



Education and Early
Childhood Development
English Programs

**English
Language Arts
Curriculum**

Writing Exemplars

**English
421A**



2010

**Prince Edward Island Department of Education
and Early Childhood Development**

P.O. Box 2000, Charlottetown

Prince Edward Island

Canada, C1A 7N8

Tel. (902) 368-4600

Fax. (902) 368-4622

<http://www.gov.pe.ca/eecd/>

BACKGROUND AND PURPOSE

The following samples of writing were collected and compiled during the spring of 2008 from Prince Edward Island grade 10 students. The prompt, rubric, and rationale were developed by committees of P.E.I. teachers working together with Department of Education and Early Childhood Development assessment and curriculum specialists. The exemplars in this collection were initially used as training pieces during marking sessions provided for P.E.I. high school English teachers.

The purpose of this package is to support clear and consistent expectations and a shared language in writing assessment.

HOW TO USE THESE MATERIALS

Teachers are encouraged to use the exemplars with students, parents, administrators, and other teachers to illustrate the characteristics of effective writing at the grade 10 level. The exemplars may be displayed and used as models during lessons.

Teachers may use or modify the rubric as they see fit. It is provided here as an example of one kind of writing assessment tool, developed to meet the specific needs of one particular writing assessment.

LINKS TO CURRICULUM OUTCOMES

GCO #8 – Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning and to use their imaginations.

GCO #10 – Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

ACKNOWLEDGMENTS

Although the prompt, rubric, and rationale all underwent a series of revisions inspired by feedback from English department heads and teachers, the following teachers deserve particular recognition for committee work specific to this project:

Alana MacGregor	Souris Regional High
Susan England	Three Oaks Senior High
Charity Becker	Charlottetown Rural High School
Jennifer Connell	Charlottetown Rural High School
Ian Coffin	Morell Regional High
Kathy Rogers	Westisle Composite High
Gena Riggs	Charlottetown Rural High School
Jarmo Puiras	Department of Education and Early Childhood Development
Linda MacDonald	Department of Education and Early Childhood Development

Writing Assignment: Grade 10

NAME: _____

This year, you have learned what it takes to be a high school student. Explain what you have learned about the changes between grades nine and ten and how best to cope with these changes.

Feel free to discuss workload, rules, teachers, social life, students, classes, expectations, or any other differences you have noticed between grades nine and ten.

Instructions:

- You have 60 minutes to write.
- Before you begin writing, take a few minutes to brainstorm and plan your advice. Use a separate piece of paper for your brainstorming and planning.
- Write on the lined paper provided using a blue or black pen.
- Do your best to make your writing both informative and interesting to read. Organize your ideas and provide specific details for support.
- You may use a dictionary and/or a thesaurus if you wish.
- Write your name on this sheet only. When you finish, staple this sheet to your writing.

