



2024 Writing Assessment Exemplars and Teacher Rationale

Grade 8

August 2024

Note: This document does not reflect updates made to the year-end rubrics in Spring 2025.

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.

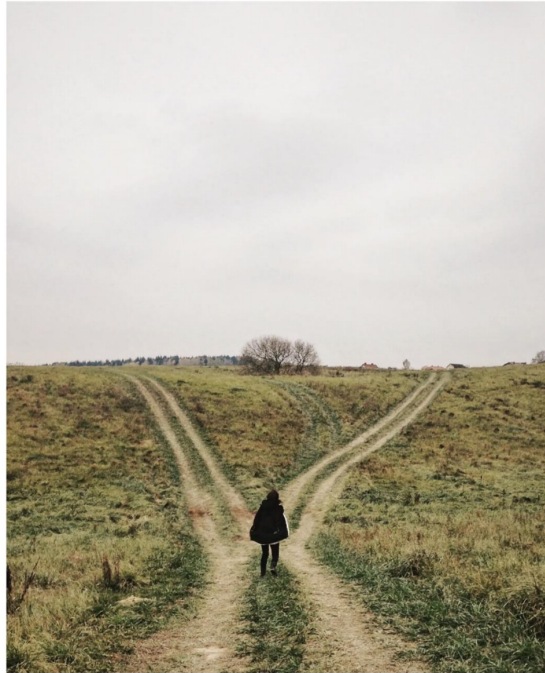
About the Exemplars

- 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 8 (*meeting curricular outcomes with an enriched understanding, meeting curricular outcomes, approaching curricular outcomes, not yet meeting curricular outcomes*).
- 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 8 Writing Prompt



Getty Images

**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 45 minutes to write.

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

Grade 8 Level 4: *Enriched Understanding* – Exemplar A

The Choice

The once soft, luscious, bright grass, has turned brown and dead. A sky once vast and blue, sad and gray. She peered over her scarf and bundle of clothes to survey the vast landscape. There was nothing but trees as far as the eye could see. Her legs shaking as she made her way across the vast field.

She halted abruptly in the middle of the path, this was it, this is where she had to choose. Should she meet him, or turn and live the rest of her life wondering what could have been? But, if she does go to him and he doesn't want to see her, then what? This decision had been haunting her for the past 2 years. After her parents death, she locked herself away in that house. Left her friends, her life. But she knew it couldn't last forever, the money would run out eventually, forcing her back out into the world to find a job. When her parents died, they had left her a small sum of money to help her get by before she was old enough to find work. The last year, as she waited anxiously for her 18th birthday, had been the hardest. No matter how much she rationed, and ultimately starved some nights, the money just kept on leaving. She had waited as long as she could, but time was up.

She stared and her shoes, dust covered and tearing at the sides from all of the walking. She hadn't been able to afford new ones. The last time she had been able to afford new anything, was just before he left. The memory lived in her head rent free. To her, it felt like yesterday, and she did everything she could to fight the constant reminder he had no intention of coming back. They had been best friends since the day her parents brought her home from the hospital. They had done everything together. He was her best friend. If they passed each other on the street they would hardly notice.

He had left on her 16th birthday and never returned. He said he need choices, that their small town was suffocating him. Her father had left to go find him, but come back defeated and unsuccessful. Every once in a while they would get a post card from Fredrickton, promising to come back for the holidays, but he never did.

Now she faced a choice that could change the whole trajectory of her life: Go left and find a job as cook, and live with her brother. Or go right, live in the big city working as a nanny. She longed for her brother, but what if he refused to see her? And a job as a cook wouldn't give her enough money to live comfortably on her own. Then again, a job as a nanny would give her room and board. She would have much time for anything else but she would have a warm meal every night and to bed full every day. But what if her brother did want her? They would have enough to afford a real house and new clothes, and everything they would every need. And they would have each other. If she turned right, she would be alone. Stuck taking care of someones kid for the rest of her life.

She stood there. Swaying in the breeze coming in over the mountains and tried to picture her life if she chose the left, if she chose her brother. Work would be harder, life would be harder. But, she could picture herself, red and sweating from the heat of the oven, chopping vegetables and making stew. She could picture herself, coming home after a long day of work to a beautiful cottage home. Not just a house, but a home. She could live with her brother happy, never alone, for the rest of the year before she found her own place. Jack used to love playing soccer so we could set up a ~~nest~~ net in the yard and be a family again. That's all she wanted.

