



2024 Writing Assessment Exemplars and Teacher Rationale

Grade 9

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 9 (*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 9 Writing Task



**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 9 Level 4: Enriched Understanding – Exemplar A

Sample of Student Work

Yellow

“Hey, Rob! How are you, how was your weekend?” Asks Elliot Smith, the man I had been working under for 5 years now.

“Alright,” The lie slips through my teeth, a regular routine by now.

“Listen, a client contacted me over the weekend. They loved the previous pieces you made for them.” I sigh inwardly, already knowing where this is headed. “They’re buying a new house soon, and wanted me to ask you if you could make a few more paintings for them.”

“Yeah, yeah, of course. Do they want anything specific, or do I have creative freedom?”

“They said you can make whatever you want, as long as it’s bright and colourful! I’m excited to see what you make, I won’t expect anything less than perfection from my star employee!” Mr. Smith says as he exits the room. The second the door shuts, I groan and kick my foot against the table in a fit of rage. I quickly come to my senses and compose myself. *It’s just a few more months of working here. Just a few more projects until I can leave.* It’s the mantra I repeat to myself every morning. *Just a few more months.*

I gather my supplies, and look around for some of the sketches I had worked on over the weekend. After finding one I like, I collect all my brushes and paints and get to work. I feel the dull sense of emptiness wash over me as it always does now when I paint. It wasn’t always like this, it used to be peaceful. Calming. Gratifying. Beautiful. It used to be *happy*. That was until more people started commissioning me, and Mr. Smith only wanted paintings from me. Now, it feels like it’s all I ever do. When I’m driving home, I think about my unfinished projects. When I get home, I make sketches for future paintings. When I sleep, I have nightmares about being old and gray, and still working under Mr. Smith. I feel like a robot, constantly working, never taking a break.

Enough sulking, Rob, I scold myself.

As I zone back in, I see that I’ve been working on autopilot. I’ve used the brightest, most pigmented paints I have. The canvas is an explosion of colour. *This* is what painting used to be like. Joy, love, colour. I inspect the painting. I don’t think there’s a single colour I haven’t used. My eye catches on a beautiful baby blue. Blue, the colour of the ocean I used to spend my summers in. Then I see green. It reminds me of the grass I used to roll around in. Red, for my sister, who had always embodied passion, anger, and love. Pink. The roses that grew outside, that my mother loved and tended to constantly. Lastly, I see yellow. Yellow, for the sun I used to soak up, on warm summer days. Yellow, the colour of the school bus I used to ride home in every day, with my best friends. Yellow, the first ever phone I had gotten. Yellow, for my peeling walls back at home. Yellow, happiness. Yellow, my favourite colour growing up.

I feel a tear run down my cheek as I look over the finished painting. I wonder if my life will ever feel colourful again. I wonder if life will feel yellow.

Grade 9 Level 4: *Enriched Understanding Exemplar A* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p>Content</p> <ul style="list-style-type: none"> Effectively creates a text that thoroughly or creatively explores a common theme/topic Effectively Incorporates character and point of view
4	<p>Audience & Purpose</p> <ul style="list-style-type: none"> Effectively develops content appropriate to purpose, audience, and situation to accomplish purpose and persuade/appeal to the audience. Purposefully selected a part of a story and stretched out time. Created a vivid visual for the reader It's evident that the author considered the audience and their reading experience through the use of italics for inner dialogue and the use of show don't tell.
4	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Effectively experiments with language and particular forms to communicate themes and various perspectives. For example, "the lie slips through my teeth" to specifically communicate the frustration of the character. Use of very short sentences and the repetition. For example, "Calming. Gratifying. Beautiful" and the use of the word "yellow" repeated throughout. Purposefully selects specific vocabulary to enhance the purpose/message to the audience. For example, "Pigmented paints, dull sense of emptiness."
4	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Effectively develops coherence by relating key ideas to the overall purpose of the text. For example, the overall intention of the use of "yellow" from the title and within – consistent message throughout. High three/low four in outcome two. Student has selected block formatting and therefore, space between paragraphs is missing. Ideas are adequately organized. Writer purposefully selected information from real life examples to strengthen the writing along with color symbolization.
4	<p>Conventions</p> <ul style="list-style-type: none"> Consistently uses grammar to provide structure for building sentences. For example, there were several transition phrases "as I zoned back in... after finding one I like... and uses the inner thoughts of the character to transition as well. Transitions are used to show the passage of time "Just a few more months." Consistently uses correct punctuation. The complexity of the language forgives minor errors in punctuation. Consistently uses capitalization appropriately.
4	<p>Spelling</p> <ul style="list-style-type: none"> Consistently uses correct spelling. As the piece is error free and includes some complex spelling. For example, "emptiness, commissioning, embodied."