Category	4	3	2	1
<p>Ideas/Content</p> <p>Establishes a purpose and develops ideas to support it.</p> <p>Provides details (evidence, anecdotes, examples) to support ideas.</p>	<p>Writing is supported by focused and insightful ideas.</p> <p>Ideas are consistently supported by specific and appropriate details. The purpose is clear and insightful.</p>	<p>Writing is supported by generally effective ideas.</p> <p>Ideas are effectively supported by mostly specific details. The purpose is clear.</p>	<p>Writing is supported by adequate ideas.</p> <p>Ideas are adequately supported by simple details; however, the purpose can be understood.</p>	<p>Writing lacks focus and ideas.</p> <p>Ideas are unsupported by details or the details are inappropriate. The purpose is not achieved.</p>
<p>Organization</p> <p>Arranges ideas in a logical order.</p> <p>Establishes relationships between ideas, events, and/or details.</p> <p>Provides an introduction and a conclusion.</p>	<p>Logical and coherent organization.</p> <p>Clear connections exist between ideas.</p> <p>Engaging introduction; thoughtful conclusion.</p>	<p>Competent organization.</p> <p>Connections between ideas are usually clear.</p> <p>Effective introduction and/or conclusion (one or the other may be missing or weak)</p>	<p>Organization is generally clear, but coherence may falter.</p> <p>Connections are attempted but awkward or weak.</p> <p>Functional introduction and/or conclusion.</p>	<p>Organization is lacking or unfocused.</p> <p>No connections are attempted between ideas.</p> <p>Introduction and conclusion are missing or inappropriate.</p>
<p>Voice</p> <p>Shows awareness of and respect for audience.</p> <p>Expresses personality and style.</p>	<p>Precise awareness of audience.</p> <p>Consistently engaging, lively, sincere, and compelling voice; inspires further reading.</p>	<p>Strong sense of audience.</p> <p>Usually sincere and personable voice; maintains reader interest most of the time.</p>	<p>Adequate sense of audience.</p> <p>Occasionally, voice is established but may be insincere or impersonal and may not maintain the reader's interest.</p>	<p>Lack of awareness of audience.</p> <p>Voice is mechanical and/or lifeless; reader interest is not achieved.</p>
<p>Word Choice</p> <p>Makes effective and appropriate use of diction.</p>	<p>Diction is consistently clear, vivid, and precise; writing is energized by powerful word choices.</p>	<p>Diction is usually clear and effective; writing is made competent by functional word choices.</p>	<p>Diction is adequate but conventional; writing may contain awkward, mundane, or repetitive word choices.</p>	<p>Diction is imprecise and/or inadequate; writing contains confusing, immature, and/or inappropriate word choices.</p>
<p>Sentence Fluency</p> <p>Controls and varies sentence structure.</p> <p>Lends itself to oral reading by achieving flow.</p>	<p>Excellent control of complex sentence structures; extensive variety of sentence length and structure.</p> <p>Excellent flow and rhythm.</p>	<p>Effective control of sentence structures; some variation in sentence length and structure.</p> <p>Effective flow and rhythm.</p>	<p>Adequate control of sentence structures; attempts at more complex structures may be awkward.</p> <p>Sentences flow but may be repetitive or unclear.</p>	<p>Simple sentence structure predominates; syntax is confusing or uncontrolled.</p> <p>A lack of flow contributes to loss of meaning.</p>
<p>Conventions</p> <p>Demonstrates control of sentence construction, usage (grammar), and mechanics.</p> <p>Proportion of error to length and complexity of response and time constraints should be considered.</p>	<p>Consistent and confident control of conventions; little or no need for editing.</p> <p>Impressive absence of errors considering the length and complexity of response.</p>	<p>Effective control of conventions; moderate need for editing.</p> <p>Minor errors do exist but do not interfere with communication.</p>	<p>Adequate control of conventions; in need of editing, though still readable.</p> <p>Although errors may blur the clarity of communication at times, overall the communication remains clear.</p>	<p>Limited control of conventions; errors exist in almost every sentence; difficult to read.</p> <p>Many errors involving spelling, punctuation, and/or sentence construction (run-ons, fragments).</p>

Student Writing

Writing Assignment: Grade 10

This year is my first year in high school. It is a lot different than junior high. A lot of things change once you get to high school, including your friends, yourself, rules and expectations, workload and even the teachers.

In grade nine I didn't know what I wanted to do with my life or who I really was. I still don't really know. But I'm a lot closer to knowing who I am, than I was last year. Something changes people when they get to high school. Everybody seems to grow up; well almost everybody. They change for the better, or sometimes for the worse.

Grade ten has more rules than junior high. We are expected to do more and to act more mature. We don't get away with things, like we did last year. I think that you just have to take whatever comes at you.

The teachers have changed. They're more strict, they have more rules, and for the most part they treat us like we're becoming adults.

Last year everything was pretty easy and this year is not so easy. You really have to work at it. It's harder to catch up if you miss

Writing Assignment: Grade 10

school. The classes are longer, so it's like missing twice the time that you would of missed in junior high. You have to try not to miss as much class and you have to work hard every day to do well at school.

I like high school a lot more than junior high, even though everything's harder and we are expected to do more. Well it's life. We have to grow up sometime.

Title: "This year is my first year..."

