazing, I thought, & after~~ ^{This was amazing, I thought, & after} ~~cruising around the Statue of Liberty, it actually~~ ^{cruising around the Statue of Liberty, it actually} ~~is~~ ^{is} real, not just a statue in ~~address~~ a picture, it is really there. That is when I realized what an idiotic hypocrite I was. How could I, in my right mind, laugh at Louis Dudek for holding sea weed, when I was excited about showing my friends my used Subway Metro Card? Immediately I felt embarrassed and somewhat foolish, almost ashamed. I realized how silly me and my family must look to the natives of New York, gawking and

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Personal Response to Texts Assignment, January 2006

Example 2 Scored Excellent (E)

gasping over the buildings and monuments they see every day. On coming to this thought I felt a close connection with Dudek's poem "Coming suddenly to the sea". I ~~took~~^{pictured} myself as Dudek, and New York as the sea, my own "infant eyes" and "my emblem of that day". In the piece I saw a clear analogy of my visit to New York, and my life-changing experience.

On the plane ride home I had plenty of time to complete my English homework. ~~to~~^{now have no qualms relating} In the end I ~~now it was easy to relate to~~ decided to write my ^{own} ~~short~~ version of "Coming suddenly to the sea", in which I relive my ~~trip~~ excursion to the Big Apple, and how my first hand ^{encounter} ~~experience~~ allowed me to relate to Dudek, ~~and~~ which, in turn, gave me ^a new appreciation for ~~the~~ ^{places, people and things seen} both the ~~things~~ I have ~~experienced~~, and as well, ^{sites, places, people and things} ~~those~~ which I am yet to experience.

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 Personal Response to Texts Assignment, January 2006

Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Ideas and Impressions (E)</p> <ul style="list-style-type: none"> • The student’s exploration of the topic is insightful. • Perceptions and/or ideas are confident and discerning. • Support is precise and aptly reinforces the student’s ideas and impressions. 	<p>The student’s narrative exploration of the topic through “a clear analogy of my visit to New York, and my life changing experience” leads to the insight that “my first hand encounter allowed me to relate to Dudek, which, in turn, gave me a new appreciation for both the places, people and things I have seen, and as well, places, people and things which I am yet to experience.”</p> <p>Perceptions of the narrator, such as “Immediately I felt embarrassed and somewhat foolish, almost ashamed” are discerning and are confidently paralleled to those of the narrator in Dudek’s poem: “On coming to this thought I felt a close connection with Dudek’s poem ‘Coming Suddenly to the Sea’ .”</p> <p>Support is precise and aptly reinforces the student’s integration of details from Dudek’s poem with those from the narrator’s New York experience: “How could I, in my right mind, laugh at Louis Dudek for holding sea weed, when I was excited about showing my friends my used Subway Metro Card?” and “I pictured myself as Dudek, and New York as the sea, my own ‘infant eyes’ and ‘my emblem of that day’ .”</p>	<p>E</p>

English Language Arts 30–1
 Personal Response to Texts Assignment, January 2006

Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Presentation (E)</p> <ul style="list-style-type: none"> • The voice created by the student is convincing. • Stylistic choices are precise and the student’s creation of tone is adept. • The unifying effect is skillfully developed. 	<p>The conversational voice created by the student in the narrative, evident in “To me, it was, at first, just another poem exhausted with adjectives and a guy excited about finding seaweed” and “That is when I realized what an idiotic hypocrite I was,” is convincing.</p> <p>Stylistic choices are precise, as in “I have always enjoyed travelling, and, being a smalltown girl, it is always exciting to visit a big city, especially one that you often see on film, or read about in books and magazines” and “There are not enough words or time in which to use them which could accurately describe the intricate vibrance of the city we were experiencing.” The student’s creation of tone is adept: “I realized how silly me and my family must look to the natives of New York, gawking and gasping over the buildings and monuments they see every day.”</p> <p>The unifying effect is skillfully developed through the integration of the poem and the narrator’s trip to New York, leading to the conclusion that “In the end I decided to write my own version of ‘Coming Suddenly to the Sea’, in which I relive my excursion to the Big Apple, and how my first hand encounter allowed me to relate to Dudek.”</p>	<p>E</p>

English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, January 2006

Example Scored Satisfactory (S)

This example is unavailable for posting.

**English Language Arts 30–1
Critical / Analytical Response to Literary Texts Assignment, January 2006**

Example Scored Proficient (Pf)

Falling Back on Old Beliefs

In our society, our beliefs make up a large part of our lives. Our everyday decisions, thoughts, and actions are based on what we believe to be true or moralistic in nature. Often times, individuals will find themselves questioning their beliefs and the world around them. In his novel *The Wars*, Timothy Findley uses character development and symbolism to suggest that even though an individual may accept and try to live with a new perspective, s/he will always return to his or her previous perspective of the world and, in turn, his or her previous personal beliefs. Early in the novel, the main character, Robert Ross, decides to change his perspective after the death of his sister. As time progresses, Robert tries unsuccessfully to fit into his new perspective. By the end of the novel, Robert has seen what the world is like from his new perspective and he decides to revert back to his true self and true beliefs.