Additional Information:

- Scorers noted that the narrative is focused on an appropriate amount of time, and you want to read more, despite the fact that the ending is strong.

Next instructional steps:

- improvements to organization (formatting) would improve the clarity for the reader.

Grade 9 Level 4: *Enriched Understanding* – Exemplar A

Sample of Student Work

AI, a disaster and blessing all in one.

Artificial intelligence has ushered and dawned a new era of efficiency, innovation, and captivating creativity across the globe. However, as AI and its new forming technology continues to advance, it may be more of a curse than a tool. In our world as of right now, AI is flourishing, and getting new attention every day. But what will happen if that attention destroys the human race? Not only does it have potential to disrupt traditional employment opportunities and patterns, but it could also affect the amount of creative opportunities we are given today. AI has a dual edge nature, which could both jeopardize jobs, and limit our creative expression.

The rapid evolution of AI and its technologies poses a significant threat to certain job sectors, as well as aspects, particularly those that involve repetitive tasks, creative thinking, and decision-making processes. AI and some machines have already begun to replace human labour in the highly economic industries such as manufacturing, retail, and transportation. Additions to these won't take long to make. As AI systems become more and more complicated, as well as sophisticated over the years, the amount and variety of tasks they will be able to perform will expand, potentially leading to widespread unemployment, and increased poverty rates. Is that something that we really want?

The rise of AI algorithms such as Chat-GPT could also render many white-collar jobs, as decision-making is crucial in an environment like someone in that field. Jobs in the field such as writing, finance, law, and medicine, may face displacement as AI systems can demonstrate their speed, accuracy, and superiority. While AI promises to streamline operation, and actually 'increase' productivity, its implementation may be doing us more harm, than good. Maybe no good at all. With economic disruption, our world could succumb and rupture into chaos.

In addition to its high impact with employment rates, AI can also present challenges in the creative industry and endeavours. While some AI tools can aid artists, musicians, and writers in producing content and generating ideas, there is still immense concern that reliance on AI may stop originality and diversity in creative expression.

Sample of Student Work

AI algorithms are programmed based on existing data and patterns, meaning that it can influence whatever is put out. In the realm of art, AI-generated work may lack depth, meaning, and emotional feelings. Human creators undeniably bring uniqueness to their craft, something that AI cannot do. Along with this, it lacks the soul and creativity that could resonate with an audience (of humans). As AI becomes integrated into our artistic aspect of life, it will become standardized, and lack individuality.

To add to this, the reliance of AI-generated content could diminish the opportunities for human artists and creators, as AI-generated works may fill the market, making it extremely difficult for human creators compete. This can also have profound implications with cultural landscape. Diverse perspectives and voices are needed for true work. While AI holds immense potential for success, and even being able to revolutionize industries, its proliferation poses great risk to everything around it. Technology should only be enhancements rather than something that under-mines human flourish-ment.

Grade 9 Level 4: *Enriched Understanding Exemplar A* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p>Content</p> <ul style="list-style-type: none"> Effectively creates a text that thoroughly or creatively explores a common theme/topic. For example, the common theme is unified throughout based on the thesis statement. Effectively incorporates structure and is appropriate in the balance of research and own ideas. For example, “The rise of AI algorithms such as Chat-GPT could also render many white-collar jobs, as decision-making is crucial in an environment...”
4	<p>Audience & Purpose</p> <ul style="list-style-type: none"> Effectively develops content appropriate to purpose, audience, situation and selects content to accomplish purpose and appeal to the audience. For example, the purpose was to persuade the audience and the writer uses academic discourse to accomplish the purpose.
4	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Effectively experiments with language and particular forms to communicate themes and various perspectives. For example, “With economic disruption, our world could succumb and rupture into chaos” and “revolutionize industries.” Purposefully selects specific vocabulary to enhance the purpose/message to the audience. For example, “diminish, undeniably, proliferation.”
4	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Effectively develops coherence by relating key ideas to the overall purpose of the text. Effectively organizes key ideas into sentences and paragraphs to demonstrate unity and coherence. Purposefully selects information that provides effective support or unique perspectives. For example, the examples used as evidence are specific.
4	<p>Conventions</p> <ul style="list-style-type: none"> Consistently uses grammar to provide clear structure for the building of sentences and paragraphs. For example, transitions are lacking, but varied sentence structure is present. Consistently uses correct punctuation and capitalization. There are errors but the proportion of error to length and complexity of response must be considered.
4	<p>Spelling</p> <ul style="list-style-type: none"> Consistently uses correct spelling including multisyllabic words throughout.

