



# **2024 Writing Assessment Exemplars and Teacher Rationale**

Grade 11

August 2024

## Using this Resource

### About the Process

In the Spring of 2024, teachers from across the division gathered for two days to participate in a writing calibration protocol. A calibration protocol is collaborative process for bringing teachers together to discuss student work to reach consensus about how to score writing based on set criteria. The calibration process makes scoring student work more consistent among a group of teachers and more aligned to the outcomes upon which rubrics and scoring criteria are based. The purpose of calibration is to ensure that a group of educators evaluate student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data.

### About the Exemplars

- Exemplars are samples of student writing selected to represent a range of responses that illustrate the scoring criteria at each level of performance for Grade 11 (*meeting grade-level expectations with an enriched understanding (EU)*, *meeting grade-level expectations (M)*, *approaching grade-level expectations (A)*, *not yet meeting grade-level expectations (NY)*).
- These exemplars are just a small sampling of successful approaches to the writing task, and the students' edits, misspellings and other idiosyncrasies are retained in the scanned documents.
- In some exemplars the names of people, places or things have been removed to protect the identity of the writer.

### Rationale for the Exemplars

- Teachers may use the rationale for exemplars to apply the scoring criteria consistently and impartially.
  - The rationale for each exemplar consists of “Scoring” and “Evidence of Graded Criteria.” Each rationale serves to:
    - provide evidence as to why the writing sample is considered representative of a particular performance outcome.
    - provide evidence representative of a specific grade level.
    - demonstrate the use of criterion-referenced language to explain judgments of student writing.
    - demonstrate that a range of responses are possible within each performance outcome.
  - The rationale that accompanies each response may assist teachers to apply the scoring criteria consistently and impartially.
  - The rationale may include descriptors to describe the quality of the criteria shown in the student response.
  - Scoring rationale about each exemplar is provided by teachers involved in the selection of the student exemplars and serve to:
    - describe qualities of each student sample writing response as it relates to scoring criteria.
    - allow for variation within an outcome.
    - indicate whether the exemplar provided more or less evidence of each criterion and still be representative of the performance outcome.
  - Teachers should use their professional judgment and consider differing levels of evidence when assigning an overall score.
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## Grade 11 Writing Prompt



### **“Two Different Lives” by Merve Ates**

Ates, Merve. “Two Different Lives.” *National Geographic: Your Shot*, 15 April 2014, <https://www.nationalgeographic.com/photography/photo-of-the-day/2014/4/man-boy-reflection-istanbul/>.

**Consider this image. What does this image make you think of?  
You can respond personally, critically, or creatively.**

### **DIRECTIONS**

You have 15 minutes to plan **alone or with a partner or small group**.

You will have up to 60 minutes to write.

You may show changes and corrections on your writing, as it is a first draft.

Grade 11 Level 4: *Enriched Understanding* – Exemplar A

## Sample of Student Work

## Reflection Upon Return

Marco exhaled sharply when he sat down in his seat.

The ferry was quiet, nothing but a subtle hum of noise as the other passengers filed in and found their respective seats. The elderly man looked around, taking notice of the people around him. There was a mother alone with her two children; a young boy and girl. She sat them down and made sure they were settled before sitting herself. In front of Marco was a young woman with a young man, the two of them sat hip-to-hip and knee-to-knee. He turned to his left, looking out the window.

The deck the level below them was empty, the wooden benches covered in the early morning droplets of water, the metal railings not even rusted. Marco swore, if he squinted ever so slightly, he could see a seventeen-year-old boy sitting on one of the benches, hunched over and trying his hardest to stay warm as he thought of home.

The level where he sat began to calm down. The mumble of conversation surrounded him, the occasional laugh something foreign to his years. Only a year ago he was in the same exact seat in the same position and with the same purpose. And the year before that, too. Marco reached into the army-issued messenger bag on the seat next to him, pulling out a small clothbound journal. The cover was damaged by water, stained with age and edges slightly scuffed from its use. The pages were nearly falling apart as Marco opened the journal. A picture fell out, landing on the floor at his feet. He bent down to pick it up and felt his heart give an odd stutter; as if seeing something from that age, from so long ago, would make it happen again. Hastily, Marco shoved the picture back into the journal, randomly hidden between pages he didn't dare look at. Instead the man flipped to a specific entry in particular.