At the beginning of the novel, Robert appears as an ordinary individual who loves and cares for his family, especially his sister Rowena. Rowena has a condition known as hydrocephaly, also known as “water on the brain”. As water often represents purity, Rowena can be seen as a pure and innocent being. Robert puts it upon himself to take care of Rowena and be her guardian. This suggests that Robert believes in the care and protection of innocent life. When his sister passes away, Robert in turn feels responsible for her death, as he was not there to save her. This irresponsibility in Robert’s eyes leads him to believe that his beliefs must indeed be marred, and this will lead him to question the world that he knows. At the funeral of his sister, Robert sees a soldier and is filled with envy, believing that the soldier can just walk away after the funeral and not be

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Example Scored Proficient (Pf)

affected. This shows Robert's anger and envy for a different life that has been highly romanticized. When Robert's father hires Teddy Budge to come and kill the rabbits, Robert comes out screaming, "What are soldiers for?" He does not understand why the rabbits must be killed and why so many innocent people must die in the war at the mercy of soldiers. He is once again trying to protect the innocent life that cannot protect itself. Trying to protect the rabbits signifies Robert's desire to hold onto a part of Rowena, thus signifying Robert's desire to hold onto his beliefs that innocent life needs to be taken care of. Robert tries desperately to hold onto his perspective of protecting innocent life; however, his beliefs have been marred, and he questions whether or not his perspective is appropriate in the current world.

With his entrance into the army, Robert seems to believe that he can be redeemed for the death of his sister; however, he comes to find that the romanticized version of war is not all that it seems to be. The war offers a whole new perspective to Robert, which will herein be referred to as the 'heroic code'. The heroic code demands that men be strong, uncaring, heterosexual, and resilient in the face of death and danger. Robert's past beliefs clearly do not coincide with these. When he is faced with having to kill an innocent horse, he has great trouble bringing himself to do it. This hesitation signifies Robert's still-standing belief in the preservation of innocent life. When Robert and his men are caught in a gas attack, he takes control and becomes like a soldier. He follows the heroic code very well in this instance, and proves not just to the men but to himself that he can work with his new perspective. However, Robert experiences trouble when he shoots an innocent German soldier who could have killed him. This shocks him to the

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Example Scored Proficient (Pf)

core, and signifies that he can't be the killing machine that the war expects of him. The heroic code is not for Robert, and he falters, signifying that he cannot live up to its expectations.

By the end of the novel, Robert has realized that the heroic code was not right for him, and he reconnects with his old beliefs. After Robert sees himself as an empty corpse in the mirror, he realizes that the war has been more detrimental than helpful to him. Finding himself in the Signals Office during an air attack, Robert abandons all care for himself and risks his position and life to save the animals outside. This is done against the immediate orders of Captain Leather. This shows Robert's reconnection with the preservation of innocent life. Captain Leather represents the cold and callous nature of the heroic code. By shooting him between the eyes, Robert is symbolically killing the code and his belief in it. He also rips off his lapels and deserts his position. This is another symbol of Robert's desertion of the code. As Robert is deserting, he finds horses and decides to let them be free. However, he is caught by Major Mickle who traps him in a barn with the horses. Robert's cries of, "We will not be taken!" echo his belief that he is like the horses. Robert believes he is innocent like the horses, and he once again connects with innocent life. Near the end of the novel, the reader is told about a picture of Robert holding Juliet's hand. Juliet represents an innocent being, like Rowena, and Robert's action of holding hands with her signifies his reconnection with innocence. Robert faces much hardship, but this hardship allows him to decide that his new perspective is not right for him, and he reconnects with his true self.

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Example Scored Proficient (Pf)

By examining *The Wars*, one can come to the conclusion that Findley is trying to portray the idea that an individual will always return to their past perspectives and beliefs, as new perspectives do not work for them. In our society, it is important to consider different perspectives and how they will affect us in our everyday lives. We must discover what works best for our own individual self.

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Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Understanding (Pf)</p> <ul style="list-style-type: none"> Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible. 	<p>The student offers the thoughtful idea “In his novel <i>The Wars</i>, Timothy Findley uses character development and symbolism to suggest that even though an individual may accept and try to live with a new perspective, s/he will always return to his or her previous perspective of the world and, in turn, his or her previous personal beliefs,” moving the discussion to the considered idea that “Trying to protect the rabbits signifies Robert’s desire to hold onto a part of Rowena, thus signifying Robert’s desire to hold onto his beliefs that innocent life needs to be taken care of” and that “When he is faced with having to kill an innocent horse, he has great trouble bringing himself to do it. This hesitation signifies Robert’s still-standing belief in the preservation of innocent life,” later concluding that Robert “can’t be the killing machine that the war expects of him,” and demonstrating a competent comprehension of the literary text and topic.</p> <p>As evidenced in “Captain Leather represents the cold and callous nature of the heroic code. By shooting him between the eyes, Robert is symbolically killing the code and his belief in it’ ,” literary interpretations are revealing and sensible.</p>	<p style="text-align: center; font-size: 2em;">Pf</p>

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Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Supporting Evidence (Pf)</p> <ul style="list-style-type: none"> • Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student’s ideas in a logical and clear way. • A clear connection to the student’s ideas is maintained. 	<p>Support is relevant as in “Robert puts it upon himself to take care of Rowena and be her guardian,” accurate as in “When Robert’s father hires Teddy Budge to come and kill the rabbits, Robert comes out screaming, ‘What are soldiers for?’ ,” and occasionally deliberately chosen to reinforce the student’s idea in a logical and clear way, as in “After Robert sees himself as an empty corpse in the mirror, he realizes that the war has been more detrimental than helpful to him.”</p> <p>A clear connection to the student’s ideas is maintained: “He also rips off his lapels and deserts his position. This is another symbol of Robert’s desertion of the code” and “Robert’s action of holding hands with her signifies his reconnection with innocence.”</p>	<p>Pf</p>