Instructional Next Steps:

- Consider combining paragraph 4 and 5

Grade 9 Level 3: Meeting – Exemplar B

Sample of Student Work

Title: To create is to destroy

The Bloodbots were created for war. Tubes and machinery, designed to shoot bullets, not paint. Scissor-like hands, created to cut flesh, not paper. Special metal, built to resist bullets and nuclear explosions, but destroyed by something as simple as paint. Blot didn't care about that though. The robot's dimly lit storage unit was filled with canvases and bottles of paint. Paint splattered the faded curtains and his metal bed frame. Hundreds of paintings were stacked along the walls, depicting various people. All the portraits of subjects who were no longer living, made to commemorate the dead and diseased. All of the subjects discovered by Blot during outdoor training, half rotted away. Hundreds of them tainted the barren landscape outside of the Training Center, designed to propagate young robots for killing the few survivors left. The robots were created for war, but it backfired on the creators. Soon, they made their own cities and armies. They killed every living thing they found. None of the people were supposed to matter to the robots. Robots weren't supposed to have feelings. But Blot cared. Because if Blot didn't paint them, they would be lost forever to the nuclear wasteland that the world had become. The other robots teased him mercilessly for it, just like they taunted him every time he came to training with new holes dotting his metal covering. He tried not to spill on himself, but the paint liquidly fell faster than he could react. "Why not just stop?" his family would ask. But they didn't understand. His time was nearing. For once the Bloodbots sent out their last wave of young robots, their mission would be finished and they would self-detonate. There would be no one left to fight anymore, so they would have no purpose. Blot was to be part of the last wave, and once he was gone, there would be nobody to paint the lost. So, here he sat in his storage unit, desperately trying to finish his last piece of art before his time ran out. He was so close to finishing. All of a sudden, an alarm rang out, piercing his antennas. He wasn't fast enough. He dropped the paint tube he was currently holding. It hit the

ground and exploded, coating his metal covering. It didn't matter anyway. In a few days, he would self-detonate anyway. It was time for the Last Wave. As he left his home, his workshop, for the last time, he looked around longingly. He felt a strong urge to rebel, to stay and continue to create. But he swung the door shut and left. Afterall, they were not made to create. They were made to destroy.

Grade 9 Level 3: Meeting Exemplar B – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Content</p> <ul style="list-style-type: none"> Adequately creates a text that thoroughly or creatively explores a common theme/topic. For example, the piece was focused and follows a common theme all the way through. Content reflected the title of the piece. Adequately incorporates story structure and characters, points of view and own ideas when appropriate. For example, includes a clear beginning, middle, end, strongly developed character and setting.
3	<p>Audience</p> <ul style="list-style-type: none"> Develops content appropriate to the purpose, audience, situation and selects content to accomplish a purpose and appeal to the audience. For example, the piece is suitable to the audience – it’s written with a clear purpose.
4	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Effectively experiments with language and particular forms to communicate themes and various perspectives. For example, “Scissor-like hands, created to cut flesh, not paper,” and “An alarm rang out, piercing his antennas,” “paint splattered and faded curtains and his metal bed frame.” Purposefully selects specific vocabulary to enhance the purpose/message to the audience. For example, “teased him mercilessly,” “nuclear wasteland,” “tainted the barren landscape.”
3	<p>Research Processes & Organization</p> <ul style="list-style-type: none"> Appropriately develops coherence by related key ideas to the overall purpose of text. (3) Simply organizes key ideas into sentences and paragraphs to demonstrate unity and coherence. (2) Thoughtfully selects information that provides support and unique perspective. (3)
3	<p>Conventions</p> <ul style="list-style-type: none"> Frequently uses grammar to provide structure for the building of sentences and paragraphs. For example, transitions are present such as, “afterall, all of a sudden, but, because.” Building of sentences using coordination, subordination, and apposition could use more variety. For example, writer uses introductory clauses followed by commas frequently, but subordination and apposition are not present.
4	<p>Spelling</p> <ul style="list-style-type: none"> Consistently uses correct spelling. For example, “commemorate, self-detonate, mercilessly.”

