

2016 Pilot

**Student Learning
Assessment**

SLA
Student Learning Assessment

**English
Literacy**

Performance Task

My Trip

Exemplars of

Student Responses

Provincial Assessment Sector

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Introduction

Teachers are required to assess student responses to the Literacy Performance Task using the Literacy Performance Task Descriptors (rubric) and the Exemplars of Student Responses, which are both found on the *Teacher Dashboard*. This information will NOT be reported to Alberta Education. However, the use of the results to inform local decision-making is encouraged. The students' Literacy Performance Tasks are kept at the school for reference during teacher, student, and parent conversations.

The assessment of student responses must be based solely on the Literacy Performance Task Descriptors and the Exemplars of Student Responses. Fairness and accuracy for all students are the most important requirements of the assessment process.

Literacy Performance Task Descriptors

The Literacy Performance Task Descriptors are a set of statements that can be used to describe the students' responses to The Writing Project in the Literacy Performance Task.

- The teacher will identify the Literacy Performance Task Descriptors that best describe each student's responses.
- If a student used a learning support when responding to the Literacy Performance Task (see the [General Information Bulletin](#) for detailed information about learning supports), the punctuation, capitalization, and spelling in the student's response should not be assessed using the Literacy Performance Task Descriptors.

Exemplars of Student Responses

The Exemplars of Student Responses (located on the *Teacher Dashboard*) are based on students' responses to the Literacy Performance Task. These responses provide a range of examples that illustrate the statements in the Literacy Performance Task Descriptors. A rationale that explains the connection between each example of student work and the Literacy Performance Task Descriptors is also provided.

The Exemplars of Student Responses should be used in conjunction with the Literacy Performance Task Descriptors to assess a student's response to The Writing Project.

Training Paper

The Training Paper is included in the Exemplars of Student Responses. Teachers can use the Training Paper to become more familiar with the application of the Literacy Performance Task Descriptors and Exemplars of Student Responses when assessing student work. A rationale is provided to support the use of the Training Paper.

How Are the Literacy Performance Task Descriptors and Exemplars of Student Responses Created?

Several different working groups of educational consultants and grades 2, 3, and 4 teachers developed and validated the Literacy Performance Task Descriptors. They also selected and validated the Exemplars of Student Responses.

Exemplar Selection Working Group

The Exemplars of Student Responses are based on selections of student work, taken from field tests, that best illustrate the Literacy Performance Task Descriptors. Working-group members read a large sample of students' written responses to the Literacy Performance Task and select responses that best match the standards demonstrated by students at the beginning of Grade 3. The working group then writes rationales that explain the relationship between each exemplar and the Literacy Performance Task Descriptors.

Exemplar Validation Working Group

The members of the Exemplar Validation Working Group review and approve the selected exemplars and the rationales that have been prepared. This group ensures that the rationales accurately reflect the Literacy Performance Task Descriptors and verifies that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the rationales so that teachers can accurately and reliably assess their students' responses.

Literacy Performance Task at a Glance

The Literacy Performance Task is composed of four activities that are designed to be completed in about 60–90 minutes. It is recommended that the Literacy Performance Task be administered during several short sessions. **Breaks may be taken at any time during the administration of the Literacy Performance Task.**

During the four activities in the Literacy Performance Task, students are asked to communicate their response to the following question:

My Trip

If you could take a trip anywhere, where would you go?

A. Presentation of Information

The purpose of this activity is to focus students' thinking and prepare them for the task. This is done through the presentation of information and class discussion.

B. Small Group Discussion and Planning

Students meet in small groups or work by themselves to plan their writing project.

C. Writing Time

Students work independently to complete their writing project, which may include visual representations.

D. Self-reflection

After students have completed their writing projects, they independently reflect on their work.

Getting Started

▶ listen

If you could take a trip anywhere, where would you go?



Suggestions for Assessing Students' Responses

1. Read the student response.
2. Using the Literacy Performance Task Descriptors, determine whether the response is below the Adequate level (Limited or Insufficient Evidence), is at the Adequate level (Adequate), or exceeds the Adequate level (Proficient or Excellent).
 - This is the holistic part of your assessment. It is a starting point.
3. Determine which exemplar(s) is most similar to the response you are assessing.
 - This ensures that your assessment of the response is aligned with the provincial standard.
4. Refine your assessment of the response by determining which descriptors in the categories of Content and Organization, Vocabulary, and Conventions provide the most accurate description of the response.
 - This requires thoughtful analysis of the response using both the descriptors and the exemplars.

Recording Your Assessment of a Written Response

On a copy of the Literacy Performance Task Descriptors, you may choose to highlight the descriptors that best describe the student's response. This will provide a succinct representation or "writing profile" of a student's writing skills at the beginning of Grade 3. All the descriptors are based on outcomes from the Grade 2 English Language Arts Program of Studies.

An example of how to create a "writing profile" is below.

Student Response

Training Paper: Mermaid Land

I want to go to Mermaid Land because it is pretty and beautiful. I also could play with my friend and go to the store with her in the sea. It would be alot of fun. I also could have a sleepover with my best friend so we will watch TV and go to the Mall to buy a pet fish. We also could go to the park. Bein a mermaid is so fun because we have magic power. I could even be invisible. When no one can see me I can get close to whales and sharks. I would stay in Mermaid Land forever and use My Magic. The End!!!

Writing Profile based on Student Response

SLA Grade 3 Literacy Performance Task Descriptors

The Writing Profile	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Content and Organization When assessing Content and Organization, consider the following: • Introduces the topic (3.0-2) • Uses clear and supporting details to describe the topic they are writing (3.0-3, 3.0-4, 3.0-5) • Organizes the writing (3.0-6) • Writes a coherent response (3.0-8)	<input type="checkbox"/> The introduction is compelling. <input type="checkbox"/> The topic is developed using relevant and supporting ideas and details. <input type="checkbox"/> The conclusion is effectively concluded. <input type="checkbox"/> The writing is cohesively connected.	<input type="checkbox"/> The introduction is clearly expressed. <input type="checkbox"/> The topic is developed using relevant and supporting ideas and details. <input type="checkbox"/> The conclusion is appropriately concluded. <input type="checkbox"/> The writing is frequently coherent.	<input type="checkbox"/> The introduction is unelaborated. <input type="checkbox"/> The topic is partially developed using relevant and/or supporting ideas and details. <input type="checkbox"/> The conclusion is unelaborated or is missing. <input type="checkbox"/> The writing is frequently coherent, often missing or presented as a list.	<input type="checkbox"/> The introduction does not address the task or is missing. <input type="checkbox"/> Ideas and details are absent or missing or incoherently connected. <input type="checkbox"/> The conclusion is unelaborated or is missing.	<input type="checkbox"/> The introduction does not address the task or is missing. <input type="checkbox"/> Ideas and details are absent or missing or incoherently connected.
Vocabulary When assessing Vocabulary, consider how effectively the student: • Uses vocabulary words (3.0-9) • Uses appropriate language (3.0-10) • Uses words to describe ideas (3.0-11)	<input type="checkbox"/> Connecting words are effectively used to link ideas. <input type="checkbox"/> Descriptive language is vivid. <input type="checkbox"/> Word choice is precise.	<input type="checkbox"/> Connecting words are effectively used to link ideas. <input type="checkbox"/> Descriptive language is specific. <input type="checkbox"/> Word choice is effective.	<input type="checkbox"/> Connecting words are frequently used to link ideas. <input type="checkbox"/> Descriptive language is vague, awkward, or inappropriate. <input type="checkbox"/> Word choice is inappropriate.	<input type="checkbox"/> Connecting words are frequently used to link ideas, but are not used. <input type="checkbox"/> Descriptive language is not used. <input type="checkbox"/> Word choice is weak or absent.	<input type="checkbox"/> Connecting words are missing and/or used incoherently. <input type="checkbox"/> Descriptive language is not used. <input type="checkbox"/> Word choice is weak or absent.
Conventions When assessing Conventions, consider the extent to which the student: • Uses sentences that represent complete thoughts (3.0-12) • Uses appropriate capitalization (3.0-13) • Uses appropriate punctuation (3.0-14, 3.0-15, 3.0-16, 3.0-17)	<input type="checkbox"/> Sentences consistently represent complete thoughts. <input type="checkbox"/> Organization of major ideas and the beginnings of sentences is consistently correct. <input type="checkbox"/> End punctuation (periods and question marks) consistently appears at the end of sentences. <input type="checkbox"/> Commas and high-frequency capitalization words are consistently applied correctly or phonetically.	<input type="checkbox"/> Sentences generally represent complete thoughts. <input type="checkbox"/> Organization of major ideas and the beginnings of sentences is generally correct. <input type="checkbox"/> End punctuation (periods and question marks) consistently appears at the end of sentences. <input type="checkbox"/> Commas and high-frequency capitalization words are generally applied correctly or phonetically.	<input type="checkbox"/> Sentences seldom represent complete thoughts. <input type="checkbox"/> Organization of major ideas and the beginnings of sentences is generally incorrect. <input type="checkbox"/> End punctuation (periods and question marks) and commas (in a series or as a list) are missing or used inappropriately. <input type="checkbox"/> Commas and high-frequency capitalization words are frequently applied incorrectly or phonetically.	<input type="checkbox"/> Sentences represent incomplete thoughts and are difficult to understand or are missing. <input type="checkbox"/> There is little or no evidence of correct punctuation. <input type="checkbox"/> There is little or no evidence of the correct use of end punctuation and commas. <input type="checkbox"/> Commas and high-frequency capitalization words are frequently applied incorrectly or phonetically.	<input type="checkbox"/> Sentences represent incomplete thoughts and are difficult to understand or are missing. <input type="checkbox"/> There is little or no evidence of correct punctuation. <input type="checkbox"/> There is little or no evidence of the correct use of end punctuation and commas. <input type="checkbox"/> Commas and high-frequency capitalization words are frequently applied incorrectly or phonetically.