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Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Form and Structure (Pf)</p> <ul style="list-style-type: none"> • A purposeful arrangement of ideas and details contributes to a competent and controlled discussion that is developed capably. • The unifying effect or controlling idea is coherently sustained and presented. 	<p>A purposeful arrangement of ideas and details is evident in the student’s examination of Robert’s initial beliefs, his subsequent adoption of the soldier’s role, and his final reconnection with his original beliefs. The student presents a competent and controlled discussion, explaining Robert’s initial acceptance and final rejection: “Robert has realized that the heroic code was not right for him, and he reconnects with his old beliefs.”</p> <p>The controlling idea “By the end of the novel, Robert has seen what the world is like from his new perspective and he decides to revert back to his true self and true beliefs” is coherently sustained and presented.</p>	<p>Pf</p>

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Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Choice (Pf)</p> <ul style="list-style-type: none"> • Diction is specific. • Syntactic structures are generally effective. • Stylistic choices contribute to the creation of a considered composition with a capable voice. 	<p>Specific diction choices are evident in “The heroic code demands that men be strong, uncaring, heterosexual, and resilient in the face of death and danger” and “This irresponsibility in Robert’s eyes leads him to believe that his beliefs must indeed be marred.”</p> <p>Syntactic structures in statements such as “Robert tries desperately to hold onto his perspective of protecting innocent life; however, his beliefs have been marred, and he questions whether or not his perspective is appropriate in the current world” are generally effective.</p> <p>Stylistic choices in “Finding himself in the Signals Office during an air attack, Robert abandons all care for himself and risks his position and life to save the animals outside” contribute to the creation of a considered composition with a capable voice.</p>	<p>Pf</p>

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Commentary for Example Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Correctness (Pf)</p> <ul style="list-style-type: none"> • This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in complex language structures are understandable considering the circumstances. 	<p>Competent control of correct sentence construction, usage, grammar, and mechanics is demonstrated in “With his entrance into the army, Robert seems to believe that he can be redeemed for the death of his sister; however, he comes to find that the romanticized version of war is not all that it seems to be.”</p> <p>Minor errors in complex language structures such as “When Robert and his men are caught in a gas attack, he takes control and becomes like a soldier” are understandable considering the complexity and length of the student’s response.</p>	<p>Pf</p>

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Critical / Analytical Response to Literary Texts Assignment, January 2006**

Commentary for Example 1 Scored Excellent (E)

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text(s) you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text(s) you have chosen.

Literary Text(s) and Text Creator(s) "Boys and Girls" Alice Munro

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text(s) as support for your response. You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

- Narrator believes she has freedom of choice, but
in reality does not.
- works hard to not follow patterns
- in the end, her perspective changes, as she realizes
her true destiny

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Commentary for Example 1 Scored Excellent (E)

Many people undergo life altering events that drastically change their perspective of the world in which they live in. For some, a coming of age is this experience; as they realize the true state of the world, and their place within it. In an individual's sudden realization of reality, their respective beliefs and actions are most often significantly transformed. Alice Munro, in her short story "Boys and Girls", suggests that young people's life perspectives and beliefs are altered in their sometimes slow and painful revelation of actual society. In her story, the narrator recollects on her youthful experience of believing that she had a freedom of choice in the world, and the resulting steady admittance of her predestined role.

In the beginning, the narrator has a differing perspective of society compared to that of others. She believes that she is free to choose her own path and role in the world. The narrator simply refuses to accept the fact that there are stereotypical male and female roles and that she must follow the latter. Those roles are starkly contrasted by her two parents. Her mother labors in the hot confines of the kitchen while the narrator's father tends to the family's fox farm. "It seem[s] to [the narrator] that work in the house [is] endless, dreary and peculiarly depressing; work done out of doors, in [her] father's service, [is] ritualistically important." When her mother's perspective is revealed that she believes her daughter will eventually accept her role as a girl, the narrator blatantly refuses. She believes, ironically, that her mother's confession to her father "shows how little [her] mother [knows] about the way things really [are]." Her grandmother as well constantly hassles the narrator for her tomboyish ways. While she despises the time spent peeling potatoes with her mother, or being harried by her grandmother, the young

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Commentary for Example 1 Scored Excellent (E)

girl feels proud and free with her father. She cannot help but wallow in her father's defense of her hard work when a salesman ridicules her. Although she tries hard, beside her younger brother Laird, to work with the older men, her father and the hired man Henry Bailey, she is restricted by her capabilities. In her defiant determination she cuts the grass and cleans the fox farm daily. Yet her inability to carry a full barrel of water, rather only three-quarters full, is a nagging reminder that she is a girl. With such determination, it seems that perhaps the young narrator may achieve her goal, but soon her outlook on life begins to change, and her predetermined role unfolds about her.

When the narrator decides to take her brother Laird to witness the killing of their horse, Mack, both of the young characters' perceptions and beliefs begin to change. After viewing the slow and easy to handle horse being shot by her father and Henry Bailey, the narrator first appears slightly shaken but her beliefs and perspective appear to escape unscathed. Laird, on the other hand, has a startlingly pale complexion and seems quite changed by the event. However after a comedic movie in the town, the narrator feels that she and her brother are fine. But the fateful changes experienced by the narrator on that day begin to show through later on. Her dreams, which used to consist of bold acts of heroine on her part, begin to revolve around her physical characteristics. Instead of saving the town from some enemy, she is saved by a boy she knows. Her perspective of a girl in society also begins to change. To her the word "girl formerly seemed innocent and unburdened", but now the word had taken on a new, more dreadful form. "A girl [is] not what [she is]; it [is] what [she] has to become." Her feelings also begin to change. The narrator begins to spend more time in front of the mirror wondering