Additional Information:

- In the planning document, student indicated their audience was “artists of all ages.”
- Scorers noted that pronoun usage was inconsistent throughout

Instructional next steps:

- Further develop and incorporate more dialogue to further develop character(s)
- Organization of ideas and supporting details needs paragraph structure

Grade 9 Level 3: Meeting – Exemplar C

I Am Just... "Determined"

A robot.

That's how I feel sometimes.

I call it determination though,

because just the thought of being a robot is sad and even depressing.

I work and work and work

never taking a break,

pushing myself to my limits.

"Determination".

That's what everyone calls it at least but,

to me it's more like being a robot.

Sad.

Depressing.

"Hard work always pays off" they say

but all I see is never ending nights of hard work for a strand of validation.

I feel like a robot.

Sad and miserable.

But maybe,

as everyone says,

I am just,

determined.

Grade 9 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Content</p> <ul style="list-style-type: none"> Adequately creates a text that thoroughly or creatively explores a common theme/topic. For example, the topic is explored adequately with a point of view.
4	<p>Audience & Purpose</p> <ul style="list-style-type: none"> Effectively develops content appropriate to purpose, audience, situation and selects content to accomplish purpose and appeal to the audience. For a short poem, it has a strong impact on the audience.
3	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Adequately experiments with language and particular forms to communicate themes and various perspectives. For example, "...never ending nights of hard work for a strand of validation" and "I work and work and work" and "Sad. Depressing." Evidence of enjambment and line stops but inconsistent throughout.
3	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Thoughtfully develops coherence by relating key ideas to the overall purpose of the text. For example, the unity through the use of "determined" in the title, throughout, and the ending. Adequately organizes key ideas into sentences and paragraphs to demonstrate unity and coherence. For example, the form isn't purposeful. Feels like a stream of consciousness. There are moments where it is purposeful but falters. Thoughtfully selects information that provides effective support or unique perspectives.
3	<p>Conventions</p> <ul style="list-style-type: none"> Frequently uses grammar to provide clear structure for the building of sentences and paragraphs Thoughtfully uses correct punctuation and capitalization
3	<p>Spelling</p> <ul style="list-style-type: none"> Often uses correct spelling. There's an absence of multisyllabic words.

Additional Information:

- Scorers were split (3/4) in Audience & Purpose. Consensus was reached on awarding a 4 overall in this category.

Instructional Next Steps:

- Would benefit from specific word choice
- Would benefit from experimenting with figurative language, especially imagery

Grade 9 Level 3: Meeting Exemplar D – Evidence of Graded Criteria

Metal, brassy and rusted
Sat, alone, outside in the rain
Carried away its old purpose
To a nearby drain

Without a purpose, without a home
Towns children would just throw stones
Tearing at this robot
Leaving it bear

Till it caught a glimpse
Of a light so bright that all would stare
She cleared the rain before her
With every step she took

Her lips a light bright red,
Her hair a golden yellow
gleamed brighter than the sun,
Her green eyes who complimented
Her pinky yellow dress and beckoned
Wide eyes and a jaw drop from everyone

Scrap metal shouldn't have been able to feel
The pounding in its chest
"I'm not supposed to be real."

Because scrap metal doesn't have a brain
It thought with its newfound heart

Made of valentines day candy wrapper
A baby had dropped while playing in the dark

So pure and new and so filled with love
Scrap metal wanted to show the lady that
It was the one

For her with a love-hug
All the ugly scrap metal got was a shove

Discarded by the one it loved most
A cycle that would persist like
Scrap metals love for lady

Scrap metal decided to try a new way
Into lady's real and beating heart

"She's colorful"
The scrap metal had thought
"She likes color"

With its candy wrapper heart
It came up with the idea to
Use the used trash-paint

To paint lady a colorful demonstration
Of its love for her

Scrap metal tried to think
And it thought
but nothing thought up
And a bubble bubbled up in its
candy wrapper heart and screamed
"STOP."