Note: When assessing a student's response, the length and consistency of the response must be considered. All of the outcomes listed (e.g., 3.0-2) are from the Grade 3 English Language Arts Program of Studies.



How to Use the Training Paper

Teachers can use the Training Paper to become more familiar with the application of the Literacy Performance Task Descriptors (rubric) and Exemplars of Student Responses when assessing student work. A rationale is provided to support the use of the Training Paper. The Training Paper is an exemplar of one student's response, and it can be used to support the assessment of your own students' responses. The Training Paper for this Literacy Performance Task is on page 4.

Training Paper: Mermaid Land

I want to go to Mermaid
Land because it is pretty
and beautiful. I also
could play with my
friend and go to the
store with her in
the sea. It would be a lot
of fun. I also could have a
sleepover with my best friend she
is nice. We will watch TV and go
to the Mall to buy a pet fish.
We also could go to the park. Being
a mermaid is so fun because we
have magic power. I could even
be invisible. When no one
can see me I can get
close to whales and sharks.
I would stay in Mermaid
Land forever and use my
magic. The End!!!

Literacy Performance Task Descriptors for Mermaid Land

SLA Grade 3 Literacy Performance Task Descriptors

	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
The Writing Project Content and Organization When assessing Content and Organization, consider how effectively the student <ul style="list-style-type: none"> introduces the topic (3.3.2)* uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1) concludes the writing (3.3.2) writes a coherent response (1.2.2) 	<ul style="list-style-type: none"> The introduction is compelling. The topic is developed using insightful and convincing ideas and details. The conclusion is skillfully constructed. The writing is consistently coherent. 	<ul style="list-style-type: none"> The introduction is clearly expressed. The topic is developed using relevant and interesting ideas and details. The conclusion is effectively constructed. The writing is frequently coherent. 	<ul style="list-style-type: none"> The introduction is predictable. The topic is developed using general but satisfactory ideas and details. The conclusion is appropriately constructed. The writing is generally coherent. 	<ul style="list-style-type: none"> The introduction is unfocused. The topic is partially developed, using unclear and/or repetitive ideas and details. The conclusion is contrived, unclear, and/or superficial. The writing is seldom coherent; ideas may ramble or be presented as a list. 	<ul style="list-style-type: none"> The introduction does not address the task or it is missing. Ideas and details are scant or missing. The conclusion is unrelated to the topic or it is missing. The writing is not coherent; ideas, if provided, are randomly presented.
Vocabulary When assessing Vocabulary, consider how effectively the student <ul style="list-style-type: none"> uses connecting words (4.2.2) uses descriptive language (2.4.2, 4.1.9) uses words to develop ideas (4.2.3, 5.1.5) 	<ul style="list-style-type: none"> Connecting words are skillfully used to link ideas. Descriptive language is vivid. Word choice is precise. 	<ul style="list-style-type: none"> Connecting words are effectively used to link ideas. Descriptive language is specific. Word choice is effective. 	<ul style="list-style-type: none"> Connecting words are predictably used to link ideas. Descriptive language is simple. Word choice is appropriate. 	<ul style="list-style-type: none"> Connecting words are repetitively or inconsistently used to link ideas. Descriptive language is vague, awkward, and/or seldom used. Word choice lacks precision. 	<ul style="list-style-type: none"> Connecting words are misused and/or missing. Ideas are not linked. Descriptive language is not used. Few or no words are chosen.
Conventions When assessing Conventions, consider the extent to which the student <ul style="list-style-type: none"> uses sentences that represent complete thoughts (4.2.1) uses capitalization correctly (4.2.8) uses punctuation correctly (4.2.9, 4.2.10) controls spelling (4.2.5, 4.2.6, 4.2.7) 	<ul style="list-style-type: none"> Sentences consistently represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is consistently correct. End punctuation (periods and question marks) and commas (in a series) are consistently correct. Common and high-frequency (regular) words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically. 	<ul style="list-style-type: none"> Sentences frequently represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is frequently correct. End punctuation (periods and question marks) and commas (in a series) are frequently correct. Common and high-frequency (regular) words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically. 	<ul style="list-style-type: none"> Sentences generally represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is generally correct. End punctuation (periods and question marks) and commas (in a series) are generally correct. Common words are generally spelled correctly; high-frequency words and uncommon words are generally spelled correctly or phonetically. 	<ul style="list-style-type: none"> Sentences represent incomplete thoughts and are difficult to discern or sentences are missing. There is little or no evidence of correct capitalization. There is little or no evidence of the correct use of end punctuation and commas. Common words are incorrectly spelled and missing in context; spelling significantly interferes with communication. 	

Note: When assessing a student's response, the length and complexity of the response must be considered. *All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

Rationale for Training Paper

Mermaid Land (114 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Adequate</p> <ul style="list-style-type: none"> The introduction is predictable (“I want to go to Miarmaind Land because it is pretty and beuitaful.”). <p>Adequate</p> <ul style="list-style-type: none"> The topic is developed using general but satisfactory ideas and details (“play with my friend,” “watch TV and go to the Mall,” “have magic power,” and “get close to Whales and sharks.”). <p>Proficient</p> <ul style="list-style-type: none"> The conclusion is effectively constructed (“I would stay in Miaraind Land forever and use my magic.”). <p>Adequate</p> <ul style="list-style-type: none"> The writing is generally coherent. It usually makes sense because all of the ideas about the Mermaid Land are organized in a simple and straightforward manner.
	<p>Vocabulary</p> <p>Adequate</p> <ul style="list-style-type: none"> Connecting words are predictably used to link ideas (“because,” “also,” “even,” and “When”). <p>Adequate</p> <ul style="list-style-type: none"> Descriptive language is simple (“pretty,” “beuitaful,” and “magic”). <p>Adequate</p> <ul style="list-style-type: none"> Word choice is appropriate (“sleepover,” “invisable,” and “forever”).
	<p>Conventions</p> <p>Proficient</p> <ul style="list-style-type: none"> Sentences frequently represent complete thoughts. <p>Proficient</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is frequently correct. <p>Proficient</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are frequently correct. (Note: Commas in a series are not present, but the correct use of end punctuation is frequently evident in this response. This fulfills the requirements for Proficient). <p>Proficient</p> <ul style="list-style-type: none"> Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically (“Miarmaind” for “mermaid” and “invisable” for “invisible”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Literacy Performance Task Descriptors

Content and Organization

When assessing The Writing Project, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response. The length and complexity of the response must be considered.

Content and Organization

When assessing **Content and Organization**, consider how effectively the student

- introduces the topic (3.3.2)*
- uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1)
- concludes the writing (3.3.2)
- writes a coherent response (1.2.2)

Literacy Performance Task Descriptors for Content and Organization	
Excellent	<ul style="list-style-type: none"> • The introduction is compelling. • The topic is developed using insightful and convincing ideas and details. • The conclusion is skillfully constructed. • The writing is consistently coherent.
Proficient	<ul style="list-style-type: none"> • The introduction is clearly expressed. • The topic is developed using relevant and interesting ideas and details. • The conclusion is effectively constructed. • The writing is frequently coherent.
Adequate	<ul style="list-style-type: none"> • The introduction is predictable. • The topic is developed using general but satisfactory ideas and details. • The conclusion is appropriately constructed. • The writing is generally coherent.
Limited	<ul style="list-style-type: none"> • The introduction is unfocused. • The topic is partially developed using unclear and/or repetitive ideas and details. • The conclusion is contrived, unclear, and/or superficial. • The writing is seldom coherent; ideas may ramble or be presented as a list.
Insufficient Evidence	<ul style="list-style-type: none"> • The introduction does not address the task or it is missing. • Ideas and details are scant or missing. • The conclusion is unrelated to the topic or it is missing. • The writing is not coherent; ideas, if provided, are randomly presented.

Note: When assessing a student's response, the length and complexity of the response must be considered.

*All of the outcome(s) listed (e.g., 4.3.1) are from the Grade 2 English Language Arts Program of Studies.

Literacy Performance Task Descriptors

Vocabulary

Vocabulary

When assessing **Vocabulary**, consider how effectively the student

- uses connecting words (4.2.2)*
- uses descriptive language (2.4.2, 4.1.9)
- uses words to develop ideas (4.2.3, 5.1.5)

Literacy Performance Task Descriptors for Vocabulary	
Excellent	<ul style="list-style-type: none"> • Connecting words are skillfully used to link ideas. • Descriptive language is vivid. • Word choice is precise.
Proficient	<ul style="list-style-type: none"> • Connecting words are effectively used to link ideas. • Descriptive language is specific. • Word choice is effective.
Adequate	<ul style="list-style-type: none"> • Connecting words are predictably used to link ideas. • Descriptive language is simple. • Word choice is appropriate.
Limited	<ul style="list-style-type: none"> • Connecting words are repetitively or inconsistently used to link ideas. • Descriptive language is vague, awkward, and/or seldom used. • Word choice lacks precision.
Insufficient Evidence	<ul style="list-style-type: none"> • Connecting words are misused and/or missing. Ideas are not linked. • Descriptive language is not used. • Few or no words are chosen.