Life in the big city would be an adventure, even if you were always chasing around other peoples kids. And she could have a nice room, ~~with~~ with a comfortable bed, and a warm meal every night. She could go dancing, and try new food, and be free. Isn't that what her parents wanted for her?

She closed her eyes and took a deep breath. What did she really want? To feel freedom? To feel loved? She knew what she wanted and let her feet carry her away. Away to the life she pined for. To the life she needed. She needed it so badly.

As she walked down the path, dodging rocks, and staring at the lifeless valley field, she felt a smile spreading across her face. Any other day she would feel hopeless and dead inside, mirroring ~~the~~ my surroundings. But today, I felt filled with hope. I had made my choice. I had turned left.

Grade 8 Level 4: *Enriched Understanding Exemplar A* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p>Form & Purpose</p> <ul style="list-style-type: none"> Purposefully focuses a topic and selects a form of expression and genre appropriate to audience and purpose. For example, every detail was purposeful.
4	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Skillfully selects words and phrases for emphasis to improve coherence and impact. For example, “abruptly, vast, trajectory, suffocating, rationed, dodging, defeated, swaying, longed.” Effectively experiments with figurative language, voice, and sentence patterns to create expression and mood. For example, “...dust covered and tearing at the sides from all the walking” and “forcing her back out into the world to find a job” and “staring at the lifeless field...” Great balance of show and tell description along with the skillful pacing and passage of time.
4	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Skillfully organizes ideas and information into paragraphs to demonstrate unity and coherence. Skillfully develops and organizes ideas and information to establish a compelling overall impression or point of view. Purposefully gathers, selects, and records most relevant information and sources for topic, audience, purpose, and form.
4	<p>Conventions</p> <ul style="list-style-type: none"> Frequently uses correct grammar to provide structure for the building of sentences. Inconsistent use of pronoun-antecedent agreement throughout. Scorers were originally split between a 3/4 in this category. Through calibration, consensus was reached to award a 3. Consistently uses correct punctuation. Consistently uses correct capitalization when appropriate.
4	<p>Spelling</p> <ul style="list-style-type: none"> Consistently applies use of generalization and how words are formed to spell technical terms and unfamiliar words. Good attempt at an unfamiliar word/place with the use of “Fredrickton.”

Additional Information:

- Scorers did note that there is an inconsistent point of view (1st, 2nd, 3rd person). While it might have been intentional, it wasn’t entirely effective. Scorers felt the risk should be noted.

Next instructional steps

- Word referent strategy to support varied sentence beginnings to avoid the overuse of “she”
- How to make an intentional point of view change

Grade 8 Level 3: Meeting – Exemplar B

I walk
And walk
I just keep walking and walking and walking
Never stop,
If you stop you lose.
I can't lose,
Once you lose you never win
I must win
For them,
My mom
My dad
My sisters
My brothers
My friends
Everyone I have ever loved
They count on me
Always
I can't fail
If I fail then
I fail everyone
So I walk
And walk
And never stop

But then a choice
A big choice to be made
One path splits into two
Two paths of dirt and grass and muck
Two destinies
Two fates
One to home
To family
To friends
To normal
To be loved
I see it
The place where I grew
The place with all of my memories
The place that holds my past
In its creaky stairs
And leaky roof

And the place where I ate the stew
The place I love
The place of the past

The other
The path to greatness
The path to the future
The place where my family will be proud
But I could fail
And fail
And fail, fail fail
But also succeed
Just a glimmer of hope
But the place is dark
And hard
How will I
Chose one
Everyone of my past or my future
They all rely on me

I see it
A tree
Big,
Mighty,
Strong
Everything
That I will never be
I wish to be mighty and strong
But a wish is what it remains
I am never good enough
For them
They need me to be what I can not
Strong
Mighty
Wise
Kind
I am not them
I can't do what they can
But they need me
So I walk