Marco let his fingertips float over the pages. He let his eyes scan the words, not really reading, just looking. Remembering. His thumb traced over the stain in the corner. Lifting the book up to his nose, he could still smell the whiskey on the decades old pages. Marco let the book fall open as far as it would, letting the journal rest comfortably in his hands; cradling it as a blanket. The memories were there, in the back of his mind. Only on this day did he allow them to voluntarily resurface. Only on this day did he take the trip on the ferry, to the island where so many people he had known had laid down their lives.

Gunshots. Screaming. Trumpets and bagpipes. Grenades and guns, orders and directions. The high-pitched screech when something blew up right next to you. The sight of thousands dead on the shore. Marco remembered it all. There wasn't any way he could forget. He had tried. But written on these pages, the two simple pages, filled to the brim with words and memories and events of the day, were things that he didn't mind remembering from his days at battle.

Marco's eyes skimmed over one line in particular. The same one he always reads first, the second sentence on the left page. *The sun shone over the sea and we were reminded there was a future ahead of us; there was hope.* Marco read the next two lines, and the hint of a smile could be found at the corner of his mouth. *I told our commander this, and he responded by saying "Only a fool would hope when our odds are what they are now". Daniel leaned over and proceeded to say "Only a fool would wish to live a life apart from the one he signed up for."* His hand brushed over the name that started with the letter 'D'. Though they came from different places, they were there representing the same place. The place both of them had called home.

That's where he was headed now. The ferry jolted slightly, and a tinny voice spoke over the intercom. Saying something about departing, and to enjoy your journey. Marco glanced out the window again. There was Daniel now, sitting next to the other teenage boy on the bench.

Their heads were pressed together as they looked down at the water. Marco looked away from the window. It didn't matter what was in that water now. What the tides carried were gone, eroded and composted with sea salt and no regrets.

Marco flipped the page of his journal. The very next page, the one right after the day full of sunshine and joking. Marco's eyes stared at the stains the tears had left. He remembers his anger and grief boiling in his eyes and falling down his cheeks and onto these pages. He remembers how they tasted when they touched his lips, how they cleaned the dirt and grime from his dusty cheeks. Marco remembers exactly how he felt when he wrote the only line on the last page of this book.

*More than 73,000 dead, and yet I can only think to care of one.*

Underneath was an article clipping from the following year. A specific column, the one where the widows back home wrote kind words of the fallen. Marco read the name, his heart falling into his stomach. *Daniel Allard*. Marco read the subtitle. *March 7, 1927 - June 6, 1944. Loving son, brother, and friend.*

Marco looked out the window again. Daniel was no longer there, but the other boy was. He was alone, huddled in the rain and wind. He could be considered an old friend of Marco's. One Marco knew quite well. But that boy had died a long time ago. He had died along with Daniel. The only thing remaining were the memories of war and a man who was forced to place flowers at a dead man's grave. A man forced to write the obituary of the only family he had ever had. The obituary of a loving son, brother and friend. Marco closed the journal and patted the cover. He looked out the window and saw how the sun created rainbows in the mist of the ferry. Spotting the dock just up ahead, he looked away from the window.

Marco inhaled slowly as he rose from his seat.