Note: When assessing a student’s response, the length and complexity of the response must be considered.

***All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.**

Literacy Performance Task Descriptors

Conventions

Conventions

When assessing **Conventions**, consider the extent to which the student

- uses sentences that represent complete thoughts (4.2.1)*
- uses capitalization correctly (4.2.8)
- uses punctuation correctly (4.2.9, 4.2.10)
- controls spelling (4.2.5, 4.2.6, 4.2.7)

Literacy Performance Task Descriptors for Conventions	
Excellent	<ul style="list-style-type: none"> • Sentences consistently represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is consistently correct. • End punctuation (periods and question marks) and commas (in a series) are consistently correct. • Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically.
Proficient	<ul style="list-style-type: none"> • Sentences frequently represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is frequently correct. • End punctuation (periods and question marks) and commas (in a series) are frequently correct. • Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically.
Adequate	<ul style="list-style-type: none"> • Sentences generally represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is generally correct. • End punctuation (periods and question marks) and commas (in a series) are generally correct. • Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically.
Limited	<ul style="list-style-type: none"> • Sentences seldom represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is seldom correct. • End punctuation (periods and question marks) and commas (in a series) are seldom correct. • Common words are seldom spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are seldom spelled phonetically.
Insufficient Evidence	<ul style="list-style-type: none"> • Sentences represent incomplete thoughts and are difficult to discern or sentences are missing. • There is little or no evidence of correct capitalization. • There is little or no evidence of the correct use of end punctuation and commas. • Common words are incorrectly spelled and/or missing; incorrect spelling significantly interferes with communication.

Note: When assessing a student’s response, the length and complexity of the response must be considered.

***All of the outcome(s) listed (e.g., 4.2.8) are from the Grade 2 English Language Arts Program of Studies.**

Student Exemplar—Writing Profile 1: Bosnia

.....
If someone asks me where I would want to go which nobody does I would say I would like to go back to Bosnia to my Grandmother and her farm. I would go back there because it is quiete and I love the animals and plants there. I would go there in Springtime. Why you ask I would go there in Spring time because I want to go in the forest and dig out snowdropes and bring them back to put them in a basket. When I got back I would go up ^{the hill} and look for animals like Squirles Scampet up the trees and hide in a hollow one, birds perch of tree top brances. Then I will go back home and swing on the old swing that hang on a branch but befor that I'll get the newborn gsinigs and bring them with me to swing. The next day I'll climb apple trees and set up a bird feeder and see how

Student Exemplar—Writing Profile 1: Bosnia

many different kinds of homingbirds thier are
Since the ducks need to stretch out
I'll take them for a swim. I'll go out
to the Chicken Coup and watch the
chicks peck out of their little egg. And
for all these reasons I give you
Would you take me to my grandmas
barn?



Rationale for Student Exemplar—Writing Profile 1

Bosnia (219 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Excellent</p> <ul style="list-style-type: none"> The introduction is compelling (“If someone asks me where I would want to go which nobody does I would say I would like to go back to Bosnia to my grandmother and her farm.”). <p>Excellent</p> <ul style="list-style-type: none"> The topic is developed using insightful and convincing ideas and details (“it is quiete and I love the animals and plants there,” “go in the forest and dig out snowdropes,” “climb apples trees and set up a bird feeder,” and “go out to the chicken coup and watch the chicks peck out of their little egg”). The visual representation enhances the details in the writing. <p>Excellent</p> <ul style="list-style-type: none"> The conclusion is skillfully constructed (“And for all these reasons I give you would you take me back to my grandmas barn?”). <p>Excellent</p> <ul style="list-style-type: none"> The writing is consistently coherent. It always makes sense because the ideas about going back to her grandmother’s farm in Bosnia are organized purposefully. The reasons described by the writer are well developed and all the ideas are related.
	<p>Vocabulary</p> <p>Proficient</p> <ul style="list-style-type: none"> Connecting words are effectively used to link ideas (“but befor that,” “The next day,” and “Since”). <p>Excellent</p> <ul style="list-style-type: none"> Descriptive language is vivid (“dig out snowdropes,” “newborn gslings,” “apple trees,” and “different kinds of homingbirds”). <p>Excellent</p> <ul style="list-style-type: none"> Word choice is precise (“go there in springtime,” “suarles scamper up the trees and hide in a hollow one,” and “birds perch of tree top brances”).
	<p>Conventions</p> <p>Proficient</p> <ul style="list-style-type: none"> Sentences frequently represent complete thoughts. <p>Excellent</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is consistently correct. <p>Excellent</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are consistently correct. (Note: Commas in a series are not present, but the consistently correct use of end punctuation in a response of this length and complexity fulfills the requirements for Excellent.) <p>Excellent</p> <ul style="list-style-type: none"> Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically (“suarles” for “squirrels,” “brances” for “branches,” and “homingbirds” for “hummingbirds”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 2: United States of America

I want to travel to the United States of America to become famous. I would invent many machines to help me do my work. I would call important people to see my inventions. They would be amazed! They would ask me to speak about my inventions in front of the whole city! When I start to sell some of my inventions there would be a ginormous line up. I would hire some people to assist me. Soon, there would be crowds around my house asking to start schools that teach how to build extraordinary inventions the smart children have made. I would start many companies that build awesome robots. I will decide to travel around the United States of America. I will go to hospitals to see the kids and adults that were seriously injured. I would donate money to help doctors and nurses get rid of the big disease cancer.

Student Exemplar—Writing Profile 2: United States of America

When I get enough money I would buy a really really big laboratory armed with security cameras in every room so people do not steal anything.

And soon everyone would have many robots and inventions and would have a very very happy life.

Rationale for Student Exemplar—Writing Profile 2

United States of America (194 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Excellent</p> <ul style="list-style-type: none"> The introduction is compelling (“I want to travel to the United States of America to become famous. I would invent many machines to help me do my work.”). <p>Excellent</p> <ul style="list-style-type: none"> The topic is developed using insightful and convincing ideas and details (“call important people to see my inventions,” “hire some people to assist me,” “donate money...rid of the big desease cansar,” and “buy a really big labortory”). <p>Proficient</p> <ul style="list-style-type: none"> The conclusion is effectively constructed (“And soon everyone would have many robots and inventions and would have a very very happy life”). <p>Proficient</p> <ul style="list-style-type: none"> The writing is frequently coherent. Most of the ideas about the writer’s trip to the United States of America and his robot inventions are organized logically. However, the placement of the information about going to the hospitals and donating money to help doctors and nurses interrupts the logical continuity of the response.
	<p>Vocabulary</p> <p>Proficient</p> <ul style="list-style-type: none"> Connecting words are effectively used to link ideas (“in front of,” “Soon,” and “that”). <p>Excellent</p> <ul style="list-style-type: none"> Descriptive language is vivid (“important people,” “whole city,” “ginormous line up,” “extrodrinary inventions,” and “awesome robots”). <p>Excellent</p> <ul style="list-style-type: none"> Word choice is precise (“people to assist me,” “go to hospitals,” “seriously injured,” “donate money,” and “security cameras”).
	<p>Conventions</p> <p>Excellent</p> <ul style="list-style-type: none"> Sentences consistently represent complete thoughts. <p>Excellent</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is consistently correct. <p>Excellent</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are consistently correct. (Note: Commas in a series are not present, but the consistently correct use of end punctuation in a response of this length and complexity fulfills the requirements for Excellent.) <p>Excellent</p> <ul style="list-style-type: none"> Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically (“extrodrinary” for “extraordinary,” “desease” for “disease,” and “cansar” for “cancer”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar— Writing Profile 3: Nova Scotia

If I could go anywhere for a trip, I would go to "Nova Scotia" because I do know that there is a whole lot of very interesting places in "Nova Scotia". The other reason is that in September, my grand parents moved there for retirement. Also my grandpa went there to fight in the war, so going there is also fun because I get to see my grand parents or at least two of the many that I have. Also one of the good things about going to Nova Scotia is that I can finally go swim in the ocean (without it being too HOT like Jamaica!) and getting away from the frost and snow of Alberta but still the greatly amazing sun too! The best part would probably be when I am in my grand parents house because there is always a craft that we will do together me and my grandma also seeing probably over 430 medals that he had won including his son in the black ops. probably the best, or sorry second best (from spending time with my grandparents) is going boating with them and

Student Exemplar—Writing Profile 3: Nova Scotia

Catch some cod or halibut or even salmon. I know that this trip will be the best and I will sure enjoy it!