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Commentary for Example 1 Scored Excellent (E)

about her looks, and is inclined to redecorate her room with a feminine touch. She begins to also feel a lurking distance grow between her and the other males on the farm. The narrator wants to build a barrier between her part of the room and her brothers, and she finds a feeling of uncertainty towards her father; a sense of “holding off”. Like the slaying of the horse Mack, the slaying of the other horse Flora, is a significant day for the narrator as it is the final event that solidifies her place as a woman in society. Flora is a very rebellious horse, much like the narrator, and when she is set to be executed she manages to escape. When the narrator is instructed to close the gate and thereby block the wayward mare, she instead “open[s] it as wide as [she] [can].” Only her brother Laird lays witness to this abrupt act of rebellion against her father. When Henry Bailey and the narrator’s father chase after the horse in their truck, Laird is accepted into the man’s role as he joins them. Although the narrator, like her mother, stays behind and symbolically shuts the gate, forever segregating herself from the men. When the men return with the slain and butchered Flora, Laird reveals her sister’s action that causes all the commotion. Instead of being sent away from the dinner table like usual, the narrator is forced to sit their crying. Her father then exclaims that she is “only a girl” in the “words that absolved and dismissed [her] for good.” The narrator suffers the realization of the real state of society, and her beliefs in turn change to that of understanding. Rather than denying and refusing the truth, she does not object, “even in [her] heart.”

Alice Munro’s narrator in her story “Boys and Girls” is a prime example of the effects one’s perspective can have on their beliefs. The narrator believes she has independence from the stereotypes, and despite the nay-sayers, notably the salesman, her

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Commentary for Example 1 Scored Excellent (E)

mother, and grandmother, she is free to choose her own path. As a result of her beliefs, the narrator spends most of her time working for her father, doing jobs usually associated with boys and men. Unfortunately for her, sudden changes the narrator experiences in her coming of age bring her to a new perspective; that she will assume the woman's role. New views of the world and life change an individual's personal principles and values. Often a dramatic event can inspire changes in outlook and beliefs about the surroundings. Change is inevitable, just as those changes in perspectives of life are also inevitable. The dilemma one faces therefore is whether to merely accept new perceptions by changing their values, or to rebelliously reject.

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Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Understanding (E)</p> <ul style="list-style-type: none"> • Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. • Literary interpretations are perceptive and illuminating. 	<p>The student’s insightful and carefully considered recognition of how the character’s “slow and painful revelation of actual society” leads to a shift from “believing that she had a freedom of choice in the world” to the “steady admittance of her predestined role” demonstrates a comprehension of subtle distinctions in the literary text and the topic.</p> <p>The literary interpretations that the narrator’s beliefs have changed as in “the narrator, like her mother, stays behind and symbolically shuts the gate, forever segregating herself from the men” and “Rather than denying and refusing the truth, she does not object, ‘even in [her] heart’ ” are perceptive and illuminating.</p>	<p>E</p>

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Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Supporting Evidence (E)</p> <ul style="list-style-type: none"> • Support is explicit, precise, and deliberately chosen to reinforce the student’s ideas in an effective and judicious way. • A strong connection to the student’s ideas is maintained. 	<p>Support, whether exact quotation or concrete detail, is explicit, precise, and deliberately chosen to reinforce the student’s ideas in an effective and judicious way as in “Those roles are starkly contrasted by her two parents. Her mother labours in the hot confines of the kitchen while the narrator’s father tends to the family’s fox farm,” “While she despises the time spent peeling potatoes with her mother, or being harried by her grandmother, the young girl feels proud and free with her father,” and “To her the word ‘girl formerly seemed innocent and unburdened’, but now the word had taken on a new, more dreadful form.”</p> <p>Observations that the character “believes, ironically, that her mother’s confession to her father ‘shows how little [her] mother [knows] about the way things really [are]’ ” and that “Like the slaying of the horse Mack, the slaying of the other horse Flora, is a significant day for the narrator as it is the final event that solidifies her place as a woman in society” help to maintain a strong connection to the student’s idea of how the girl’s perspective affects her belief in the freedom of choice.</p>	<p>E</p>

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Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Form and Structure (E)</p> <ul style="list-style-type: none"> • An effective arrangement of ideas and details contributes to a fluent and shaped discussion that is developed skillfully. • The unifying effect or controlling idea is consistently sustained and integrated. 	<p>An effective arrangement of ideas and details skillfully develops the exploration of how “changes the narrator experiences in her coming of age bring her to a new perspective” and a “realization of the real state of society” and “admittance of her predestined role.” The discussion of the shift in her beliefs is fluent and shaped.</p> <p>The unifying effect or controlling idea is consistently sustained and integrated through phrases woven throughout the paper: “In the beginning, the narrator has a differing perspective of society compared to that of others,” the narrator “blatantly refuses” to accept her mother’s perspective, “but soon her outlook on life begins to change, and her predetermined role unfolds about her,” “She begins to also feel a lurking distance grow between her and the other males on the farm” and “her beliefs in turn change to that of understanding.”</p>	<p>E</p>