Ideas/Content (2)

- generally adequate ideas, supported by general details; specific detail is lacking
 - ▶ "We are expected to do more and to act more mature" (15): *no elaboration involving specific expectations or mature behaviour*
 - ▶ "The teachers have changed" (19): *the subsequent paragraph offers only general detail*

Organization (3)

- competent organization
 - ▶ *each paragraph addresses a separate sub-topic*
- effective introduction and conclusion
- weak connections between ideas

Voice (3)

- sincere and personable; reflective
 - ▶ "I think you just have to take whatever comes at you" (17)
 - ▶ "this year is not so easy. You really have to work at it" (23)

Word Choice (3)

- writing is made competent by functional word choices
 - ▶ *while competent, this is a "safe" piece of writing (no risk taking)*

Sentence Fluency (3)

- overall, effective control of sentence structures; some variation in sentence length and structure
 - ▶ "Everybody seems to grow up; well almost everybody" (11)
 - ▶ "They're more strict, they have more rules, and for the most part they treat us like we're becoming adults" (19)
 - ▶ "Well, it's life" (32): *effective use of a short sentence*

Conventions (3)

- effective control of conventions; moderate need for editing
 - ▶ "would of missed"
 - ▶ *few errors; little risk taking*

Writing Assignment: Grade 10

Grade Ten is a lot more difficult than grade nine was. In grade nine the teachers taught us everything we needed to know for grade ten. When we missed an assignment they chased us and nagged us until we got it in. In grade ten, this year, if we don't pass something in then we don't get any marks. This year the teachers are a lot more strict than the ones in junior high. In grade nine we barely got any homework to do but then? this year we have homework almost everynight. When we had no homework we could see friends more but now that we have homework almost everyday and weekend we may not be able to see them as much. In junior high we not expected to know a lot, just the basics. In high school we are expected to know a lot more and to remember a lot more. This year in grade ten we have a lot more students

Title: "Grade Ten is a lot more difficult..."

Ideas/Content (2)

- adequate ideas supported by simple details
 - ▶ "In grade nine, the teachers taught us everything we needed to know..." (2): *little elaboration on what knowledge was needed*
 - ▶ "When we had no homework we could see friends..." (10): *simple details*
- the purpose can be understood, but it is not effectively supported
 - ▶ "Grade Ten is a lot more difficult..." (1)

Organization (1)

- weak introduction; no conclusion
- no connections attempted to link ideas
- no paragraphing

Voice (1)

- voice is lifeless; reader interest is not achieved
 - ▶ *indifferent attitude throughout, punctuated by the indifferent concluding thought*

Word Choice (2)

- though adequate, diction is conventional and repetitive
 - ▶ "In junior high we not expected to know a lot.... In high school we are expected to know a lot more and to remember a lot more" (14):

Sentence Fluency (2)

- sentences flow but sentence structures are repetitive
 - ▶ "In grade nine... In grade ten... In junior high... In high school"
- little variation in sentence length

Conventions (3)

- effective control of conventions
 - ▶ "In grade ten, this year, if we..." (5): *correct punctuation*
- length is an issue, but enough writing is present to determine that communication is not compromised by errors involving conventions

Writing Assignment: Grade 10

The other day I was looking at my grade nine yearbook, I could feel myself tearing up. It was such a good year. The classes were easy, ^{the} workload light. At the same time, I love high school; yes the classes are harder, but that means they are no longer as boring. The workload is heavier, but I like the freedom and sense of responsibility that goes along with high school. Through this transition though, I've noticed three main changes, the maturity level, peer pressure, and work load changes.

The first change, is perhaps the one I noticed first, maturity. In fact, I noticed it the first time I walked through the doors of my new school. The guy in front of me held the door open for me. "Wow", I remember thinking, "that never happened in grade nine", so many doors had been slammed in my face, it had actually gotten quite unadapting. Influenced by my first observation I began to notice more and more signs of maturity. Suddenly kids, instead

Writing Assignment: Grade 10

of giving the kid beside them the teachers -
are-so-weird look, when a teacher jokes with
them, they are now laughing along. As
always though this is not the same for
everyone, I have held the door open for someone,
only to have the next five people walk right
by. So to conclude, people in high school are
a lot more mature than they were in junior
high, but of course some aren't.

Secondly, the thing that is most important
between the change between junior high and
senior high is the peer pressure. I thought
that there was peer pressure in grade nine,
but it really is nothing to what there is
now. There's drinking, and drugs. Parties are
another thing. Now also, you're expected
to have a boyfriend or girlfriend. On the
other side of things there is also a pressure
for good grades, what university or college
you are going to go to, what will your
career be. I don't know how many times
I've been asked what I want to do when
I finish school. So, all these pressures add

up. They all contribute to the stress of high school.