Rationale for Student Exemplar—Writing Profile 3

Nova Scotia (212 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Proficient</p> <ul style="list-style-type: none"> The introduction is clearly expressed (“If I could go anywhere for a trip, I would go to, ‘Nova Scotia’ because I do know that there is a whole lot of very interesting places in ‘Nova Scotia.’”). <p>Proficient</p> <ul style="list-style-type: none"> The topic is developed using relevant and interesting ideas and details (“grand parents Moved there for retirement,” “go swim in the ocean,” “getting away from the frost and snow,” and “going boating with them and catch some cod or halibut or even salmon”). <p>Adequate</p> <ul style="list-style-type: none"> The conclusion is appropriately constructed (“I know that this Trip will be the best, and I Will sure enjoyed it!”). <p>Proficient</p> <ul style="list-style-type: none"> The writing is frequently coherent. Most of the reasons about the trip to Nova Scotia are organized logically. Although many of the ideas are well developed, the placement of the information about the war medals and the black ops interrupts the continuity of the response.
	<p>Vocabulary</p> <p>Proficient</p> <ul style="list-style-type: none"> Connecting words are effectively used to link ideas (“The other reason,” “without it,” and “HOT like Jamacas”). <p>Proficient</p> <ul style="list-style-type: none"> Descriptive language is specific (“interesting places,” “greatly amazing sun,” and “includng his son in the black ops”). <p>Proficient</p> <ul style="list-style-type: none"> Word choice is effective (“at least two,” “frost and snow of Alberta,” and “catch some cod or halibut or even salmon”).
	<p>Conventions</p> <p>Proficient</p> <ul style="list-style-type: none"> Sentences frequently represent complete thoughts. <p>Proficient</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is frequently correct. (Note: Although capitalization mistakes are frequently present, the length and complexity of this response must be considered. This fulfills the requirements for Proficient.) <p>Proficient</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are frequently correct. (Note: Commas in a series are not present, but the correct use of end punctuation is frequently evident in this response. This fulfills the requirements for Proficient.) <p>Proficient</p> <ul style="list-style-type: none"> Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically (“probaly” for “probably,” “includng” for “including,” and “injoyed” for “enjoyed”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 4: Wild West

If I could take a stupendous trip just anywhere I would take a historical trip to the wild west. And while I was in the wild west I would learn how to have to get water from a well instead of a facet. Also I would need to learn how to comunicate without a telaphon. wouldn't that be hard. Also I would need to learn how to hear the sound of the blacksmith making horseshoes. I would learn how to ride a horse and be a cowboy. Maybe I can put laws back in the town. Also while I was there I would start charity gardens all over the town. And when it is time for me to go I will say good bye to all of my friends

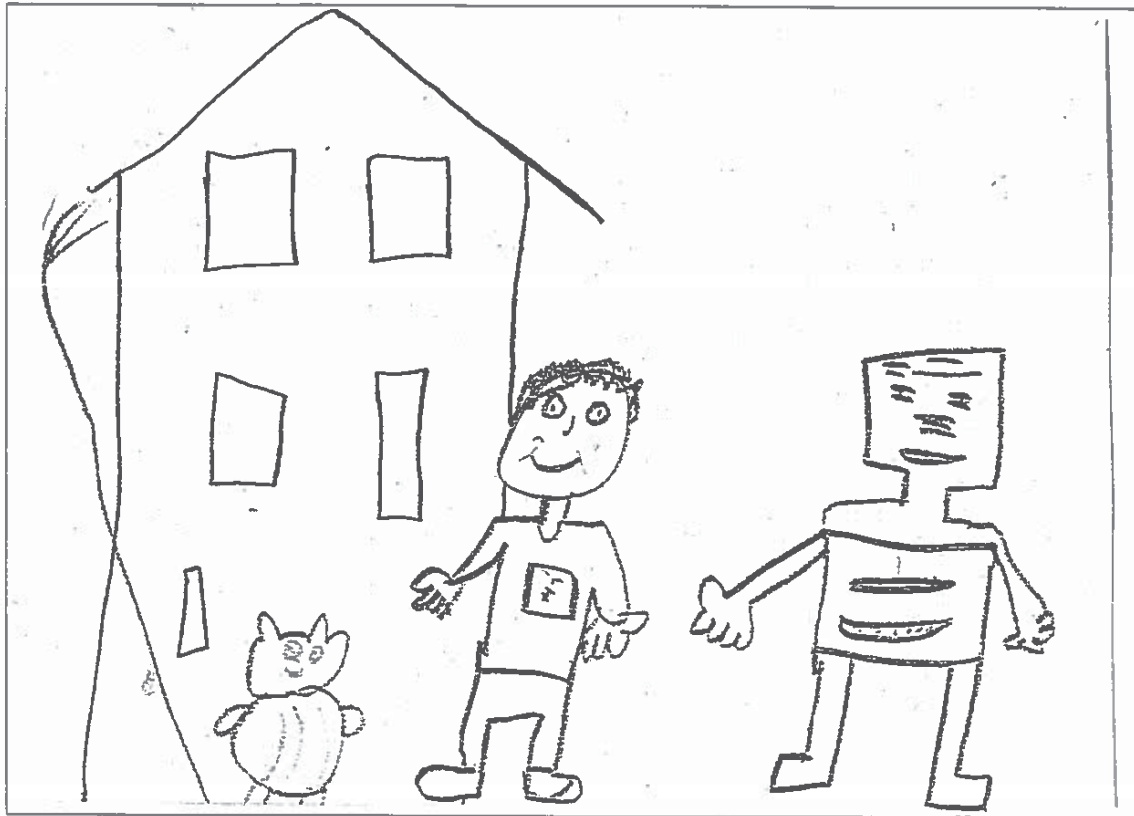
Rationale for Student Exemplar—Writing Profile 4

Wild West (127 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Proficient</p> <ul style="list-style-type: none"> The introduction is clearly expressed (“If I could take a stupendous trip just anywhere I would take a historical trip to the wild west.”). <p>Proficient</p> <ul style="list-style-type: none"> The topic is developed using relevant and interesting ideas and details (“learn how to have to get water from a well instead of a focet,” “learn how to comunikate without a telephon,” and “start charity gardensall”). <p>Adequate</p> <ul style="list-style-type: none"> The conclusion is appropriately constructed (“And when it is time for me to go I will say good bye to all of my friends”). <p>Adequate</p> <ul style="list-style-type: none"> The writing is generally coherent. It usually makes sense because all of the ideas about the historical trip to the Wild West are organized in a simple and straightforward manner.
	<p>Vocabulary</p> <p>Proficient</p> <ul style="list-style-type: none"> Connecting words are effectively used to link ideas (“instead of,” “without,” and “Maybe”). <p>Proficient</p> <ul style="list-style-type: none"> Descriptive language is specific (“stupendous trip,” “historical trip,” and “charity gardensall”). <p>Proficient</p> <ul style="list-style-type: none"> Word choice is effective (“instead of a focet,” “how to comunikate,” and “blacksmith making horseshoes”).
	<p>Conventions</p> <p>Proficient</p> <ul style="list-style-type: none"> Sentences frequently represent complete thoughts. <p>Proficient</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is frequently correct. (Note: Although there is only one capitalization mistake, the length and complexity of this response must be considered. This fulfills the requirements for Proficient.) <p>Proficient</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are frequently correct. (Note: Commas in a series are not present, but the correct use of end punctuation is frequently evident in this response. This fulfills the requirements for Proficient.) <p>Proficient</p> <ul style="list-style-type: none"> Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically (“anywhere” for “anywhere,” “focet” for “faucet,” and “telaphon” for “telephone”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 5: Minecraft World



I would like to go to a minecraft world! When I,m there I will build a masiv house! I will have a crafting table. When I finished I will go get the utencils to build a diamond sword and armor. I will see sheep, pigs, cows, and birds. I will eat patafos. I will go fishing. Hopfily I will catch fish. Maybe I will even catch a cat fish! I will try to find a village! Then when I,m going home I will build a fast airplane. Then fly home.

Rationale for Student Exemplar—Writing Profile 5

Minecraft World (88 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Adequate</p> <ul style="list-style-type: none"> The introduction is predictable (“I would like to go to a minecraft world!”). <p>Adequate</p> <ul style="list-style-type: none"> The topic is developed using general but satisfactory ideas and details (“I will build a masiv house,” “crafting table,” “utencils to build a diamond sword and armor,” “build a fast airplane. Then fly home”). The visual representation supports the details in the writing. <p>Adequate</p> <ul style="list-style-type: none"> The conclusion is appropriately constructed (“Then when I,m going home I will build a fast airplane. Then fly home.”). <p>Adequate</p> <ul style="list-style-type: none"> The writing is generally coherent. It usually makes sense because all of the ideas about the massive house in the minecraft world are organized in a simple and straightforward manner.
	<p>Vocabulary</p> <p>Proficient</p> <ul style="list-style-type: none"> Connecting words are effectively used to link ideas (“When,” “Hopfily,” and “Maybe”). <p>Proficient</p> <ul style="list-style-type: none"> Descriptive language is specific (“masiv house,” “crafting table,” “diamond sword and armor,” and “catch a cat fish”). <p>Adequate</p> <ul style="list-style-type: none"> Word choice is appropriate (“I will see sheep, pigs...,” “I will go fishing,” and “find a village”).
	<p>Conventions</p> <p>Adequate</p> <ul style="list-style-type: none"> Sentences generally represent complete thoughts. <p>Adequate</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is generally correct. (Note: Capitalization of proper nouns is not present, but the correct use of capitalization at the beginning of sentences is evident. However, the length and complexity of the response must be considered. This fulfills the requirements for Adequate). <p>Proficient</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are frequently correct (“I will see sheep, pigs, cows, and birds.”). <p>Proficient</p> <ul style="list-style-type: none"> Common words are frequently spelled correctly; high-frequency irregular words and uncommon words are frequently spelled correctly or phonetically (“masiv” for “massive,” “patatos” for “potatoes,” and “Hopfily” for “Hopefully”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 6: Mexico

If I could go on a trip I would go to Mexico. Because I could see the dolphins and see little crabs. I could go play in the sea but I'll try not to drink the water because it will be salty. The best part would be coming to Mexico because you get to fly on the plane. At the hotel when they clean your room they would probably make an animal out of tales. I would bring Mom, Dad, my sister and my brother to Mexico! And maybe grandma and grandpa! It would be a fun trip!