Its candy wrapper heart could only love
And only love alone
Not paint or think logically
Not be creative
Love, only love
And only love lady.
Maybe.

Its candy wrapper heart thought up a new demonstration
Of scrap metals love
Still with colorful used trash-paint

Scrap metal followed lady to the towns square
With a paints in tow
Little drizzles of it trailing behind

Light bright red,
golden yellow and brighter than the sun,
And a green who complimented a pinky yellow
Used trash-paint color buckets.

Scrap metal mustered up all its strength in it
Candy wrapper heart

And threw all the used trash-paints
Upon lady

The paints were too thick
And knocked her to the ground
Her lungs filled with colorful trash paints
And spread all around

Ladys real heart came to a stop
And the candy wrapper

Grade 9 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p>Content</p> <ul style="list-style-type: none"> Adequately creates a text that thoroughly or creatively explores a common theme/topic. For example, the relationship of the two characters is explored is not simplistic but feels incompletely thought out. Adequately incorporates story structure, characters, point of view and own ideas.
2	<p>Audience & Purpose</p> <ul style="list-style-type: none"> Adequately develops content appropriate to purpose, audience, situation and selects content to accomplish purpose and appeal to the audience. For example, content is clearly developed at times but the coherence falters.
3	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Adequately experiments with language and particular forms to communicate themes and various perspectives. For example, “the candy wrapper heart,” and “...a bubble bubbled up...” and “light bright” and “little drizzles of it trailing behind.”
2	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Partially develops coherence by relating key ideas to the overall purpose of the text. Simplistically organizes key ideas into sentences and paragraphs to demonstrate unity and coherence. For example, the scorers felt that the stanzas were not intentionally organized. Adequately selects information that provides effective support or unique perspectives. For example, the relationship is explored through the description of the lady. First three stanzas establish the initial incident and the character development.
2	<p>Conventions</p> <ul style="list-style-type: none"> Sometimes uses grammar to provide clear structure for the building of sentences and paragraphs. Sometimes uses correct punctuation and capitalization. Lacks consistency, especially in character names/proper nouns.
3	<p>Spelling</p> <ul style="list-style-type: none"> Often uses correct spelling.

Additional Information:

- Scorers were split between a 2 and a 3 for audience and purpose. It wasn't simplistic but not quite adequate. Consensus was reached on awarding a 2 overall in this category.

Instructional Next Steps:

- Editing and revision for clarity through peer editing or whisper reading
- Less is more – succinctness in poetic content development

Grade 9: Level 2 Approaching – Exemplar E

Sample of Student Work

Title: Should art made by a robot be considered art?

Art made by robots should not be considered art because art is made by emotions and moods. Robots can't truly have emotions, they can be programmed to show it but they don't actually have them. It means more for someone to actually make art rather than a robot that was programmed for that purpose.

Humans can show and feel all of the emotions, rather than robots that can only show them. If you connect with an art piece you can connect with the artist, but you can't connect with a robot because it doesn't have the same feelings a human does. It's different connecting with an actual human who has the same emotions as you than with a robot that was made to mirror those same emotions. Robots can mimic what humans do but humans can also mimic as well as creating new ideas.

Art can be used as some peoples escape from the stress that they have in life and they actually need to think about the time and money that they use on art whereas robots would be only programmed to make art so it loses its connection with other artists. Robots are made to rarely make mistakes and when a human makes a mistake to an art piece it can add to the character of the art. If a piece of art is perfect, then it will be less relatable for other artists. Robotic art will lack the human qualities that make art, art.

Should art made by a robot be considered art? No, robotic art doesn't have the same emotions and moods of human art. Robots may show emotions, but they can't truly have them. Human art has more characteristics that actually make it art.