The third change is the work load, there are exams four times a year, homework every ~~night~~ night. On top of that, missing ~~an~~ only one class means an hour and twenty minutes of catching up to do. In junior high we'd had always wondered ~~by~~ why teenagers were so moody. Well we've finally realized why. We've got exams and homework, if we miss school because we're sick, it means twice as much work to do when we get back. On top of all that there is peer pressure, "where are you going to go to university", "come to this party", "let's go get drunk". I finally understand why teens are ^{grumpy, drunk, moody, moody}

In conclusion, I loved grade nine, it was the most fun year of ~~my~~ my school career so far, I love grade ten as well, ~~its~~ its freedom is nice. There are three things I've really noticed through the past 12 months, though. One is how everyone ~~is~~ matured, two is all the peer pressure induced in ^{the} teenage years, and finally we've got so much to do - the work load is abominable; and hey, ^{I am told} it will only get worse, ~~WAAAAA~~

Title: "The other day I was looking..."

Ideas/Content (4)

- **purpose is clear and insightful**
 - ▶ "I've noticed three main changes, the maturity level, peer pressure, and work load changes" (10): *discussion of changes in maturity level and peer pressure demonstrates reflection and insight*
- **focused and insightful ideas are supported by specific and appropriate details and elaboration**
 - ▶ "I began to notice more and more signs of maturity. Suddenly kids, instead of giving the kid beside them the teachers-are-so-weird look..." (23)

Organization (4)

- **engaging introduction and thoughtful, clever conclusion**
- **logical and coherent organization between and within paragraphs accomplished through transitional phrases and words**
 - ▶ "The first change... Secondly... The third change...": *topic sentences provide direction*
 - ▶ "Through this transition though..." (9); "Now also..." (39); "On top of all that..." (57): *frequent use of transitional words and phrases*

Voice (4)

- **a precise awareness of audience and purpose**
 - ▶ "The other day... I could feel myself tearing up" (1): *voice, tone, and connection to audience established immediately*
- **consistently engaging, lively, sincere, and compelling voice**
 - ▶ "'Wow', I remember thinking, 'that never happened in grade nine'" (17)
 - ▶ "the work load is abominable; and hey I am told it will only get worse" (69)

Word Choice (4)

- **diction is consistently clear, vivid, and precise**
 - ▶ "tearing up" (2)
 - ▶ "madenning" (21): *misspelled, but an effective word*
 - ▶ "contribute to" (50)

Title: “The other day I was looking...”

Sentence Fluency (4)

- **excellent control of complex sentence structures**
 - ▶ “Suddenly kids... are now laughing along” (23)
 - ▶ “On the other side of things...” (40)

- **variety in sentence length**
 - ▶ “There’s drinking and drugs” (38)
 - ▶ “Well I’ve finally realized why” (54)

- **excellent flow and rhythm overall**

Conventions (3)

- **effective control of conventions overall**
 - ▶ “At the same time, I love high school; yes, the classes are...” (4): *correct use of semi-colon!*

- **errors do exist but do not interfere with communication**
 - ▶ numerous comma splices (2, 19, 28, and many others)

Writing Assignment: Grade 10

The changes I have seen between grade nine and grade 10 is the maturity level has went way up. Also your enemys can sometimes be your friends. But sometimes things don't change at all. When your on a team at school you act like a team and not as one. But the most hardest thing about grade 10 is science. When you have a teacher you like and ~~is~~ knows what they are doing then you will do well if you have the right attitude. High school is where you can meet some of your best friends and I know that I already have. But sometimes you think you have good friends but they turn out to be the person they were not before. One thing I like about high school is that if you don't like something you can tell the teacher without them flipping out like at junior high.

Writing Assignment: Grade 10

My Classes: 1st Semester; I had academic math which I enjoyed and had a great teacher. Academic English; loved English, but not the teacher. IT; good course. Geography-really good, probably would have rathered history though. 2nd Semester (right now) I have vocabs which is an amazing course; Science which is meh. Graphics-okay; English-great.

Title: “The changes I have seen...”