Rationale for Student Exemplar—Writing Profile 6

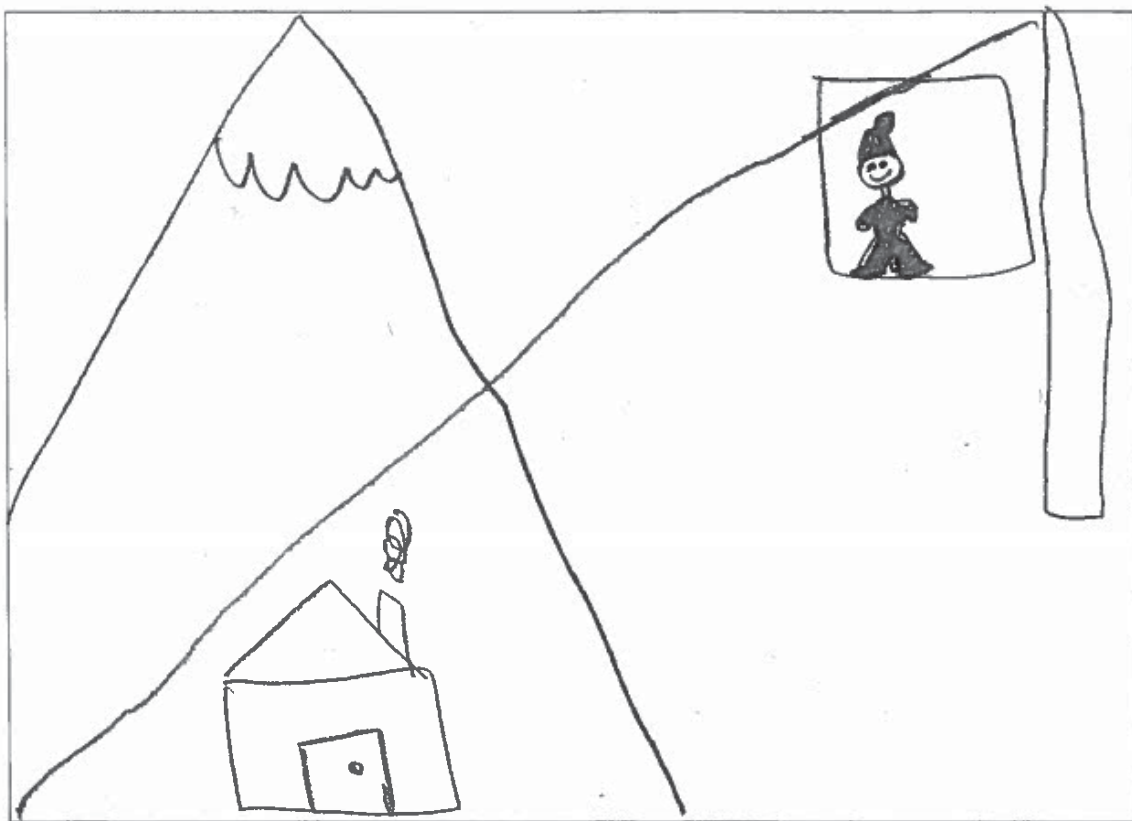
Mexico (92 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	<ul style="list-style-type: none"> The introduction is predictable (“If I could go on a trip I would go to Mexeco. Because I could see the dolphins and see little crabs.”).
Adequate	<ul style="list-style-type: none"> The topic is developed using general but satisfactory ideas and details (“see the dolphins and see little crabs,” “play in the sea,” “fly on the plane,” and “make an animal out of tales”).
Adequate	<ul style="list-style-type: none"> The conclusion is appropriately constructed (“It would be a fun trip!”).
Adequate	<ul style="list-style-type: none"> The writing is generally coherent. It usually makes sense. The ideas about the writer’s trip to Mexico are organized in a simple and straightforward manner.
	Vocabulary
Adequate	<ul style="list-style-type: none"> Connecting words are predictably used to link ideas (“Because,” “and,” and “but”).
Adequate	<ul style="list-style-type: none"> Descriptive language is simple (“little crabs,” “animal out of tales,” and “fun trip”).
Adequate	<ul style="list-style-type: none"> Word choice is appropriate (“try not to drink,” “The best part,” and “clean your room”).
	Conventions
Adequate	<ul style="list-style-type: none"> Sentences generally represent complete thoughts.
Adequate	<ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is generally correct.
Adequate	<ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are generally correct. (Note: Commas in a series are not present, but the correct use of end punctuation is generally evident. This fulfills the requirements for Adequate.)
Adequate	<ul style="list-style-type: none"> Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically (“comeing” for “coming,” “proibly” for “probably,” and “granpa” for “grandpa”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 7: Jasper

I love Jasper so much. That I would go right now. Wen I went to Jarper we saw cool fish! When I went on the tram wen I got to the top the View was so cool you can see my capen and So went down. the tram. and my mom bot me a new knife i loved it i carved a wooden knife for my brother he gave me a big huge hug.



Rationale for Student Exemplar—Writing Profile 7

Jasper (80 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Adequate</p> <ul style="list-style-type: none"> The introduction is predictable (“I love Jasper so much. That I would go right now.”). <p>Adequate</p> <ul style="list-style-type: none"> The topic is developed using general but satisfactory ideas and details (“saw cool fish,” “went on the tram,” “see my capen,” and “carved a wooden knife”). The visual representation supports the details in the writing. <p>Limited</p> <ul style="list-style-type: none"> The conclusion is superficial (“my brother he gave me a big huge hug”). <p>Adequate</p> <ul style="list-style-type: none"> The writing is generally coherent. It usually makes sense, but the ideas about the new knife and a carved wooden knife are organized ineffectively.
	<p>Vocabulary</p> <p>Adequate</p> <ul style="list-style-type: none"> Connecting words are predictably used to link ideas (“Wen,” “and,” and “so”). (Note: Although the word “that” is used, the majority of the connecting words are predictable. This fulfills the requirements for Adequate.) <p>Adequate</p> <ul style="list-style-type: none"> Descriptive language is simple (“cool fish,” “new knife,” “wooden knife,” and “big huge hug”). <p>Adequate</p> <ul style="list-style-type: none"> Word choice is appropriate (“went on the tram,” “got to the top,” and “see my capen”).
	<p>Conventions</p> <p>Limited</p> <ul style="list-style-type: none"> Sentences seldom represent complete thoughts. <p>Limited</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is seldom correct. <p>Limited</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are seldom correct. (Note: The random placement of end punctuation provides minimal evidence of understanding. This fulfills the requirements for Limited.) <p>Adequate</p> <ul style="list-style-type: none"> Common words are generally spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are generally spelled phonetically (“wen” for “when,” “capen” for “cabin,” and “bot” for “bought”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 8: Jungle

I want to go to
the jungle because
it seems like it is
fun and I could
see different

animals like zebras
and a giraffe and
birds and horses and

tigers and lions
and monkeys and
leopards and squirrels

and lots of everything
and it would be
so much fun.