Grade 9 Level 2 Approaching Exemplar E– Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p>Content</p> <ul style="list-style-type: none"> • Simplistically creates a text that creatively or thoroughly explores a common theme/topic. For example, student uses a rhetorical question and provided an answer. • Partially incorporates point(s)of view, argument, and own ideas when appropriate. The argument is repetitive and simplistic rather than convincing.
2	<p>Audience & Purpose</p> <ul style="list-style-type: none"> • Simplistically develops content appropriate to purpose, audience, situation, and selects content to accomplish. The writing is repetitive which lacks audience appeal.
2	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> • Simplistically experiments with language and particular forms to communicate themes and various perspectives. For example, use of figurative language is lacking and lacks deeper exploration. • Vocabulary choices were simplistic and repetitive.
3	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> • Appropriately develops coherence by relating key ideas to the overall purpose of the text. • Adequately organizes key ideas into sentences and paragraphs to demonstrate unity and coherence. For example, it is well organized with a clear essay structure supported by topic sentences. • Partially selects information that provide effective support, convincing argument, or unique perspective. For example, the writing didn't convince the reader because it was lacking examples and supporting evidence.
3	<p>Conventions</p> <ul style="list-style-type: none"> • Frequently uses grammar, correct punctuation, and capitalization. Some variation of sentence structure is present.
3	<p>Spelling</p> <ul style="list-style-type: none"> • Often uses correct spelling. While the piece was essentially error free in regard to spelling, it was noted that there was a lack of complex spelling leading to a 3 instead of a 4.

Additional Information

- The piece has been awarded a 2 overall as the content, audience/purpose and organization are approaching grade level. The justification for an overall score of 2 is that content and organization are crucial to the development and cohesion of the overall piece of writing and these elements are lacking.

Instructional Next Steps:

- Would benefit from quotes and/or examples to strengthen and support the argument

Grade 9: Level 1 Not Yet Meeting – Exemplar F

Sample of Student Work

I think this photo represents ai/robots and how in the future they will play apart of it as in the picture the robot is painting and i think its showing that robots/ai could do some jobs in the future as this robot in the picture is paint so if a robot can paint i think they could do lots of jobs and possibly take over that job meaning that humans would not have to do that job anymore as robots can do it and i've seen stuff on internet saying that ai is gonna be the future changing the world around us and robots taking over jobs completely changing the work industry retiring people and taking away their jobs and then how would people make money to support their families and pay bills and all stuff if robots are taking away these jobs and being a big part of the future -

Grade 9 Level 1: Not Yet Meeting Exemplar F – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
1	<p>Content</p> <ul style="list-style-type: none"> Simplistically creates a text that explores a common topic and theme (2) Incompletely incorporates a convincing argument despite having a topic sentence that is simplistic.
1	<p>Audience & Purpose</p> <ul style="list-style-type: none"> Incompletely develops and selects content to accomplish purpose and persuade/appeal to the audience.
2	<p>Word Choice & Expressive Language</p> <ul style="list-style-type: none"> Does not yet experiment with language and particular forms to communicate themes and various perspectives. Selects simplistic and/or repetitive vocabulary to communicate the purpose/message to the audience. For example, “stuff, I think, robot, taking over jobs/taking away these jobs/their jobs.”
1	<p>Organization & Research Processes</p> <ul style="list-style-type: none"> Does not yet develop coherence by relating key ideas to the overall purpose of the text. Does not yet organize ideas into sentences and paragraphs to demonstrate unity and coherence. The writing does not yet organize using paragraphs and sentences. Piece presents as a stream of consciousness. Does not yet select information that provides support or a convincing argument. Lacking an explanation of ideas.
1	<p>Conventions</p> <ul style="list-style-type: none"> Does not yet use grammar to provide structure for the building of sentences and paragraphs. Does not yet use punctuation and capitalization.
2	<p>Spelling</p> <ul style="list-style-type: none"> Sometimes uses correct spelling. The piece is error free with the exception of the use of “ai.” Multisyllable words are simplistic. The use of “gonna” instead of “going to” detracts from the purpose and audience.

Additional Information:

- Word choice & expressive language – scorers were split in the two outcomes in this category awarding a 2 for selecting vocabulary and awarding a 1 in experimenting with language.

Instructional next steps:

- During the 15 minutes of planning time, consider supporting the student with a template.
- Could become an essay if there was more thought and development in the supporting details. A pros and cons essay could develop.
- Would benefit from a checklist to attend to matters of correctness.