## Grade 11 Level 4: Enriched Understanding Exemplar A – Evidence of Graded

Score	Evidence of Graded Criteria
4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Effectively develops content to support a controlling idea and unifying effect.</li> <li>Incorporates specific and relevant examples representing different perspectives and points of view.</li> <li>Effectively crafts a topic that is engaging. The image was used symbolically and metaphorically with effective techniques woven in.</li> </ul>
4	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>Purposefully develops content appropriate to the form and context to accomplish purpose and engage the audience.</li> <li>Effectively uses language and structure, specifically figurative language, to create different effects. For example, “what the tides carried were gone, eroded and composted with sea salt and no regrets.”</li> </ul>
4	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Purposefully communicates scope by framing an effective controlling idea. For example, the ambiguity at the end of the piece is purposeful. The passage of time is purposeful with moments stretched out and when time slows down.</li> <li>Information is purposefully organized and relationships among ideas are effectively developed. For example, the full circle nature of the piece is shown in the echo of the beginning and end with “Marco exhaled sharply when he sat down in his seat” and “Marco inhaled slowly as he rose from his seat.”</li> </ul>
4	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Demonstrates precise and skillful control of grammar.</li> <li>Skillful and frequent use of structural features such as alliteration and parallel structure. For example, “Gunshots. Screaming. Trumpets and bagpipes. Grenades and guns, order and directions.”</li> <li>Purposefully breaks grammatical rules for effect. For example, sentence fragments are present but done intentionally.</li> </ul>
4	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Effectively applies correct spelling, capitalization, and punctuation.</li> </ul>

**Additional Information:**

- Scorers noted that the student could benefit from additional instruction in the overuse of the word “Marco” and varied sentence beginnings.

## Grade 11 Level 3: Meeting – Exemplar B

## Sample of Student Work

As I stare at this photo, my thoughts echo ideas of what it can mean. However, only one in particular stands out amongst the others. On my sixth birthday, my parents and I decided to move to Canada in search of a better life. Initially, I vividly remember not fully comprehending the move and thinking we were merely going to go on a vacation. In this photo, the man is a representation of myself as I am sitting on the plane, unaware of what the future holds for me. The expressions on his face are the same expressions I carried at the time, unbothered and clueless. On the other hand, the young gentleman with a saddened look on his face symbolizes my family whom I had to leave behind. Through the 10 years I have been living in Canada, I lost touch with them through no fault of their own. Every time they called to check in, I disregarded them as if they were not there. This was not due to the fact that I did not love them anymore, it was because I did not have the same trust and connection with them as I did when I was younger. Nonetheless, only two years ago I built up the courage to visit the country I was born in, Portugal, for the first time since the big move, and it was only two years ago that I finally acknowledged the devastation I left them with as a result of my actions. During the summer of 2022, my mom realized that I was beginning to lose my Portuguese roots. I was no longer fluent in the language and I had not seen my family in 10 years. Throughout the whole 10 hour flight anxiety was my enemy. My heart was beating out of my chest, my cheeks were as red as a tomato, and my hands could not keep from shaking. I went on this plane alone without my parents, which added to the anxious feeling that I was already experiencing. When I got off the plane, my family was there with open arms ready to take me in for the two months I was staying. These two months went by flying. They were spent doing summer activities, sharing stories,

making memories, but most importantly, the span of time I was there I spent rebuilding relationships and making them stronger than they were ever before. Consequently, as I look down the line of the years that went by, I can admit that numerous years were used avoiding individuals who just wanted the best for me. Even through the pain they felt when I initially moved to Canada, they supported my parent's decision to take me away in order to chase after a good future. Overall, this journey has opened my eyes to how significant family really is. They have been there for me when I needed them most, despite the long distance, and they will continue to be there to get me through the ups and downs of the future that is coming my way.

## Grade 11 Level 3: Meeting Exemplar B – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Effectively crafts a topic that is engaging and personally meaningful.</li> <li>Effectively develops content to support a controlling idea/unifying effect.</li> <li>Incorporates appropriately chosen examples from personal experience (3).</li> </ul>
3	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>Consistently develops content appropriate to form and content to accomplish purpose and engage the audience.</li> <li>Adequately uses language and structure to create moments of effectiveness. For example, “The expressions on his face are the same expressions I carried at the time, unbothered and clueless” and “Throughout the whole 10 hour flight anxiety was my enemy. My heart was beating out of my chest, my cheeks were as red as a tomato, and my hands could not keep from shaking.”</li> </ul>
3	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Organizes information logically and develops relationships among ideas and details.</li> <li>Adequately selects a text form appropriate to the content and purpose.</li> <li>Adequately communicates a scope by framing an effective controlling idea/unifying effect.</li> </ul>
3	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Demonstrates competent control of parts of speech and adequate use of sentence structure.</li> </ul>
4	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Effectively applies spelling, capitalization, and punctuation.</li> </ul>