Once you stop,
You stop
I finally

awake
For my truth
I am
Strong
Mighty
Wise
Kind
In a different way
I will not follow the same path as them
I will make my own
I will become what I was destined to be
I will follow my dream
My family will have my back
They do love me
Not always showing it
They will help me push through the dark
The hard
The part where I want to give up,
I will not give up
Never
Not again
I will make my own path
Through the center of the two
The one where I can achieve my dreams
And still, be with my family
A new path
A path for the others to follow
Once they follow
They can be brave
So that they can support each other
So that they can have a future
The bright future
That they have
I know that I am not a failure
That I am who I am meant to be
That I am loved
I am meant to be on this Earth
Never again will one be in the dark place
Where the end is near
They will be in the place where they that they are
Loved
And kind
And strong
And mighty

Grade 8 Level 3: Meeting Exemplar B – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Form & Purpose</p> <ul style="list-style-type: none"> Adequately focuses a topic and selects a form of expression and genre appropriate to audience and purpose. For example, the poetic form is appropriate for the topic with a clear focus and voice.
3	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Adequately select words and phrases for emphasis to improve coherence and impact. For example, the use of “muck, destinies, creaky, fate, glimmer” provide emphasis. Adequately experiment with figurative language, voice, and sentence patterns to create expression and mood. For example, “But I could fail And fail And fail, fail fail But also succeed” and “I see it A tree Big, Mighty, Strong Everything I will never be.”
3	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Appropriately organizes ideas and information into paragraphs to demonstrate unity and coherence. Scorers noted that there is a clear turn in the poem; however, spacing at the turning point would have had a greater impact. Appropriately develops and organizes ideas and information to establish a clear overall impression or point of view. Adequately gathers, selects, and records most relevant information and sources for topic, audience, purpose, and form.
3	<p>Conventions</p> <ul style="list-style-type: none"> Consistently uses correct grammar to provide structure for the building of sentences. For example, line breaks are intentional to make the writing interesting. Frequently uses correct punctuation. Scorers noted that the punctuation is inconsistent throughout and impacts the reader. Scorers noted that there was insufficient evidence to report a score in the category of capitalization.
N/A	<p>Spelling</p> <ul style="list-style-type: none"> The simplicity of the word choice, due to form, made it difficult to determine if the spelling was at curricular.

Additional Information:

- Scorers were discrepant with scores in form and purpose, ranging from a 2 to a 4. Consensus was reached on awarding this piece a 3 overall.
- Scorers noted that the stanzas were clear and methodical. The stanza organization changes after the turn.

Grade 8 Level 3: Meeting – Exemplar C

The Path of Life

Life. Where will you go? What will you do? When will you make the right decision? Who will you be? Finally, how will you know what's right and wrong?

There's paths you will find in life and each path will lead you to a different one. Maybe it's focusing on sports or maybe on academic achievement. Everyone around you has made their decision, has chosen their life.. Has followed their path. For people like yourself, which aren't many, you ponder on the fact that nothing really matters because it all comes to an end. This would seem as though that's a path or choice in life but in reality you are a stray cat in a field of dogs. You are a line without a hook. The sun without their moon. You continue to believe that you don't need a path or a motive so you live life with a plane feeling of nothingness. He walks by, the boy who's just like you but because "nothing matters" you ignore the fact that he cares about you even though you know he does.

When you lose the incentive to love someone you lose parts of yourself bit by bit piece by piece. See you were not always like this, you had love for everyone around you, you had a smile on your face for anyone and everyone, so what happened to you. What changed. This feeling of joy left you when the people you love left you in the dust. You begin to realize that nobody truly cares, so why should you. Sooner or later your conception of love was gone and so when you stopped loving others they stopped loving you back. Suddenly it was your fault. You are the problem. Only one person was bearable and it was him. He was a path but you could never decide to take it. You were scared or maybe you didn't really care about him or maybe you were hurt.

Pressure came from all around, your parents wanted you to choose him, your siblings didn't really care much about your life. Not that they didn't love you but they already chose their path in life and that was enough compulsion in your head. You had love for him but how could you choose him and only him. What about the other paths? What about the paths you haven't found yet? The only problem was would you find more paths, he really could be your only option. Do you want to be stuck with him your entire life? Will you ever find the path in life, in your life where everything and I mean

everything goes wrong. Maybe the right path would be the wrong one. If nothing matters and you had no love to give then how would you know what was wrong and therefore what is right.