Rationale for Student Exemplar—Writing Profile 8

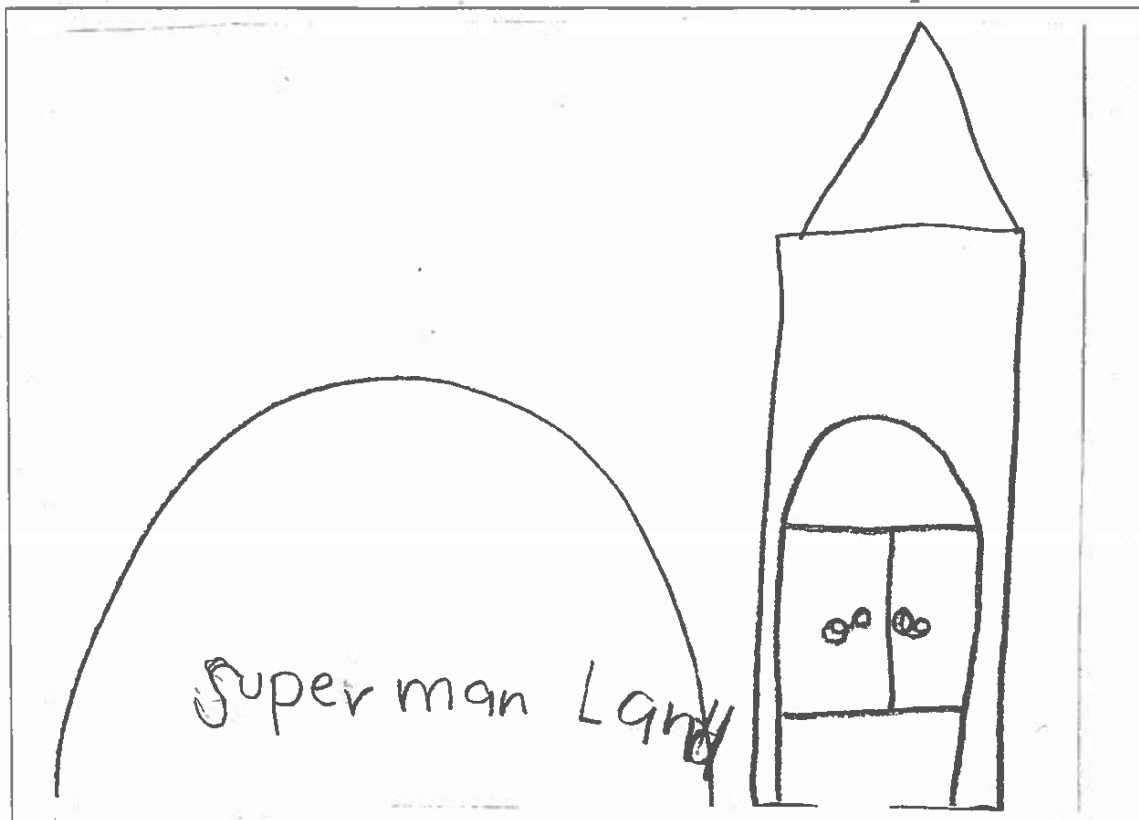
Jungle (49 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Adequate</p> <ul style="list-style-type: none"> The introduction is predictable (“I want to go to the Jungle because it seems like it is fun”). <p>Limited</p> <ul style="list-style-type: none"> The topic is partially developed using unclear ideas and details (“see different animals like zebras and a giraffe and birds and horses and tigers and lions and monkeys and leopards and squirrels”). <p>Limited</p> <ul style="list-style-type: none"> The conclusion is superficial (“and it would be so much fun”). <p>Limited</p> <ul style="list-style-type: none"> The writing is seldom coherent. It does not make sense because the ideas about the animals in the jungle are ineffectively organized and presented as a rambling list.
	<p>Vocabulary</p> <p>Limited</p> <ul style="list-style-type: none"> Connecting words are repetitively used to link ideas (“and”). (Note: Although the words “because” and “like” are used to connect ideas, the word “and” is used repetitively. This fulfills the requirements for Limited.) <p>Limited</p> <ul style="list-style-type: none"> Descriptive language is vague and rarely used (“so much fun”). <p>Adequate</p> <ul style="list-style-type: none"> Word choice is appropriate (“seems like,” “different animals,” and “mossy everything”).
	<p>Conventions</p> <p>Limited</p> <ul style="list-style-type: none"> Sentences represent complete thoughts but their length and complexity must be considered. <p>Limited</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is seldom correct. <p>Limited</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are seldom correct. (Note: The end punctuation used at the end of one sentence provides minimal evidence of understanding. This fulfills the requirements for Limited.) <p>Adequate</p> <ul style="list-style-type: none"> Common words are generally spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are generally spelled phonetically (“what” for “want,” “because” for “becaue,” and “mossy” for “mostly”).

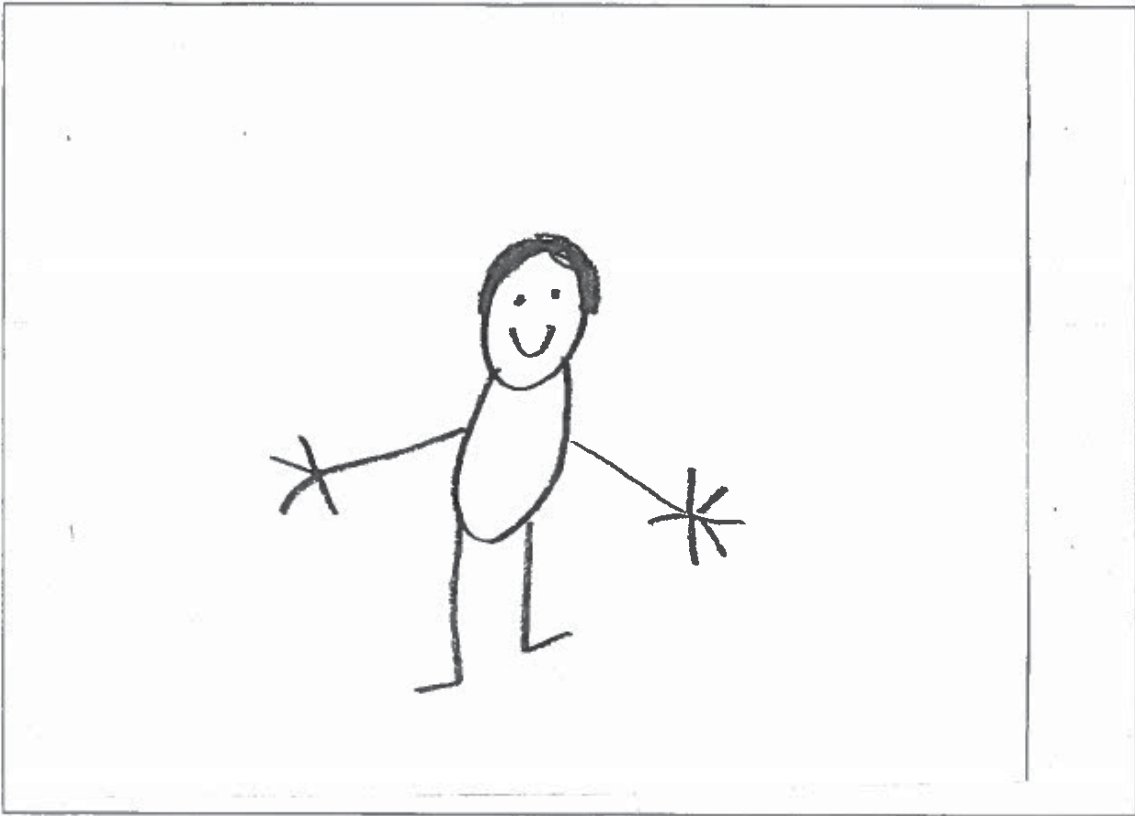
Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 9: Superman Land

Superman Land is wear I
would go!!! Id try to meak
some friends with superman
And TAME it And battle
at her people with ther
superman.
I Like to be the



Student Exemplar—Writing Profile 9: Superman Land



best superman Traaer.
ever.

Because I relly want

more soperman Friends.
with them. Also I want
more freids with people to
own. Last thing I colud get
relly cool bages.

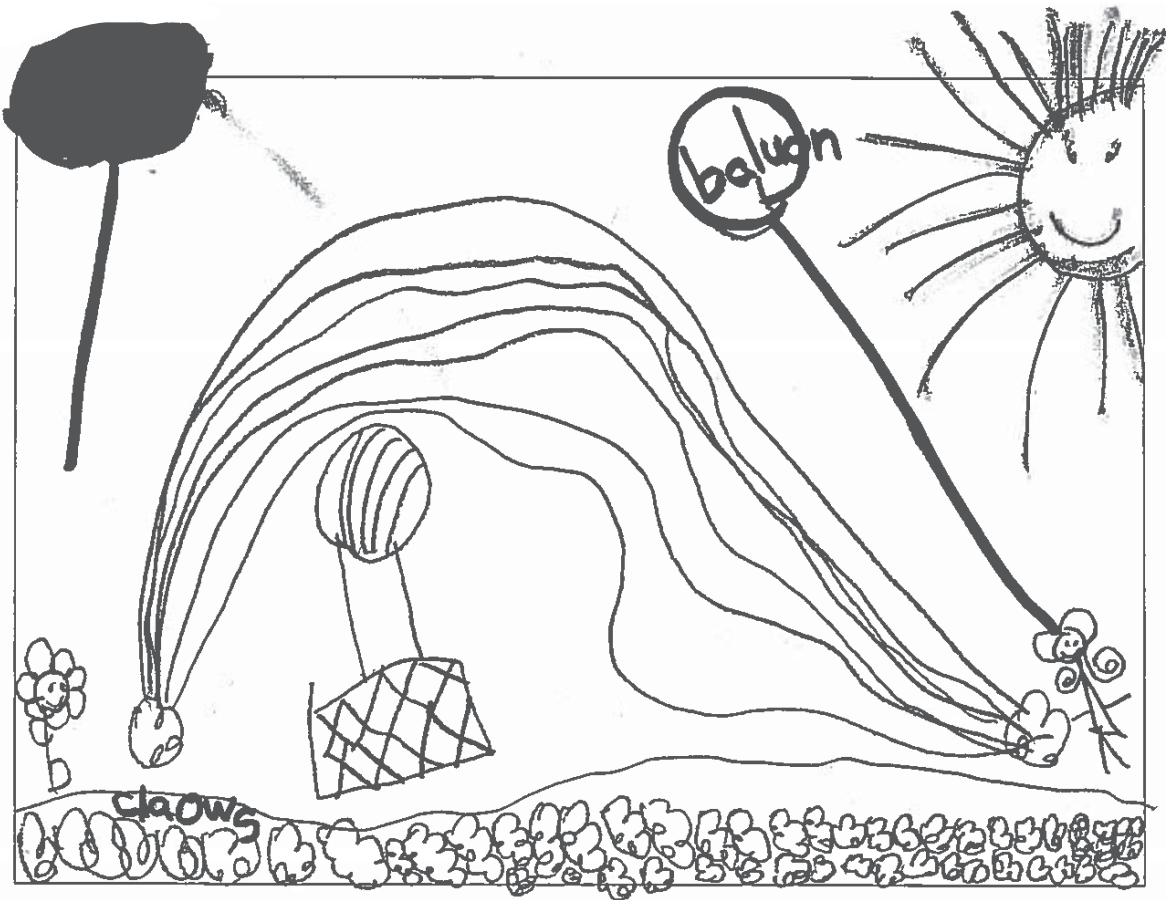
Rationale for Student Exemplar—Writing Profile 9