## Additional Information

- Scorers reached consensus on awarding this piece of writing an overall score of 3. Despite giving an overall score of 4 in content, it should be noted that the examples were appropriately chosen and not specific and relevant.

## Grade 11 Level 3: Meeting – Exemplar C

The feelings of loneliness, despair, confusion, anxiety or even loss of connection is very common between relationships. Especially through father and son. The image above presents a thematic idea of an incoherent relationship between two people. Due to their low faces and lack of body movement, this makes the idea even more prevalent. Despite the fact the title suggests “two different lives” both characters appear to be undergoing a similar emotion. Incoherent relationships are not only common between a parent and child, but they can also occur through friendships or through romantic partners as well. It all just depends on the way a person views the situation. In the image “*Two Different Lives*” illustrated by Merve Ates, he demonstrates the idea of a lost relationship and feelings of separation.

Struggling to regain a sense of connection or lost memories can be very difficult for an individual. Initially, this image appears to be representing two completely different humans with two very different lives, reflecting themselves through a window. The man who looks to be inside a train is reading a book while the boy on the outside generates sadness and a feeling of confusion or loneliness. Originally, the idea of the man reading on the train seemed to be about some adventure that he had just voyaged to or perhaps a journal of all the different places he has traveled to over the years. However, that no longer seems to be the case. Regardless of the title “*Two Different Lives*” a lost connection or about to be fulfilled relationship seems to be the

overarching theme of this particular image.

Like I mentioned in my thesis, the ideas of loss of connection or separation seem to be the most prominent ideas in this image, well the feelings of separation are also just as important. The process of separation between a family figure in one's life can take a serious toll on mental health and completely shatter their worldview. However, this relationship still has the ability to be retained and improved if both the child and adult are willing to rekindle their once loving relationship. I mean after all, the parent in a child's life is their number one. Their confidant who believed in them right from the start. In most cases, children feel safe enough to approach their trusting adult about a certain situation that occurred in their life. Whether this took place at school or with friends, hopefully someone at home is willing to work these issues out with their child and suggest ways on how it can be fixed or dealt with. Not only can parents fulfill their child's confidence or self esteem, but they are essentially the ones who lead us in the right path and set us up for success in the future. Nobody believes in us more than a mom and dad. However, this is unfortunately not the reality for everyone.

Consequently to the positive relationships being discussed beforehand, the harsh reality is that not all children have a safe adult to speak with at home which ultimately hinders their ability to open up to someone who is trusting or genuinely cares about you. The constant arguments leading to a significant decline in relationships, alters that individual's worldview forever and no longer feels comfortable speaking to someone else they can trust, because in the back of their mind, thoughts and feelings of judgment or abandonment are still lingering. Because of this, there is no longer a trusting adult present in the household nor in a relationship that used to be so

beautiful has now been destroyed and torn apart. Not only can not having a healthy relationship with a parent cause a loss of connection, but it can also trigger separation anxiety and the feelings of loneliness. Separation ultimately comes from not feeling like you are close enough with someone in your life so you feel as though you need to seek out new relationships in order to start again or else you will never be able to feel that sense of longing again.

Considering all of the points above, the feeling of losing a connection with someone or feeling separated from the relationship you once had, is present in many families across the globe. Nonetheless, these people could still work hard to try and salvage their broken connections or at the very least seek support from a certified individual who is trained to provide help for those struggling to build a relationship with their child. However, at the same time, it is also important to consider how the person on the other side of this is feeling and if they actually want to regain a relationship. In an ideal world, that individual is willing to see their person improve because they believe in change; however, they sometimes feel as though there is nothing that can be done to rekindle this connection and they are still in the midst of recovering from the damage that was done before. At the end of the day, trust is the biggest thing within relationships so if you don't have that, what do you really have?