You're always inching closer to choosing him but once the feeling of love swings by, so does the sentiment of being scared. You fall back to square one with the mindset of not caring flows back just like it always does but this time less inclined, less...there. Perhaps he mattered. There's a towering possibility that something in your life does matter. Still, you don't want to be one thing, you don't want to have one journey. The struggle of loving fades more everyday, he heals you. The attitude of nothingness begins to fade and slowly the people in life that you used to love come back, fall back into the puzzle of your mysterious life. What will you do?

Yourself and your life has always been different. You grew up happy and utterly became someone new when everyone else stayed the same. That's why your decisions, choices, journeys and paths were different from the rest. You finally realize that that's okay. In the end it doesn't matter because it's YOUR life and YOUR path. Yes, you still have the mindset that it doesn't matter but it's all perceived in a new way than before. As an end result you didn't choose one path but instead you chose your life. Your life is a path. That could be sports, or academics or simply not caring at all. Everything and every decision is a path in your life and will lead you to the end.

That is life whether you choose to live it or not. Which path will you take or will you not take one at all.

Grade 8 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p>Form & Purpose</p> <ul style="list-style-type: none"> Simplistically and/or partially focuses a topic and selects a form of expression and genre appropriate to audience and purpose. The essay format is apparent and there is a clear introduction and conclusion that are connected. The student’s planning indicated that they would write in second person. Scorers noted that the piece would have been better formatted as a journal entry.
4	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Skillfully selects words and phrases for emphasis to improve coherence and impact. For example, “compulsion, bearable, nothingness, inching closer, sentiment, and ponder.” Effectively experiments with figurative language, voice, and sentence patterns to create expression and mood. For example, “a stray cat in a field of dogs. You are a line without a hook. The sun without their moon” and “There’s a towering possibility...” and “He was a path but you could never decide to take it.” These choices effectively fit the mood.
2	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Partially organizes ideas and information into paragraphs to demonstrate unity and coherence. There is organization in paragraph formatting; however, the supporting details in the body paragraph are not aligned. Simplistically develops and organizes ideas and information to establish an overall impression or point of view. A consistent point of view is present through the use of second person. Simplistically gathers, selects, and records most relevant information and sources for topic, audience, purpose, and form. Some of the details are not relevant.
3	<p>Conventions</p> <ul style="list-style-type: none"> Frequently uses correct grammar to provide structure for the building of sentences. There is a variety of simple, compound, and complex sentence structures to make the writing interesting. The verb tense does change throughout the piece which impacts the reader. Sometimes uses correct punctuation. Inconsistent usage of commas and question marks. Consistently uses correct capitalization when appropriate. Capitalization is used to provide emphasis.
4	<p>Spelling</p> <ul style="list-style-type: none"> Consistently applies use of generalization and how words are formed to spell technical terms and unfamiliar words.

Additional Information:

- Given that this piece of writing was awarded a range of scores across categories, the scorers reached consensus that this piece will be awarded a 3 overall as most of the writing is meeting grade level.

Next instructional steps

- Introduction and conclusion need further development

Grade 8 Level 2: Approaching – Exemplar D

D

Two choices, Two lives, Two paths
 I don't know where I stand, do my
 feet hit the ground and stride or am I
 below the surface, watching those walk
 all over me, I tell myself I have a choice,
 I have one life to live I want to walk
 for myself not for everyone else walking
 over me, I can't be someones hand to
 hold, if I don't have anyone to hold on to,
 all I get from that is pushed back down!
 It's time to take my stand and pick my own
 path. I walk. Walk for myself I feel my
 feet hit the ground and stride to where
 I knew I could be,
 I stand next to my choice, I stand and live my
 one life to the fullest, and I picked the
 right path.

- Where I say "two lives" I'm meaning it, as in you can either follow someone and try and live their life or live for yourself
- I wrote this poem to encourage you not to always follow those around you, and to not let people constantly push you down. This poem indicates a lot of independence and to follow your own path.