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Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Choice (E)</p> <ul style="list-style-type: none"> • Diction is precise. • Syntactic structures are effective and sometimes polished. • Stylistic choices contribute to the creation of a skillful composition with a convincing voice. 	<p>The choices of diction such as “She cannot help but wallow,” “her beliefs and perspective appear to escape unscathed” “forever segregating herself from the men”, and “suffers the realization” are precise.</p> <p>Syntactic structures are effective and sometimes polished, as evidenced in lines such as “The narrator believes she has independence from the stereotypes, and despite the nay-sayers, notably the salesman, her mother, and grandmother, she is free to choose her own path.”</p> <p>Stylistic choices, such as smoothly embedded quotations “Her father then exclaims that she is ‘only a girl’ in the ‘words that absolved and dismissed [her] for good’ ” and fluid introductory prepositional phrases “In her defiant determination she cuts the grass and cleans the fox farm daily,” contribute to the creation of a skillful composition with a convincing voice.”</p>	<p>E</p>

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Commentary for Example 1 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Correctness (E)</p> <ul style="list-style-type: none"> • This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. • The relative absence of error is impressive considering the complexity of the response and the circumstances. 	<p>Sentences such as “She believes, ironically, that her mother’s confession to her father ‘shows how little [her] mother [knows] about the way things really [are]’ ” and “When the narrator decides to take her brother Laird to witness the killing of their horse, Mack, both of the young characters’ perceptions and beliefs begin to change” demonstrate confidence in control of correct sentence construction, usage, grammar, and mechanics.</p> <p>The relative absence of error is impressive considering the complexity of the response and the circumstances.</p>	<p>E</p>

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Commentary for Example 2 Scored Excellent (E)

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text(s) you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary text(s) you have chosen.

Literary Text(s) and Text Creator(s) The Grapes of Wrath by John Steinbeck

Personal Reflection on Choice of Literary Text(s)

Suggested time: 10 to 15 minutes

Briefly explore your reasons for selecting the literary text(s) as support for your response. You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

When I first read this topic my first thought was "This
is a Grapes of Wrath type of question."

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Critical / Analytical Response to Literary Texts Assignment, January 2006**

Commentary for Example 2 Scored Excellent (E)

A Response to The Grapes of Wrath

After being stomped all over by the rich land owners, banks and life in the Great Depression, the characters in the story The Grapes of Wrath suffer, they mourn but they cling to hope, re-adjust their perspective and move on. I believe it's this quality to readjust and move on that enables them to get through as much of the Depression as they did. By no means is this a book a fairytale, but it so accurately portrays life and the hardships of a family who cannot give up. Many of the major and minor characters change because they get trodden on and cannot manage without changing the way they are. I don't mean in the physical sense, but they are stuck in some part of their life and cannot continue to grow, to move on until they decide something needs to change. They change, because life coerces them to, because consequently they'll die otherwise. John Steinbeck is suggesting it's survival in the simplest form, adapt or die. Not just in the physical sense either, if a person's attitude or perspective on life is so dark, what do they really have to live for? They're just wasting away, ready to die when things get too tough. An individual can sit and mourn about how truly awful there situation is and perhaps they are right, they're stuck in the worst situation in the world, but where does that get them? So they're stuck between a rock and a hard place. Now what? As long as the attitude and the perspective on how things are doesn't change, that person won't get any where. The characters in this story who have a change of heart and a new outlook on life don't always never get the ending they want, but this change in attitude, and in the way they see things, matures them for the better and that in itself acts as a healing force. A strengthened perspective, a new and better way of looking at things reflects kindly on

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Commentary for Example 2 Scored Excellent (E)

personal belief because while an individual may not be complacent, a small victory is still a victory.

Jim Casy was an ex-preacher in this story and I believe one of the most interesting characters in the story. Prior to how he was introduced, evidence from the text leads us to believe that he used to be an extremely influential character. Casy was preaching and trying to drive the divine spirit into others, especially graceful girls but at some point, he lost his way. He 'layed' with these girls and he has been remorseful. He stopped believing in this 'spirit' and his beliefs just kept on deteriorating, meaning less and less each day. Jim Casy is a person who is trying to run towards purpose, towards an answer. He claims that he loves his friends because they are people, he has a great love for people but he knows of God and Jesus through stories only and he doesn't love any story. He wants enlightenment and he does find it. After much mulling, his new perspective is based on his collective life experience and the one he has on the journey to California from Oklahoma. He's come up with the belief that maybe there is no divine spirit, but only the human spirit which everyone is a small part of. It's really ironic that Casy would be the one to lose his way because he's the preacher; he's the one that's supposed to gently guide others along the way. If there's any huge growth in ideals and perspective in this book, it's definitely Casy. The ex-preacher was beaten to death when he openly defied the owners at the peach picking farm. As more and more people came scrounging for jobs, the owners could maximize work while dishing out minimal pay. Casy believed so strongly in the human spirit, in loving and treating each other well he died for his cause. Please don't misunderstand, I'm not saying he dies happy or what a wonderful end, but perhaps he died with something more important. He died fulfilled. In the end, I

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Commentary for Example 2 Scored Excellent (E)

doubt he'd have it any other way. His death had purpose and in his eyes his life wasn't wasted. Isn't that enough? I don't think he was a failure as a preacher either. This man had good intentions, otherwise why care so much about your job? Why become a preacher? He did successfully guide Tom along this path he thought to be right with much conviction. In life, I would say Casy is a much more successful person than anything he could have hoped to achieve in the beginning of this book.