## Grade 11 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Effectively developed content to support a controlling idea/unifying effect.</li> <li>Incorporates effective examples, not always consistently effective.</li> </ul>
4	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>Purposefully develops content appropriate to form and context. For example, the voice and tone were consistently maintained throughout.</li> <li>Adequately uses language and structure to create different effects. For example, “thoughts and feelings of judgment or abandonment” and “...because they believe in change; however, they sometimes feel as though there is nothing that can be done to rekindle this connection and they are still in the midst of recovering from the damage that was done before.”</li> </ul>
3	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Adequately organizes information with a controlling idea.</li> <li>Organizes information logically – established a thesis and developed the idea within the body paragraphs.</li> </ul>
3	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Demonstrates competent control of grammar with inconsistency in usage of pronouns and tenses.</li> <li>Frequently uses a variety of sentence patterns and structures, although accuracy sometimes falters.</li> </ul>
3	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Adequately attends to correct punctuation and capitalization.</li> <li>Comma usage sometimes falters creating fragments and splices.</li> <li>Inconsistent use of capitalization was noted with “two different lives’ and “Two Different Lives”</li> <li>Errors are minor and do not impede meaning for the reader.</li> </ul>

**Additional Information**

- In content, markers noted that at times the purpose faltered, and some examples were more effective than others.
- Instructional next steps – writer would benefit from using planning time to organize their ideas before writing.
- Scorers reached consensus on awarding their piece of writing an overall score of 3. In order for this writing to be a 4, the unifying effect/controlling idea as well as the development of the relationships need to be strengthened and more consistent.

## Grade 11: Level 3 Meeting – Exemplar D

## Sample of Student Work

[ In life people often say that wisdom and knowledge are gained through age. People also say that childhood innocence and curiosity should be treasured. In the image above we see an elderly man indicating wisdom and knowledge through the book in his hand. In the reflection of what appears to be a dining room mirror we see a young boy looking out into the vast ocean, implying innocence, curiosity and the unknowns of life. Overall this can represent the varying perspectives and experiences related to age, and how these differences in time compare and contrast.

Throughout life everybody grows old. In this image we see just how the wisdom of the old and curiosity and imagination of the young interplay. Firstly we can observe the sense of perspective that often comes with age and what it means. The image at hand implies that the man would rather read a book than looking into the ocean. Based on this we can assume he has been through and already had many experiences in life so he has no need for the curiosity that the child has. On the other hand the boy in the picture is watching the ocean, this represents his sense of eagerness and curiosity for his life. He doesn't know anything about life or what it brings or the adventures he may have. These ideas demonstrate just how perfectly these two concepts juxtapose each other, and how they can impact one's view and perspective on life. We can also use this image to portray reflection and exploration with the old man being a symbol of reflection, while the boy is exploration. The old man reading the book is encapsulating his

thoughts on his former life, what would he change ? Was it fulfilling ? While the young boy could be viewing the ocean as the vast and long life he has ahead of him. What will it bring ? Will I achieve my dreams ? However we can also see the similarities between these two perspectives as both the man and the boy could represent the journey of life. Even though they are both in different stages of their journey, they still show the ideas of learning and self discovery. Even though the age gap is very significant they can be connected through the experiences that come with navigating life. Lastly we can observe the faded background which could be seen as a sign of just how far away these two individuals are in terms of their lives.

Ultimately the image provided gives us a greater understanding on just how substantial a difference age can make in impacting an individuals views and understanding of life. Through the image provided we were able to clearly interpret the intersection of life between a young boy and an elderly man. The image provided allows us to observe how age changes perspective, but also shows us the underlying factors that connect the old and the young.