Ideas/Content (1)

- ideas are unsupported by details or the details are inappropriate
 - ▶ “But sometimes things don’t change at all” (4): *no explanation of “things”*
 - ▶ “But the most hardest thing about grade 10 is Science” (7): *no elaboration provided*
- the purpose is not achieved
 - ▶ *the final paragraph illustrates the lack of focus*

Organization (1)

- no paragraphing; no connections are attempted between ideas
- introduction and conclusion are missing or inappropriate
 - ▶ *no introduction; inappropriate conclusion*

Voice (2)

- occasionally voice is established but may be insincere or impersonal and may not maintain the reader’s interest
 - ▶ “your enemys can sometimes be your friends” (3); “sometimes you think you have good friends...” (15): *demonstrates some sincerity*
 - ▶ *list of courses suggests lack of awareness of audience; the concluding “English – great” (31) may be insincere*

Word Choice (1)

- diction is inadequate, immature
 - ▶ “most hardest” (7); “flipping out” (22)

Sentence Fluency (2)

- adequate control of sentence structures, although sentences are often simple and repetitive
 - ▶ “But sometimes...” (4); “But the most hardest thing...” (7); “But sometimes...” (15)
- attempts at more complex structures may be awkward
 - ▶ *the attempted list of courses and preferences is complicated*

Conventions (1)

- limited control of conventions; errors exist in almost every sentence
 - ▶ “The changes I have seen... is” (1); “enemys” (3); “When your on a team...” (5)

Writing Assignment: Grade 10

Yes, I do find that there is a change in workload from grade nine to ten. I find it's just the different classes you are taking. A big effect of the workload is how classes are longer in grade ten, so more is fit into one class. The teachers do pile on a lot of work one week and maybe not another one, which is very annoying. They do give you good notice about your tests are going to be, so you can get ready! The best thing you could do about the workload change, is to be more organized, and know when everything is due!

One of your biggest changes in grade ten is probably your social life. I find it expands because more schools connect into high school, so you meet new people. It is also hard in high school as people change and so do you! A friend you had in grade eight might not be your friend in grade ten. When grade ten is reached the school work picks up, but so does the partying. There are times where you want to go to a party Saturday night but you have a big science test Monday. Making that decision is very difficult, as you want to go to the party bad, but you should stay home and study. That is a maturity

Writing Assignment: Grade 10

issue!

I find the rules are very different also from the change. Grade nine, the teachers are very ~~even~~ stern and always wondering where you went if you were gone for more than 5 minutes! While grade ten is more like you can leave it's your choice, and if you don't pass something in, they don't care! Myself, I like the way grade 10 teachers treat us, because there are some people who don't really care! It's good as we do not have to wait for those kids, and we don't lose any class time!

The thing I got frustrated with in grade 10 was how it wasn't that different! I mean all through grade 9 the teachers were like I'm just preparing you for grade 10. They really didn't though, like yes through the school work, but it's up to us for being ready. In some ways the way they talked about grade 10, it truly freaked me out! Teachers can't really prepare you for grade 10, it's whether you can prepare yourself!

Title: “Yes, I do find that there is a change...”

Ideas/Content (3)

- **generally effective ideas are supported by mostly specific details**
 - ▶ “I do find that there is a change in workload” (1): *a discussion of longer classes and scheduling of assignments follows*
 - ▶ “more schools connect into highschool” (14); “people change” (16): *details to support the change in social life*
 - ▶ “you want to go to a party Saturday night but you have a big science test Monday” (21): *specific detail*

- **the purpose is clear**

Organization (2)

- **generally clear organization...**
 - ▶ *workload, social life, rules*

- **... but coherence falters**
 - ▶ *opening sentence suggests that “change in workload” is sole topic of discussion*
 - ▶ *closing paragraph lacks focus*

- **connections are attempted but weak**
 - ▶ “the rules are very different also” (26): *“also” provides transition between paragraphs. Other attempts are harder to find.*

Voice (3)

- **sincere and personable voice**
 - ▶ “people change and so do you!” (16)
 - ▶ “if you were gone for more than 5 minutes!” (29)
 - ▶ “the way they talked about grade 10, it truly freaked me out!” (41)

Word Choice (2)

- **diction is adequate but conventional**
 - ▶ some effective word choices: “expands” (13), “stern” (28), “frustrated” (36)

- **writing contains awkward, mundane, or repetitive word choices**
 - ▶ “those kids” (34); “big” science test (21); “pile on alot of work” (5); “freaked me out” (42)
 - ▶ “the teachers were like I’m just preparing you...” (38); “They really didn’t though, like yes through the school work” (39)

Title: "Yes, I do find that there is a change..."