If anyone is a main character in this story it would have to be the young Tom Joad. As aforementioned I think Tom's entire perspective has been taken and shaken upside down by the preacher. In the beginning of the story, Tom has just been paroled for manslaughter. He killed a man because that man was drunk and violent. It was in self-defense, kill or be killed. I don't think Tom is by any means a religious man. He scoffs at some of Casy's ideas, saying that he thinks too much. This may be so but Tom was the one who brought Casy along on this journey. Tom was always running towards freedom, it's all he wanted. When Casy died at the peach picking farm something in Tom snapped. It takes him awhile to recover from Casy's death and the consequences of his own actions (he vitally damaged a man and was in hiding), but when he finally does leave his family behind, he says something. I fail to remember this quote word for word but it went along the lines of "Whenever you hear children laughing, I'll be there and when you hear men receiving fair wages for their work, I'll be there." Although my attempt to recreate Tom's last words in the book, I think the meaning still remains. He's inherited Casy's job and he seeks the Human Spirit, one where people can treat each other humanly again; the spirit that's a part of everyone, where they are civilized and treat each other right, how people acted prior to the depression. He's fighting for this change in attitude after all these

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ominous signs. Although at first I questioned whether these actions were obligatory, a tribute for Casy, I believe that Tom has changed. While he has been granted freedom from his family, it's also taken away from him because he also has a new perspective, he's taking Casy's former job and fighting for change. It's takes exactly this type of person in society to fight for social change, not just in the Depression but also when there was slavery, oppression and other dark periods in life. This is the type of perspective it takes, the one that wants to stand up and fight for change. Casy not only succeed in placing purpose in his life, but also instilling purpose in Tom's as well.

Rose of Sharon was probably the one that had the last and almost unexpected change. It was almost uncharacteristic because this naïve, spoiled, whinny brat of a child finally grew up after a huge loss. Her perspective on the world where she was once the certain of everything blossomed at such a critical point. Not shortly after she lost her only child, she mourned but then she got right back up and altruistically nursed a starving man. This petulant girl has suddenly made such a huge transition from where she was from ninety-nine percent of this book. Suddenly, she's become Ma, an altruistic person who has unselfish concern for the welfare of others. This type of perspective certainly isn't anything that was in her in the beginning. Her old hardships and the happiness of others (her brother's wedding), knocks some sense into her. She's not a child any more, she's assumed the role of a nurturing woman because people need her, life needs her to be this way.

Lastly, Uncle John also develops into something more. Throughout the entire story, John feels responsible for the death of his wife. He tries to compensate by being extra nice to the children and doing what he believes is right but at the same time he can't

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escape the guilt so he gets drunk and sleeps around to alleviate himself from the pain.

The best way to describe John is that he simply cannot let go of anything. If he messes up, he doesn't want the family to hold anything against him (evidence is the point in the book where he buys two dollar alcohol when the family can't afford it) and the family turns a blind eye to it because they know he's in pain. It's such a surprise near the end of the book because the man who can't let go sailed Rose of Sharon's baby down the river. He was hesitant, but there was something more. By no means is he completely well but throughout the journey, Oklahoma, route 66 and through California, he's finally gone through enough experience and learned that it's okay to let go, and he does in a big way. He sends a message down to all the people, he sails the rotting baby to show them what has become of them, what the Great Depression has become of them.

All the victims of the Great Depression haven't changed perspective, but one or two few key players have. They've realized that if everyone refuses to reject a lowly wage (25cents/hr or even lower) and if no one accepts to work for less, more people can prosper. It's like aforementioned with Casy, it will be those who change their perspectives on lives and making a startling revelation that social change can begin to prosper.

Many individuals in life re-evaluate the position they're in before attempting a task they failed at before. The characters in The Grapes of Wrath are no different. Every time life knocks them down, they have their down periods but they get back up stronger before. They have to. This requires new thoughts, new beliefs, new goals to strive for or perhaps maybe altering or tweaking to those original thoughts, goals and beliefs. The text has taken many characters that are traveling together on the same road with the same

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Commentary for Example 2 Scored Excellent (E)

destination, but a different goal. They all want something different and any of the characters who many not have “won,” but have done something, changed in some way that has made a difference or impact in their lives or another have re-evaluated and re-adjusted their lives. Whether their personal beliefs are to make a difference in another person’s life, doing the right thing, or fighting for social change, a negative outlook isn’t going to lead someone down that path. If a person’s perspective can shift, if their outlook can focus on something it had hitherto not seen and accomplish something that falls directly in line with their personal beliefs, I believe that that person will be satisfied.

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Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Thought and Understanding (E)</p> <ul style="list-style-type: none"> • Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. • Literary interpretations are perceptive and illuminating. 	<p>Near the end of the introduction, the student presents this insightful and carefully considered idea: “The characters in this story who have a change of heart and a new outlook on life never get the ending they want, but this change in attitude, and in the way they see things, matures them for the better and that in itself acts as a healing force.” The student’s ability to carefully consider how individual characters’ perspectives affect their beliefs demonstrates a comprehension of subtle distinctions in <u>The Grapes of Wrath</u> and the topic.</p> <p>The literary interpretation that characters “change, because life coerces them to, because consequently they’ll die otherwise” and that “A strengthened perspective, a new and better way of looking at things reflects kindly on personal belief because while an individual may not be complacent, a small victory is still a victory” is perceptive and illuminates the subsequent discussion of the individual characters in the text.</p>	<p>E</p>