Grade 8 Level 2: Approaching Exemplar D – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p>Form & Purpose</p> <ul style="list-style-type: none"> Partially focuses a topic and selects a form of expression and genre appropriate to the audience and purpose. For example, the poetic structure was simplistic instead of appropriate.
2	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Selects simplistic and/or repetitive words and phrases for emphasis to improve coherence and impact. For example, the word choice was simplistic and there were opportunities to select words and phrases for emphasis, but it remained simplistic. Experiment with figurative language, voice, and sentence patterns to create expression and mood. For example, “...below the surface” and “I stand next to my choice...” and “...everyone else walking over me...” Scorers noted that the voice was consistent throughout and effectively communicated through the repeated use of “<u>my</u>”. Despite some elements being adequate, overall scorers noted that this was more approaching grade level.
2	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Partially organized ideas and information into paragraphs to demonstrate unity and coherence. For example, the lack of organization of the ideas causes the unity to falter. Simplistically develops and organizes ideas and information to establish an overall impression or point of view. For example, scorers noted that the writing didn’t have a clear overall impression. Simplistically gathers, selects, and records most relevant information and sources for topic, audience, purpose, and form. For example, scorers noted that the writing lacked description to connect the topic, audience, purpose, and form.
2	<p>Conventions</p> <ul style="list-style-type: none"> Sometimes uses correct grammar to provide structure for the building of sentences. For example, the variety of sentences was present but tense changes impact the overall readability. Sometimes uses correct punctuation. For example, scorers noted that if you are going to choose poetic form in a timed writing task, the punctuation should be impacted and correctly used. At times, commas are haphazardly used. Sometimes uses correct capitalization when appropriate. Scorers were originally split between a 2/3. Through calibration, consensus was reached on awarding capitalization a 2. For example, there is a lack of periods used in the piece which leads to little evidence of usage.
2	<p>Spelling</p> <ul style="list-style-type: none"> Sometimes applies use of generalization and how words are formed to spell technical terms and unfamiliar words. The writing is simplistic and is lacking technical terms. Proportion of error to length and complexity is a factor in the overall score.

Additional Information:

- Scorers felt that the student included the end note in order to explain their choices which impacts the overall form and purpose

Next instructional steps

- Would benefit from use of imagery and descriptive details – more show, less tell.
- Line breaks for emphasis

Grade 8 Level 2: Approaching – Exemplar E

Story name: nothing But a dream

He opened his eyes, expecting to see a world around him. But he was only able to see... nothing. He was surrounded by a black atmosphere. It made him feel like he was being waded down by something, similar to that feeling you get when you're at the bottom of the deep end of a swimming pool. From the corner of his eye, he saw a soft light appear then flicker away. It felt like more of something radiating with light from behind him. He struggled to turn around, battling the weird feeling around him, but just managed. As he suspected, there was something glowing. It gave off a warm wind that was blowing up against his face. He put his hand out, hoping to get closer to it and touch it. But instead, he fell through it. The small ball of glowing light soon engulfed him. He felt as if he was falling, reaching out trying to grab onto something that wasn't there. BAM!, he slammed on the ground unexpectedly. He swore he was just falling in the middle of nowhere. No pain shot through his body, only shock. The shock of things moving so fast around him. He didn't bother looking around to see where he was. Instead, he just wanted to roll over and go to bed. After laying on the ground for what felt like hours, he slowly made his way up on to his feet. When he looked around him, all he could see was a plain open field and a dirt path that looked like it had been driven on before. With one foot in front of the other he began to walk down the path. Nothing happened while he was walking, just a path that went on forever and scenery that never changed. It looked a little too the same. Almost as if he wasn't walking at all, but sitting completely still, in one spot the entire time. It had been almost an hour, or at least it felt like it, he had no way to tell the time, and there was barely a sun in the sky to watch. Only clouds, that looked more like fog the longer you looked at them. All blurred together. He still felt nothing in his body, even after walking for so long. No pain in his legs or feet, or even his back after falling so hard onto the ground earlier that day. Out of boredom he began to count his steps, 1...2...3... Before he had the time to say 4, he lifted his head, only to see that the path had split into two ways. Which way should he go now? What kind of a decision was

this after doing nothing for so long. Would this disaster be huge to what's going on around him? He stood there doing nothing but thinking. You'd think that all this would be stressful. But he couldn't help but be perfectly calm the whole time. Through all the, what felt like hours of walking, up until now.