Sentence Fluency (3)

- overall, effective control of sentence structures; some variation in sentence length and structure
 - ▶ "When grade ten is reached..." (18)
 - ▶ "Making that decision..." (22)
 - ▶ "That is a maturity issue!" (25): *effective short sentence*

Conventions (2)

- adequate control of conventions; in need of editing to improve readability
 - ▶ *overuse of exclamation mark*
 - ▶ "I find it's just the different classes you are taking" (2)
 - ▶ "Their are times when..." (19)
 - ▶ "you want to go to the party bad..." (23)

Writing Assignment: Grade 10

My first year of high school has taught me a great deal about myself and the world. A lot of things have changed in a positive light. I have adjusted quite easily to the new teaching styles, my new work load and most importantly; my direction in life. I can ~~only~~^{honestly} say that my first year of high school has given me the knowledge to find my best career path.

The teaching style was very easy to adapt to at my high school. Most of my teachers are relaxed and at ease in front of a crowd of teenagers. They are a lot friendlier (in my opinion) than some of those at my junior high. I think the explanation for this is that most students at high school have matured into young adults and so are treated with a great deal more trust. Another reason for my opinion of the teaching style is that the vast majority of the teachers are involved in things outside the school walls, so they are a friendly familiar face. ~~with~~ The fact that teachers are easy to get along with makes learning and paying attention a significant deal easier.

The general assumption is that with high school comes a huge workload of essays, math assignments and complicated exams, however I beg to differ. My workload at high school has not significantly increased by any means. Sure, I do have an exam to study for at the end of the semester, but exams are easy to deal with if you are organized and have paid attention all year long. I try to keep in mind that school is a privilege and is not something to take for granted, therefore I give thanks for new challenges because with ~~these~~ challenges comes knowledge, and with knowledge comes greater

Writing Assignment: Grade 10

understanding of the everyday world around us. A slight increase in the number of essays written and chapters covered in a history book has been anything but a nuisance. Maybe I am not the ideal when I say "I love school" but with a ^{event} passion and drive to learn comes ^{with} a happier life ahead.

My very ^{first} year at high school has really made ~~big~~ waves in my sense of direction for my future. This first semester I had science (excl. academic) first period. It began my day and set a positive tone. From this I learned that I love the environment, living things and, well, basically all the things that surround us. I saw that this is the beginning of my very near future. This is something I never realized before, because prior to this I had a sole interest in the political sector. Now I have intentions of pursuing both avenues in university. I am very excited about what is to come and high school has influenced me to no end.

High school is the experience you make it. The three years one spends preparing for the rest of his/her life is crucial and should hopefully be very bright experience. I can honestly say that I can't wait for the years to fly by so I can really begin my future.

Title: “My first year of high school...”

Ideas/Content (4)

- **purpose is clear and insightful**
 - ▶ “I can honestly say that my first year of high school has given me the knowledge to find my best career path” (5)
- **focused and insightful ideas are supported by specific and appropriate details and elaboration**
 - ▶ “The teaching style was very easy to adapt to... (6) I think the explanation for this is that...” (9)
 - ▶ “This first semester I had science.... (30) From this I learned that...” (32)

Organization (4)

- **engaging introduction and thoughtful conclusion**
 - ▶ “taught me a great deal about myself and the world” (1)
 - ▶ “the knowledge to find my best career path” (5)
 - ▶ concluding thoughts return to the notion that high school is a time of “preparing” (40) and “should hopefully be very bright experience” (41)
- **logical and coherent organization within paragraphs accomplished through transitional phrases and words**
 - ▶ “Another reason...” (11); “The fact that...” (13); “however” (17); “therefore” (22)

Voice (4)

- **a precise awareness of audience and purpose; sincere and compelling voice**
 - ▶ “Sure, I do have an exam to study for...” (18)
 - ▶ “I try to keep in mind that school is a privilege...” (21)
 - ▶ “This is something I never realized before...” (34)

Word Choice (4)

- **diction is consistently clear and precise**
 - ▶ “relaxed and at ease” (7)
 - ▶ “pursuing both avenues” (37)
 - ▶ “crucial” (40)

Title: "My first year of high school..."