## Grade 11 Level 3 Meeting Exemplar D– Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Effectively crafts a topic with adequately developed content.</li> <li>Incorporates adequately chosen examples. For example, wisdom and knowledge, reflection versus exploration, self-discovery and learning.</li> </ul>
3	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>Adequately develops content appropriate to form and context to establish purpose and engage the audience.</li> <li>Adequately uses effective word choice. For example, “eagerness, curiosity, juxtapose, interplay, encapsulating.”</li> </ul>
3	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Organizes information logically with adequately developed relationships and ideas appropriate to content and purpose. For example, the content would have been better developed if the one body paragraph was presented in two body paragraphs.</li> </ul>
3	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Adequately and often uses structural features. For example, rhetorical questions are present in “Was it fulfilling? What will it bring?”</li> <li>Demonstrates component control of parts of speech.</li> </ul>
3	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Generally applies spelling conventions and capitalization.</li> <li>Adequately attends to punctuation. Comma issues are present but do not impede meaning for the reader.</li> </ul>

**Additional Information:**

- Scorers were originally split (3/4) in content on outcome 4 “purposefully incorporates effective examples”. Through calibration, markers reached consensus on awarding a 3 in content.

## Grade 11: Level 2 Approaching – Exemplar E

## Sample of Student Work

The image provided included a title, "Two Different Lives" by Merve Ates. It is a picture of two males stack on each other in one frame. The first male seems to be in his 50's or 60's reading a book at a restaurant just minding his own business. The second male seems to be in his teenage years sitting down near an ocean with his eyes closed. Comparing the two the older guy seemed to be a bit more relax and just waiting for his warm meal to arrive. The teen seemed to be contemplating life, maybe worrying about school, family, friends. He sat here to just ease off and get away from everything hearing the ocean and strong winds, birds chirping as he try and forgets his problems. The information im getting from this image is that as you're younger your a bit more stress with problems that comes in life. As you gradually grow older you become a bit more experienced learning different ways to cope with things. Who knows? Maybe the older guy reading the book's life is not so special, maybe he's also going through stuff, maybe his wife passed a way and he went to their favorite restaurant and read his favorite book. This is his way of finding peace, remembering what he used to like and do. Although I am making assumptions with these pictures, people should not jump to conclusions. They can be happy, sad, lonely, and etc, they can be any of those things. Regardless if they are going through something or not everyone's lives are different from one another, in any way shape or form. I am getting a vibe that these two photos does not have specific meaning it is for us to use to think how we think. Some people are going to see this differently and that is okay. This is a really good way to measure someones thought. Some people are gonna overthink this some of them will rush. But all that are information that can be used to know where you are in life and how you are dealing with things etc. Personally, I am great, I've experienced ups and downs but not only with life but with the people around me too. I have built relationships with people that helped me be who I am today. I have made impulsive decisions that has shaped who I am. I've learned from m y mistakes and prevent bad things from happening again which I think is my best trait of myself. I know I am not an academic weapon but I know I am capable of carrying knowledge with it comes to life. I've seen and learned things that has opened my mind up. I am very thankful to be given this opportunity to talk about what I really think about certain things. At the end of the day it might just be a guy reading his book and a guy near the ocean just minding his own business. There are countless possibilities that only them or the publisher knows the answer. But needless to say if my assumptions turned out to be true then a long the way through your journey it will all be okay. There will be obstacles a long the way but so what, life is pretty short do not waste it trying to live someone else's life. You have your own, figure what you want to do, learn new things, try different food, make new friends. Do what you want to do not what people tell you to do. Everyone dies at some point who knows where will go after death. Make it count while your here. Make your family proud, make yourself proud. Whatever you do, do it 100%; if you eat, eat like it is your last meal, if you laugh, laugh like it is your last. Do everything like tomorrow is your last. MAKE IT COUNT.