Superman Land (62 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <p>Limited</p> <ul style="list-style-type: none"> The introduction is unfocused (“Super man Land is wear I would go!!!”). <p>Limited</p> <ul style="list-style-type: none"> The topic is partially developed using unclear ideas and details (“trey to meak some friends,” “TAME it,” “battle at her people,” “best superman Traner ever,” and “get relley cool bages”). The visual representation provides a few supporting details. <p>Limited</p> <ul style="list-style-type: none"> The conclusion is superficial (“I colud get relley cool bages”). <p>Limited</p> <ul style="list-style-type: none"> The writing is seldom coherent. It rarely makes sense because the ideas about meeting superman friends, being a trainer, and getting cool badges are organized ineffectively.
	<p>Vocabulary</p> <p>Adequate</p> <ul style="list-style-type: none"> Connecting words are predictably used to link ideas (“Becuse,” “Olso,” and “Last thing”). <p>Limited</p> <ul style="list-style-type: none"> Descriptive language is vague and rarely used (“And TAME it,” and “relly want more”). <p>Limited</p> <ul style="list-style-type: none"> Word choice lacks precision (“meak some friends,” “wont more freids,” and “get relley cool bages”).
	<p>Conventions</p> <p>Limited</p> <ul style="list-style-type: none"> Sentences represent complete thoughts but their length and complexity must be considered. <p>Limited</p> <ul style="list-style-type: none"> Capitalization of proper nouns and the beginnings of sentences is seldom correct. <p>Limited</p> <ul style="list-style-type: none"> End punctuation (periods and question marks) and commas (in a series) are seldom correct. (Note: The random placement of end punctuation provides minimal evidence of understanding. This fulfills the requirements for Limited.) <p>Limited</p> <ul style="list-style-type: none"> Common words are seldom spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are seldom spelled phonetically (“wear” for “where,” “meak” for “make,” “to” for “too,” and “own” for “one”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 10: Colour Land



Colour land it would
be cool. I like
to be. colourd
with beuffalle blue
and prplal.

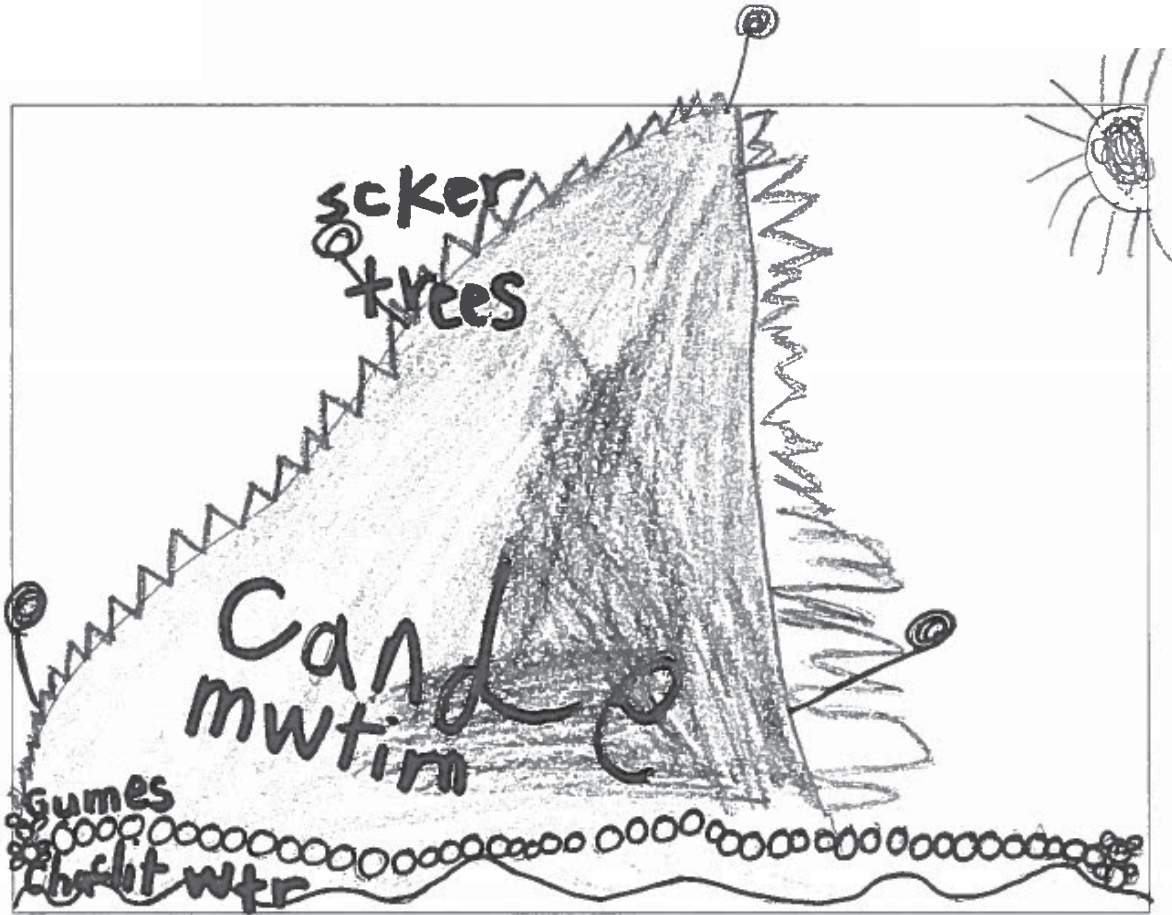
Rationale for Student Exemplar—Writing Profile 10

Colour Land (16 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <ul style="list-style-type: none"> • The introduction does not address the task (“Colour land it would be cool”).
INS	<ul style="list-style-type: none"> • Ideas and details are scant; ideas are randomly presented (“I like to be,” “Colourd with beufffalle blue and prplal”). The visual representation provides some details.
INS	<ul style="list-style-type: none"> • The conclusion is missing.
INS	<ul style="list-style-type: none"> • The writing is not coherent. Although some ideas are provided in the visual representation, the organization of the ideas requires the reader to make many inferences in order to make sense of the response.
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Connecting words are missing. Ideas are not linked.
INS	<ul style="list-style-type: none"> • Descriptive language is not used.
INS	<ul style="list-style-type: none"> • Few or no words are chosen.
	<p>Conventions</p> <ul style="list-style-type: none"> • Sentences represent incomplete thoughts and are difficult to discern.
INS	<ul style="list-style-type: none"> • There is little or no evidence of correct capitalization.
INS	<ul style="list-style-type: none"> • There is little or no evidence of the correct use of end punctuation and commas.
INS	<ul style="list-style-type: none"> • Common words are incorrectly spelled; incorrect spelling significantly interferes with communication.

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Student Exemplar—Writing Profile 11: Candy Place



Candy place

Rationale for Student Exemplar—Writing Profile 11

Candy Place (2 words)

	Literacy Performance Task Descriptors
	<p>Content and Organization</p> <ul style="list-style-type: none"> • The introduction does not address the task or it is missing.
INS	<ul style="list-style-type: none"> • Ideas and details are scant; ideas are randomly presented. The visual representation provides some details.
INS	<ul style="list-style-type: none"> • The conclusion is missing.
INS	<ul style="list-style-type: none"> • The writing is not coherent. Although some ideas are provided in the visual representation, the organization of the ideas requires the reader to make many inferences in order to make sense of the response.
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Connecting words are missing. Ideas are not linked.
INS	<ul style="list-style-type: none"> • Descriptive language is not used.
INS	<ul style="list-style-type: none"> • Few or no words are chosen.
	<p>Conventions</p> <ul style="list-style-type: none"> • Sentences represent incomplete thoughts and are difficult to discern.
INS	<ul style="list-style-type: none"> • There is little or no evidence of correct capitalization.
INS	<ul style="list-style-type: none"> • There is little or no evidence of the correct use of end punctuation and commas.
INS	<ul style="list-style-type: none"> • Common words are incorrectly spelled; incorrect spelling significantly interferes with communication.

Note: When assessing a student’s response, the length and complexity of the response must be considered.

Appendix 1—Clarification of Terms Used in the Literacy Performance Task Descriptors

This information provides more detailed explanations of some terms used in the Literacy Performance Task Descriptor statements.

Definition of KEY Terms

The term **Coherent** refers to the unity of the entire text. Coherence is created through the organization and development of content. A text is coherent if it makes sense.