Sentence Fluency (4)

- excellent control of complex sentence structures
 - ▶ "Another reason for my opinion of the teaching style..." (11)
 - ▶ "Sure, I do have an exam..." (18)
 - ▶ "From this I learned..." (32)
- variety in sentence length
 - ▶ "It began my day and set a positive tone" (31)
- excellent flow and rhythm overall

Conventions (4)

- consistent and confident control of conventions
 - ▶ *comma splices (17, 22) and other errors are infrequent considering the length and complexity of the response*

Writing Assignment: Grade 10

I never understood when parents and teenagers told me that high school changes everything. I never understood why my older sisters didn't hang out with their old friends once they got to high school. When I was in junior high I was so sure that I would be friends with the same group I was in. Being halfway through my grade 10 year, ^{when I} looking back on my junior high years, I now fully understand that high school does in fact change everything. People change, some will be drawn and influenced to smoke, drink or do drugs. One may become better friends with other people, leaving their old friends behind. When in junior high I thought our teachers treated us like babies, and that they were more babysitters than teachers (which is partly true) but it was because we were not ready to face the real world. In junior high we were very sheltered, we didn't even know of half the things that ~~are~~ ^{were} going on. High school changes that.

In high school you have more freedom, but with freedom comes responsibility. We are allowed off school grounds for lunch, but you still have to be back in time for class. We had lockers ~~at~~ in junior high but we never had to lock them, now you have to or something will likely get stolen.

Writing Assignment: Grade 10

It's not just at school that we have more responsibility, but at home as well. I am now expected to still keep my grades up and to do more things around the house. I am now suppose to make my own decision, wheather it be where I am going to go to eat, or about something more serious such as drugs and alcohol.

~~Being~~ Being in high school I am expectd to it like never before. I've been people sniff cocaine, drink so much they've passed out and quite honestly I think it is the biggest turnoff. When people reach high school they feel they need to do this to fit in.

Fitting in is something everyone wants in high school. Your social life is ~~not~~ ~~to~~ different then from junior high. Except for the fact that you will probably hang out with new people. But it's okay, it usually is for the better.

I really love my high school, it is small and I know everyone. The workload is hard but it is something you can handle. I love having breaks and an accusal cafeteria. The teachers no longer baby us and we know what we can go to them anytime for help.

I love high school, I've really grown into my own person. I know who I am and who I want to become. I don't need drugs & alcohol to fit in and that's that. High changes things and people, but for me it was in a good way.

Title: "I never understood when parents..."

Ideas/Content (3)

- **generally effective ideas supported by mostly specific details**
 - ▶ "People change, some will be drawn and influenced to smoke, drink or do drugs..." (9) "I've seen people sniff cocaine, drink so much they've passed out..." (33): *generally effective... better than "adequate," but not "insightful"*
 - ▶ "In high school you have more freedom..." (19) "We are allowed off school grounds for lunch..." (20)
- **the purpose is clear**

Organization (3)

- **effective introduction and conclusion**
 - ▶ "I never understood..." (1): *engages audience*
 - ▶ "I love high school..." (45): *introduces closing thoughts*
- **connections between ideas are usually clear**
 - ▶ "... they need to do this to fit in. Fitting in is something..." (35-36): *clear transition between paragraphs*
- **competent organization**
 - ▶ "It's not just at school... but at home as well" (25): *effective topic sentence, but paragraph content strays*

Voice (3)

- **sincere and personable**
 - ▶ "I've really grown into my own person" (45)
 - ▶ "I don't need drugs and alcohol to fit in and that's that" (47)

Word Choice (3)

- **clear and effective diction; writing is made competent by functional word choices**
 - ▶ "sheltered" (16)
 - ▶ "allowed off school grounds" (20)

Sentence Fluency (3)

- **effective control of sentence structures; some variation in length and structure**
 - ▶ "Being halfway through my grade 10 year..." (6): *effective control*
 - ▶ "High school changes that" (17): *effective short sentence*
- **effective flow and rhythm**

Conventions (3)

- **effective control of conventions; moderate need for editing**
- **minor errors exist but do not interfere with communication**
 - ▶ "infact" (9); "suppose to make" (28)
 - ▶ pronoun shifts (19-20, 40-41)