## Grade 11 Level 2: Approaching Exemplar E – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<b>Content</b> <ul style="list-style-type: none"> <li>• Simplistically crafts a topic that is personally meaningful.</li> <li>• Incorporates simplistic examples from personal experience and/or exploration.</li> </ul>
2	<b>Audience &amp; Word Choice</b> <ul style="list-style-type: none"> <li>• Inconsistently develops content appropriate to form and context.</li> <li>• Simplistically uses language and structure to create effects. For example, “the older guy..., they can be happy, sad, lonely..., some people are gonna overthink...”</li> </ul>
2	<b>Organization</b> <ul style="list-style-type: none"> <li>• Partially organizes information and simplistically develops relationships between controlling ideas.</li> </ul>
2	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Demonstrates basic control with usage of parts of speech.</li> <li>• Occasionally and ineffectively uses structural features.</li> </ul>
2	<b>Conventions</b> <ul style="list-style-type: none"> <li>• Occasionally applies capitalization in writing.</li> <li>• Occasionally attends to punctuation.</li> </ul>

**Instructional next steps**

Will benefit from instruction related to...

- organization of ideas, specifically paragraph structure and flow.
- sentence structure – variety of sentence beginnings and types.

Grade 11 Level 2: *Approaching* – Exemplar F

Sample of Student Work

"A little boy's dream"

I dreamt of an angel, walking me down the street,

Taking it everywhere, a companion so sweet.

With it by my side, safety and comfort I felt,

As if noting could go wrong, my heart began to melt.

Together we strolled, admiring the world around,

The sun shining bright, the birds chirping sound.

The flowers bloomed, a perfect day indeed,

Grateful for the angel's presence, my heart took the lead.

Hand in hand, we walked, warmth I could feel,

Reminding me that I was not alone, it was real.

I wished the dream would never end,

The angel by my side, forever my friend.

But alas, I wake up, and the dream was gone,

Yet the memory lingers, like a beautiful song.

In time of need, I can still feel the angel's hand,

Guiding me through life, in a mystical land.

Grade 11: Level 2 *Approaching Exemplar F* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Selects a topic that is adequately developed in a simplistic form and is somewhat engaging.</li> <li>• Incorporates appropriately chosen examples.</li> </ul>
2	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>• Simplistically uses language and structure.</li> <li>• Imagery is adequate. Alliteration was intentional. For example, “hand in hand, we walked warmth I could feel, reminding me that I was not alone, it was real.”</li> <li>• “alas” is an unexpected word choice based on other word choices.</li> </ul>
2	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Simplistically organizes information logically and relies on the cliché of waking up from a dream.</li> <li>• Rhyme scheme partially and simplistically develops a relationship between form and controlling idea.</li> </ul>
2	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Occasionally uses simplistic structural features. For example, “the sun is shining bright” and “my hear began to melt.”</li> <li>• Rhyme scheme falters.</li> </ul>
2	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• Occasionally applies correct punctuation and capitalization. For example, comma splices are present.</li> </ul>

**Instructional next steps**

- Discuss enjambment as a writers move and how it could be used effectively to link lines and phrases together through meaning and not just punctuation.