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Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Supporting Evidence (E)</p> <ul style="list-style-type: none"> Support is explicit, precise, and deliberately chosen to reinforce the student’s ideas in an effective and judicious way. A strong connection to the student’s ideas is maintained. 	<p>The student’s discussion of Casy is supported through the explicit discussion of Casy’s initial loss of faith, his spiritual realization, and his subsequent death, illustrated through precise details such as the observation that Casy’s desire “to drive the divine spirit into others, especially graceful girls,” “he has a great love for people but he knows of God and Jesus through stories only and he doesn’t love any story,” and “The ex-preacher was beaten to death when he openly defied the owners at the peach picking farm.” This judicious presentation leads directly to the discussion of Tom where the student deliberately reinforces Casy’s effect on Tom by paraphrasing Tom’s words where he “inherited Casy’s job,” supporting the student’s contention that Casy was able to “not only succeed in placing purpose in his life, but also instilling purpose in Tom’s as well.” In the subsequent paragraphs, the student cites how Rose of Sharon “altruistically nursed a starving man”, and that “the man who can’t let go,” Uncle John, “sailed Rose of Sharon’s baby down the river.” Both examples maintain a strong connection to the student’s concluding, overarching idea: “If a person’s perspective can shift, if their outlook can focus on something it had hitherto not seen and accomplish something that falls directly in line with their personal beliefs, I believe that that person will be satisfied.”</p>	<p style="text-align: center; font-size: 2em;">E</p>

English Language Arts 30–1
 Critical/ Analytical Response to Literary Texts Assignment, January 2006

Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Form and Structure (E)</p> <ul style="list-style-type: none"> • An effective arrangement of ideas and details contributes to a fluent and shaped discussion that is developed skillfully. • The unifying effect or controlling idea is consistently sustained and integrated. 	<p>An effective arrangement of ideas and details is evident in the fluid integration of supporting evidence as the student establishes the ways in which the four characters “suffer, they mourn but they cling to hope, re-adjust their perspective and move on.” The student’s use of comparison and contrast when developing the discussion contributes to a shaped discussion that is developed skillfully.</p> <p>In the introduction, throughout the body paragraphs, and in the conclusion, the student consistently sustains and integrates the controlling idea that all these characters “want something different and any of the characters who may not have ‘won,’ but have done something, changed in some way that has made a difference or impact in their lives or another have re-evaluated and re-adjusted their lives.”</p>	<p>E</p>

English Language Arts 30–1
 Critical/ Analytical Response to Literary Texts Assignment, January 2006

Commentary for Example 2 Scored Excellent (E)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Choice (E)</p> <ul style="list-style-type: none"> • Diction is precise. • Syntactic structures are effective and sometimes polished. • Stylistic choices contribute to the creation of a skillful composition with a convincing voice. 	<p>Diction choices such as “people came scrounging for jobs,” “he scoffs at some of Casy’s ideas” and “This petulant girl” are precise.</p> <p>Syntactic structures are effective and sometimes polished as in the following: “Please don’t misunderstand, I’m not saying he dies happy or what a wonderful end, but perhaps he died with something more important. He died fulfilled” and “Suddenly, she’s become Ma, an altruistic person who has unselfish concern for the welfare of others.”</p> <p>The student has made the deliberate stylistic choice to convey a critical / analytical stance using a personal voice as in “I believe it’s this quality to readjust and move on that enables them to get through as much of the Depression as they did” and “Although at first I questioned whether these actions were obligatory, a tribute for Casy, I believe that Tom has changed.” The student shifts from an analytical to philosophical voice, using such devices as the first personal pronoun, addressing the reader, and rhetorical questions that contribute to the creation of a skillful composition with a convincing voice.</p>	<p>E</p>

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Critical/Analytical Response to Literary Texts Assignment, January 2006**

Commentary for Example 2 Scored Proficient (Pf)

SCORING CRITERIA	RATIONALE	SCORE
<p>Matters of Correctness (Pf)</p> <ul style="list-style-type: none"> • This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. • Minor errors in complex language structures are understandable considering the circumstances. 	<p>Competent control of correct sentence construction, usage, grammar, and mechanics is demonstrated throughout the paper, as in: “The best way to describe John is that he simply cannot let go of anything” and “Many individuals in life re-evaluate the position they’re in before attempting a task they failed at before.”</p> <p>While there are minor errors in complex language structures, as in “Although my attempt to recreate Tom’s last words in the book, I think the meaning still remains,” they are understandable, considering the circumstances and the complexity and length of the response.</p>	<p style="text-align: center;">Pf</p>

Scoring Categories and Criteria

Scoring Categories and Scoring Criteria for 2005–2006 Personal Response to Texts Assignment

Because students’ responses to the *Personal Response to Texts Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Personal Response to Texts Assignment* on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

... 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.

Markers will also consider Grant P. Wiggins’ suggestion that we should 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.

Ideas and Impressions (10% of total examination mark)
 Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.1 2.2 2.3 4.1

When marking **Ideas and Impressions**, the marker should consider the quality of

- the student’s **exploration** of the topic
- the student’s **ideas and reflection**
- **support** in relation to the student’s ideas and impressions

Excellent

E

The student’s exploration of the topic is insightful. Perceptions and/or ideas are confident and discerning. Support is precise and aptly reinforces the student’s ideas and impressions.

Proficient

Pf

The student’s exploration of the topic is purposeful. Perceptions and/or ideas are thoughtful and considered. Support is specific and strengthens the student’s ideas and impressions.

Satisfactory

S

The student’s exploration of the topic is generalized. Perceptions and/or ideas are straightforward and relevant. Support is adequate and clarifies the student’s ideas and impressions.

Limited

L

The student’s exploration of the topic is vague. Perceptions and/or ideas are superficial and/or ambiguous. Support is imprecise and/or ineffectively related to the student’s ideas and impressions.

Poor

P

The student’s exploration of the topic is minimal. Perceptions and/or ideas are underdeveloped and/or irrelevant. Support is lacking and/or unrelated to the student’s ideas and impressions.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign Insufficient when

- the student has written so little that it is not possible to assess Ideas and Impressions **OR**
- the marker can discern no evidence of an attempt to address the task presented in the assignment.