Clarification of QUANTITATIVE Terms in the Literacy Performance Task Descriptors

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Consistently	Frequently	Generally	Seldom	Little evidence
Evidence is always present; one or two “slips” may occur, but there are many examples of comprehensive understanding.	Evidence is often present; there are minor inconsistencies throughout the response.	Evidence is commonly present, particularly in less complex parts of the response; inconsistencies are obvious.	Evidence is rarely present; there are numerous inconsistencies and/or there is minimal evidence of understanding.	There is not enough evidence to make an accurate assessment.

Clarification of QUALITATIVE Terms in the Literacy Performance Task Descriptors

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Compelling Introduction	Clearly Expressed Introduction	Predictable Introduction	Unfocused Introduction	Little Evidence of an Introduction
The beginning creates or stimulates strong interest.	The beginning is explicitly stated and some elaboration is included.	The beginning is straightforward and basic.	The beginning is vague, unclear, and/or lacking a clear purpose or direction.	The beginning does not relate to the task or it is missing.

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Insightful Ideas and Details	Relevant Ideas and Details	Satisfactory Ideas and Details	Repetitive/ Unclear Ideas and Details	Scant Ideas and Details
Ideas and details demonstrate a complete understanding of the topic; information is purposefully included and may be persuasive.	Ideas and details provide pertinent information; they are logical and focused.	Ideas and details adequately fulfill the requirements of the task; they are appropriate but basic.	Some ideas and details may be satisfactory, but they are restated repeatedly, presented as a list, and/or they are vague and confusing.	One or two ideas/ details are presented. They may or may not be related to the topic.
Skillfully Constructed Conclusion	Effectively Constructed Conclusion	Appropriately Constructed Conclusion	Contrived or Superficial Conclusion	Unrelated Conclusion
The conclusion purposefully ties the ideas from the response together; it may echo the introduction, challenge the reader, or pose a question.	The conclusion logically ties the main ideas from the response together; it is a focused summary of the response.	The conclusion summarizes the response by restating the main idea or it is a general statement that is clearly connected to the ideas in the response.	The conclusion is incomplete or has minimal support in the response. It may be vaguely related to the topic and/or the connection is strained.	The conclusion has no connection to the details or ideas in the response.
Skillful Connecting Words	Effective Connecting Words	Predictable Connecting Words	Repetitive or Inconsistent Connecting Words	Misused or Missing Connecting Words
The connecting phrases or words that link one idea to the next are purposefully used (e.g., after that, as long as, as well as, especially, even though, every once in a while, except, finally, for example, hopefully, in fact, instead of, mainly, occasionally, of course, on the other hand, usually, whenever).	The connecting phrases or words that link one idea to the next are logically used (e.g., before that, besides, finally, first, last, maybe, next, now, second, since, soon, so that, still, that, too, without, yet).	The connecting words used to link ideas are basic (e.g., also, and, because, but, even, if, like, or, so, then, when, with).	The connecting words are used repetitively to link ideas (e.g., and, so, then).	N/A

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Vivid Descriptive Language	Specific Descriptive Language	Simple Descriptive Language	Awkward/Vague Descriptive Language	Misused or Missing Descriptive Language
The descriptive language (adjectives, adverbs, language patterns, and sounds) creates distinct and striking mental images; it is expressive and/or memorable (e.g., the glittering golden sun, as frosty as a winter day).	The descriptive language (adjectives, adverbs, language patterns, and sounds) creates some interesting mental images; it is explicit and/or effective (e.g., the bright shiny sun, as cold as a popsicle).	The descriptive language (adjectives, adverbs, language patterns, and sounds) is basic, appropriate, and straightforward (e.g., the yellow sun, cold like snow).	The descriptive language (adjectives, adverbs, language patterns, and sounds) is not effectively used or well-planned; it is imprecise and/or unclear (e.g., the yellow ball thing, real cold).	N/A
Precise Word Choice	Effective Word Choice	Appropriate Word Choice	Word Choice Lacks Precision	Misused or Missing Words
The words (usually nouns and verbs) used to develop ideas are purposeful, explicit, accurate, and sophisticated (e.g., Siberian tiger, grins, pounce).	The words (usually nouns and verbs) used to develop ideas are meaningful, relevant, and focused (e.g., tiger, smiles, skips over).	The words (usually nouns and verbs) used to develop ideas are simple, straightforward, and predictable (e.g., large stripy cat, looks happy, jumps).	The words (usually nouns and verbs) used to develop ideas are ineffective, vague, and do little to sustain interest (e.g., cat, fun and funny, goes up).	N/A

Appendix 2—Samples of Students' Responses

Make a Plan

These samples of students' responses to the *Make a Plan* activity represent some of the approaches they took when they planned their writing projects. They are included for informational purposes only and are not intended to be used as an assessment tool.

Sample 1

Make a Plan

If you could take a trip anywhere, where would you go?

Where:

I would go to candy land.

Why:

I would go there because I like candy a lot.

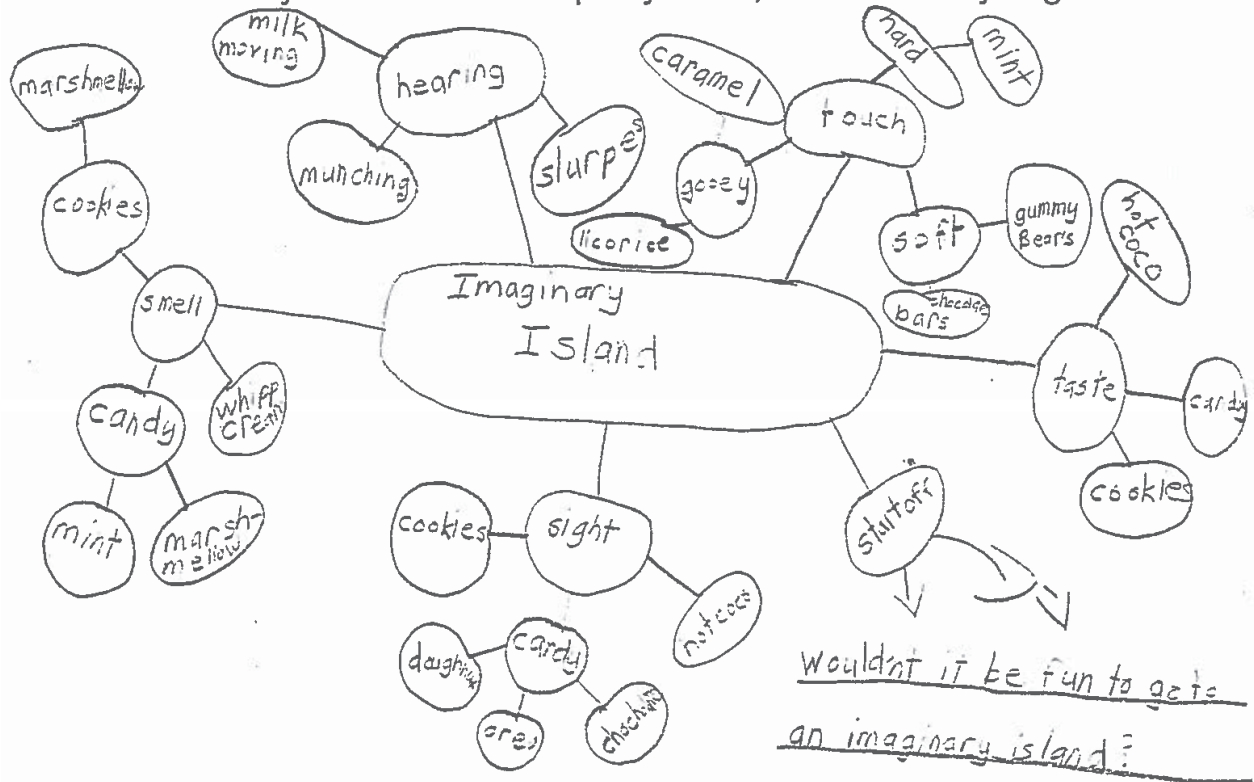
What:

I would go down the chocolate river in a cookie boat. I would eat oranges and jump on a trampoline made out of melted chocolate.

Sample 2

Make a Plan

If you could take a trip anywhere, where would you go?



Sample 3

Make a Plan

If you could take a trip anywhere, where would you go?

If I could take a trip anywhere, I would go to Dubai

1. city

- I can see the hole city out my orange and white striped curtain. Then the window.
- I will see the Burj Khalifa

2. family

- I can see the rest of my family my uncle and grandma grandpa

3. fun

There is so many food (good) places
which is fun! Global Village parks and more!



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Thinking About My Work

These samples of students' responses to the *Thinking About My Work* activity represent some of their self-reflections about the writing project. They are included for informational purposes only and are not intended to be used as an assessment tool.

Sample 1

Something I did well in my writing project is

I drewed my lots of details in
my picture. I wrote my best and
I coloured my best.

Something I would change or add to my writing project is

I would add another thing
that I did timere candy land. I
would

Sample 2

Thinking About My Writing Project



Something I did well in my writing project is

I used parallelism, punctuation, capitals, expressions
and my five senses.



Something I would change or add to my writing project is

that I could listen and learn more about
Romanian.

Sample 3

Thinking About My Writing Project



Something I did well in my writing project is

Add discriped words in my sentents. Example

The blue parot was beautiful. ←



Something I would change or add to my writing project is

Taking out some of my mistakes and errors

improoving my spelling. Example

The ~~buterfy~~ is beautiful. ←
butterfly