## Grade 11 Level 2: Approaching – Exemplar G

## Sample of Student Work

## Sonder

Sonder, the profound feeling of realizing that everyone, including strangers passing in the street, has a life as complex as one's own. A 73 year old man and gradually sitting up in bed with a quiet grunt. He sits against his headboard as he stares ahead into nothing, feeling indifferent and disconnected. As he shifts his eyes to the navy blue alarm clock on his bed stand he decides it's time to get up and start his day he thinks silently, a sigh slipping out of him at the thought. Twisting the key he finally hears a rumble of the engine after trying a few times. With nothing but a ticket in his hand and a book in his glove box he pulls out of his driveway. "HONK" rings in his ear as he flips off the driver that cut him off. "stupid teenager" he says angry and frustrated he speeds off "it'll get better, just wait" he mumbles to himself as he shakes his head pulling his car onto the highway. The 17 year old boy rolls his eyes and continues driving after being honked at for cutting a gray car off. "Calm down, old man" he says to himself as he watches the car speed off. Feeling defeated and drained he keeps on driving just wanting to just get away. "Buzz buzz" he heard his phone going off in the center console. Looking down at the caller ID he sees his mom's name. He feels like his lungs are closing in, his heart beat raises, breath shortening as he reaches over a press, his eyes burning as he blinks the tears away, trying to keep it together. He just decides to shut down his phone all together. So no one can contact him. "it'll get better, just wait" he mumbles to himself. The old man sitting in an uncomfortable chair looking down at his book that he finds incredibly boring but continues to read anyway. But as he sits there something catches his attention. The old man sees the young boy he happened to give the bird to on his way there. But what really concerns him was the boy's face. He observed the young boy feeling a tightening in his chest as he can relate and can almost feel exactly what the boy is. He almost wants to get up and give that boy a hug and tell him he understands and tell him "it'll get better" it's comforting to the old man in a way. That he is not alone. Seeing the young boy invites a memory for this old man; it makes him remember a word he learned not too long ago. A word called sonder.

## Grade 11: Level 2 Approaching Exemplar G – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Inconsistently develops content to support a controlling idea.</li> <li>• Incorporates simplistic examples from personal experience and ideas from exploration.</li> </ul>
2	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>• Simplistic use of language and structure</li> <li>• Adequate word choice. For example, “sonder, console, defeated.”</li> </ul>
2	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Selects a simplistic text form</li> <li>• Information is partially organized at the beginning and end of the piece. The organization falters in the middle section.</li> <li>• A partial unifying effect is present with the tie to “sonder”</li> </ul>
2	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Occasionally uses a variety of sentence patterns and structure. For example, “he feels his lungs are closing in, his heart beat raises, breath shortening as he reaches over a press, his eyes burning as he blinks the tears away, trying to keep it together.”</li> </ul>
1	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• Rarely applies correct capitalization and punctuation.</li> </ul>

**Additional Information:**

- Scorers noted that at times the content was superficial. Through calibration, consensus was reached in awarding a 2 in content.
- Scores for audience and content showed a range. Audience received a 1 and word choice a 3 for an overall score of 2.

**Instructional next steps**

- writer will benefit from using a variety of sentence beginnings.

Grade 11 Level 1: *Not yet meeting*– Exemplar H

Sample of Student Work

In this image are two guys heading somewhere on a boat of some kind, these two people look as if one is the father and the other is the son, The son dose not look to happy and is sitting outside the main space on the boat away from his father most likely because they had an argument. In this picture the waters are very dark with scary waves, the sky is gloomy with all that being said the mood seems very sad/upsetting like, seeing the dad so laid back on his seat reading a book almost like he is just waiting for his son to come back to him, But the son is not looking like he is going to go back to his dad anytime soon.

Grade 11: Level 1 *Not yet Meeting Exemplar H* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
1	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Superficially develops content to support a controlling idea.</li> <li>• Does not yet incorporate effective examples.</li> </ul>
1	<p><b>Audience &amp; Word Choice</b></p> <ul style="list-style-type: none"> <li>• Rarely uses language and structure to create different effects.</li> <li>• Superficially develops content appropriate to form and audience.</li> <li>• Effectively uses adjectives to describe setting that shows perception of appropriate tone of the image. For example, “...dark with scary waves, sky is gloomy...”</li> </ul>
1	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Does not yet select a clear text form.</li> <li>• Superficially communicates a controlling idea/unifying effect.</li> <li>• Rarely organizes information logically.</li> </ul>
1	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Descriptive phrasing is appropriately placed but is simplistic.</li> </ul>
1	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• Proportion of error to complexity was noted by the markers.</li> </ul>

**Instructional next steps:**

- encourage student to take their impressions of the tone of the image to convert it to a well-developed idea
- move from “I see” to “so what.”
- prompt student with - can you talk about a time in your life when you felt disconnected from a parent figure? Explore that moment. (co-plan with the student)
- build in appropriate strategies during the 15 minutes of planning time