Grade 8 Level 2: Approaching Exemplar E – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p>Form & Purpose</p> <ul style="list-style-type: none"> Simplistically and partially focuses a topic and selects a form of expression and genre appropriate to audience and purpose. For example, it's obvious that this is a fiction piece. The plot elements do not follow a clear narrative arch (missing setting and timing) and the genre isn't clear. The title "nothing But a dream" does help with clarity at times.
2	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Selects simplistic and repetitive words and phrases for emphasis to improve coherence and impact. For example, the word choice did not improve the coherence or impact and the overuse of "like", "more" and "just" and "kind of." Attempts to experiment with figurative language, voice, and sentence patterns to create expression and mood. For example, "BAM!" and "similar to that feeling you get when your at the bottom of a swimming pool."
2	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Partially organizes ideas and information into paragraphs to demonstrate unity and coherence. For example, the paragraph structure is partial and there is a beginning, middle, and end. Simplistically develops and organizes ideas and information to establish an overall impression or point of view. For example, there was an attempt to create a dream-like mood and the title is the only indication that the character is dreaming. Simplistically gathers, selects, and records most relevant information and sources for topic, audience, purpose, and form. For example, the information and details included are not always relevant.
2	<p>Conventions</p> <ul style="list-style-type: none"> Sometimes uses correct grammar to provide structure for the building of sentences. For example, the pronoun-antecedent agreement and verb tenses are consistently used. There is a variety of sentence structures present. For example, "No pain shot through his body, only shock" and "As he suspected, their was something glowing." Sometimes uses correct punctuation. Comma usage was haphazard, apostrophes not present. Frequently uses correct capitalization when appropriate. For example, "BAM!" was capitalized for effect. The first word of each sentence is capitalized, although there is inconsistent usage throughout. Capitalization in the title is inconsistent.
2	<p>Spelling</p> <ul style="list-style-type: none"> Sometimes applies use of generalization and how words are formed to spell technical terms and unfamiliar words. For example, common words are sometimes spelled incorrectly.

Next instructional steps

- Organizing ideas into paragraph structure, appropriate selection of relevant details, development of plot structure, consistent use of punctuation – comma and apostrophe usage, how to use compound sentences

Grade 8 Level 1: Not Yet Meeting – Exemplar F

what I consider this image
 as ~~was~~ and what it makes me
 think of. ~~is~~ This makes me think
 of when I was little and my
 mom got mad at me and said
 that I was going down
 the wrong path. Because when
 I was little and my
 neighbours where friends and
 there was some nails at
 the bottom of my hill and my
 neighbour and me where playing with a bunch
 of the nails and it was in
 the garage. Me and
 my neighbour left it over night then
 my mom backed up then she got a
 couple of nails in her hand + told her
 it was me. And my mom
 and dad had a talk with
 me about going down the
 wrong path, because this was
 not the first time I was in
 trouble for something like this.
 This is what I think when
 I look at that photo.

Grade 8 Level 1: Not Yet Meeting Exemplar F – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p>Form & Purpose</p> <ul style="list-style-type: none"> Simplistically focuses a topic and selects a form of expression and genre appropriate to audience and purpose. For example, the writing focuses on one idea throughout.
1	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Does not yet select words and phrases for emphasis to improve coherence and impact. Scorers did note the use of, “going down the wrong path” as an attempt. Does not yet experiment with figurative language, voice, and sentence patterns to create expression and mood.
2	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Partially organizes ideas and information into paragraphs to demonstrate unity and coherence. The writing is organized logically and chronologically. Rarely develops and organizes ideas and information to establish an overall impression or point of view. There is a consistent point of view; however, it is not developed. Simplistically gathers, selects, and records most relevant information and sources for topic, audience, purpose, and form.
1	<p>Conventions</p> <ul style="list-style-type: none"> Rarely uses correct grammar to provide structure for the building of sentences. Rarely uses correct punctuation. Sometimes uses correct capitalization when appropriate.
1	<p>Spelling</p> <ul style="list-style-type: none"> Rarely applies use of generalization and how words are formed to spell technical terms and unfamiliar words. The use of simple words indicates that these are familiar words and errors are present.

Additional Information:

- Given that this piece of writing was awarded a range of scores across categories, the scorers reached consensus that this piece will be awarded a 1 overall as most of the writing is not yet meeting grade level outcomes.

Next instructional steps

- Point of view development
- Building of spelling strategies to support the use of unfamiliar words based on spelling generalization
- Targeted support with the building of sentences and consistent use of punctuation