Scoring Categories and Scoring Criteria for 2005–2006 Personal Response to Texts Assignment (continued)

Presentation (10% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 3.1 3.2 4.1 4.2

When marking **Presentation**, the marker should consider the effectiveness of

- **voice** in relation to the context created by the student in the chosen prose form
- **stylistic choices** (including quality of language and expression) and the student’s creation of **tone**
- the student’s development of a **unifying effect**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent

E

The voice created by the student is convincing. Stylistic choices are precise and the student’s creation of tone is adept. The unifying effect is skillfully developed.

Proficient

Pf

The voice created by the student is distinct. Stylistic choices are specific and the student’s creation of tone is competent. The unifying effect is capably developed.

Satisfactory

S

The voice created by the student is apparent. Stylistic choices are adequate and the student’s creation of tone is conventional. The unifying effect is appropriately developed.

Limited

L

The voice created by the student is indistinct. Stylistic choices are imprecise and the student’s creation of tone is inconsistent. The unifying effect is inadequately developed.

Poor

P

The voice created by the student is obscure. Stylistic choices impede communication and the student’s creation of tone is ineffective. A unifying effect is absent.

Scoring Categories and Scoring Criteria for 2005–2006 Critical / Analytical Response to Literary Texts Assignment

Thought and Understanding (7.5% of total examination mark)
 Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.1 2.2 4.1 4.2

When marking **Thought and Understanding**, the marker should consider

- how effectively the student’s **ideas** relate to the assignment
- the quality of the **literary interpretations** and **understanding**

Because students’ responses to the *Critical / Analytical Response to Literary Texts Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Critical / Analytical Response to Literary Texts Assignment* on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

... 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.

Markers will also consider Grant P. Wiggins’ suggestion that we should 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.

Excellent

E

Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.

Proficient

Pf

Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.

Satisfactory

S

Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.

Limited

L

Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.

Poor

P

Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign Insufficient when

- the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence **OR**
- no reference has been made to literature studied **OR**
- the only literary reference present is to the text(s) on the examination **OR**
- the marker can discern no evidence of an attempt to address the task presented in the assignment.

Scoring Categories and Scoring Criteria for 2005–2006 Critical / Analytical Response to Literary Texts Assignment (continued)

Supporting Evidence (7.5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 2.3 3.2 4.1 4.2

When marking **Supporting Evidence**, the marker should consider

- the **selection** and **quality** of evidence
- how well the supporting evidence is **integrated, synthesized,** and/or **developed** to support the student’s ideas

Consider ideas presented in the *Personal Reflection on Choice of Literary Text(s)*.

Excellent
E Support is explicit, precise, and deliberately chosen to reinforce the student’s ideas in an effective and judicious way. A strong connection to the student’s ideas is maintained.

Proficient
Pf Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student’s ideas in a logical and clear way. A clear connection to the student’s ideas is maintained.

Satisfactory
S Support is appropriate, general, and adequately reinforces the student’s ideas but occasionally may lack persuasiveness and/or consistency. A straightforward connection to the student’s ideas is maintained.

Limited
L Support is repetitive, contradictory, and/or ambiguous, and may be inappropriate or merely a restatement of what was read. The connection to the student’s ideas is vague and/or unclear.

Poor
P Support is irrelevant, overgeneralized, and/or lacking. The support, if present, is largely unrelated to any idea(s) that may be present.

Scoring Categories and Scoring Criteria for 2005–2006 Critical / Analytical Response to Literary Texts Assignment (continued)

Form and Structure (5% of total examination mark)

Cross-Reference to the *Program of Studies for*

Senior High School English Language Arts 2.2 3.1 4.1 4.2

When marking **Form and Structure**, the marker should consider how effectively the student’s organizational choices result in

- a **coherent, focused, and shaped** discussion in response to the assignment
- a **unifying effect** or a **controlling idea** that is developed and maintained

Excellent

E

An effective arrangement of ideas and details contributes to a fluent and shaped discussion that is developed skillfully. The unifying effect or controlling idea is consistently sustained and integrated.

Proficient

Pf

A purposeful arrangement of ideas and details contributes to a competent and controlled discussion that is developed capably. The unifying effect or controlling idea is coherently sustained and presented.

Satisfactory

S

A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.

Limited

L

A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is not deliberately developed. A unifying effect or controlling idea is inconsistently maintained.

Poor

P

A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent.

Scoring Categories and Scoring Criteria for 2005–2006 Critical / Analytical Response to Literary Texts Assignment (continued)

Matters of Choice (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

When marking **Matters of Choice**, the marker should consider how effectively the student's choices enhance communication. The marker should consider

- **diction**
- choices of **syntactic structures** (such as parallelism, balance, inversion)
- the extent to which **stylistic choices** contribute to the creation of **voice**

Excellent
E Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice.

Proficient
Pf Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice.

Satisfactory
S Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with an appropriate voice.

Limited
L Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Inadequate language choices contribute to a vague composition with an undiscerning voice.

Poor
P Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled and/or unintelligible. A lack of language choices contributes to a confused composition with an ineffective voice.

Scoring Categories and Scoring Criteria for 2005–2006 Critical / Analytical Response to Literary Texts Assignment (continued)

Matters of Correctness (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 4.2

When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response.

Excellent
E This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.

Proficient
Pf This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.

Satisfactory
S This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. However, the communication remains clear.

Limited
L This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.

Poor
P This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.