



Grade 12 English Language Arts Standards Test

Information Bulletin

2010/2011



GRADE 12
ENGLISH LANGUAGE ARTS
STANDARDS TEST

Information Bulletin

Manitoba Education Cataloguing in Publication Data

Grade 12 english language arts standards test:
information bulletin [electronic version]

ISBN-13: 978-0-7711-4902-3

1. Language arts (Secondary)—ability testing.
 2. Language arts (Secondary)—Manitoba—Ability testing.
 3. Language arts (Secondary)—Examinations, questions, etc.
 4. Educational tests and measurements—Manitoba.
- I. Manitoba. Manitoba Education.
428.00076

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Manitoba Education
School Programs Division
Winnipeg, Manitoba, Canada

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<www.edu.gov.mb.ca/k12/assess/archives/index.html>.

Websites are subject to change without notice.

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INTRODUCTION

Purpose of Document

Grade 12 English Language Arts Standards Test: Information Bulletin provides an overview of the testing procedures, dates, and features of the Grade 12 English Language Arts Standards Test that will be administered during the 2011/2012 school year. This document was produced by Manitoba Education for the use of school personnel (teachers and administrators) as they prepare themselves and students for upcoming provincial testing, and as they communicate with parents about the standards test.

The *Information Bulletin* is one of a three-part series of documents:

- *Policies and Procedures for Standards Tests*
- **Grade 12 English Language Arts Standards Test: Information Bulletin**
- *Grade 12 English Language Arts Standards Test: Administration Manual*

Please use the *Information Bulletin* in conjunction with the other documents in the series to gain a full understanding of the procedures associated with the administration of the Department's testing program.

The print versions of the *Information Bulletin* and the other documents in the series are distributed to schools and school divisions. The documents are also available on the Manitoba Education website at <www.edu.gov.mb.ca/k12/assess/publications.html>.

Document Content

This *Information Bulletin* contains the following sections:

- **Grade 12 English Language Arts Standards Test** provides a general description of the upcoming standards test, describes the test design, identifies its components and sequence, and outlines the test administration schedule for each semester.
- **Procedures for Standards Test Administration** provides information about the distribution of test materials and administration materials, use of classroom resources during the test sessions, test adaptations, consequences of cheating on a test, and policies for missing a standards test.

- **Procedures for Processing Standards Test Results** describes the procedures for marking standards tests and outlines the process of reporting, using, and interpreting standards test results.
- **Scoring Rubrics for the Writing Task** provides resources for assessing student performance on the writing tasks included on the Grade 12 English Language Arts Standards Test.
- **References** cites a list of departmental publications referred to in this document.

Inquiries

If you have any questions about the content of this *Information Bulletin*, please contact the following consultant at the Department.

English Language Arts

Heather Lytwyn, Assessment Consultant

Telephone: 204-945-6044

Toll-Free: 1-800-282-8069, ext. 6044

Email: heather.lytwyn@gov.mb.ca

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS TEST

As outlined in *Policies and Procedures for Standards Tests*, the Grade 12 English Language Arts Standards Test is a provincial requirement for students completing one of the following Grade 12 English language arts courses:

- Comprehensive Focus
- Literary Focus
- Transactional Focus

For students enrolled in more than one of these courses, the standards test applies to only one course.

Students enrolled in Français and French Immersion Programs may choose to write the Grade 12 English Language Arts Standards Test in addition to the required tests for these Programs.

General Test Description

The Grade 12 English Language Arts Standards Test is a provincially mandated test administered toward the end of each school year or semester. Developed by Manitoba Grade 12 English language arts teachers in collaboration with departmental consultants, the standards test is designed to be as curriculum-congruent as possible within the parameters of large-scale testing. The standards test serves as a summative assessment of student learning relative to the current Grade 12 English language arts curriculum.

A total of six hours is allotted for the test over a four-day period. The first-day session is three hours long and subsequent sessions on the three following days are each one hour long. **With the exception of students for whom adaptations are approved, no extra time is allowed.**

Test Design

The test design reflects the fact that students writing the test may be enrolled in the Comprehensive, Literary, and/or Transactional courses. To ensure fairness, students read and view texts with a variety of pragmatic and aesthetic purposes. In addition, students make decisions about their written text, such as selecting or adapting their writing form from a range of literary and transactional forms.

Student responses on the test are assessed according to how they compare to standards that identify the knowledge, skills and strategies, and attitudes common to the three English language arts curricula. The standards are outlined in *Grade 12 English Language Arts: Common Standards*.

For a copy of *Grade 12 English Language Arts: Common Standards*, please

- visit the Department’s website at <www.edu.gov.mb.ca/k12/assess/infobulls/index.html>
- contact Gail Miko, Administrative Officer
Telephone: 204-945-5669
Toll-Free: 1-800-282-8069, ext. 5669

The test design reflects Manitoba’s outcomes-based English language arts curriculum. The standards test addresses the student learning outcomes that can be assessed through large-scale testing. Other student learning outcomes are incorporated, however, through processes associated with the test activities (e.g., exploring the topic, group discussion, revising and editing). Those student learning outcomes that cannot be assessed through province-wide standards tests are more appropriately assessed through classroom assessment. The standards test complements classroom-based assessment.

The following table provides an approximate mark allocation in relation to the five general learning outcomes. These percentages are based on the determination of the specific learning outcomes that can be assessed in a valid and reliable manner through large-scale testing.

Approximate Percentage by General Learning Outcome	
General Learning Outcome (GLO)	Approximate Percentage
GLO 1: Explore thoughts, ideas, feelings, and experiences.	10–20%
GLO 2: Comprehend and respond personally and critically to oral, literary, and media texts.	20–30%
GLO 3: Manage ideas and information.	5–15%
GLO 4: Enhance the clarity and artistry of communication.	40–50%
GLO 5: Celebrate and build community.	5–15%

The standards test includes open-response questions and an extended writing task. Each question and task on the test targets at least one specific learning outcome, but often a cluster of learning outcomes.

The test is process-based, and marks are allocated to both process and product. Process tasks, such as connecting ideas, reflecting, and explaining the writing variables, account for 15–20% of a student’s overall test score. Marks are assigned for work completed throughout the four days of the test.

Test Components and Sequence

The Grade 12 English Language Arts Standards Test has two components, each presented in a separate booklet:

- *Grade 12 English Language Arts Standards Test: Process Booklet* presents a variety of written and visual texts on a given topic, along with a sequence of test activities. Students have access to this booklet throughout the four-day test, and they are encouraged to highlight and take notes as they progress.
- *Grade 12 English Language Arts Standards Test: Responding to Text* presents six questions that require students to respond to the texts presented in the *Process Booklet*, including an extended written response. In this extended response, students have a choice of pragmatic or aesthetic texts upon which to base their response. Students receive this booklet for the first test session only.

Students write the standards test over a four-day period, as outlined below. The phases of learning—activating, acquiring, and applying—are the basis of the test sequence. All tasks on the test are integrated and purposeful.

- **Day 1: Activating and Acquiring (3 hours)**
 - Students will begin the test by activating their thoughts through group discussion. For the first 20 minutes they will scan and discuss the topic, titles, quotations, visuals, and other texts. (See page 6 for a sample of what the instructions for the group work might look like.)
 - After the group discussion, students will receive their responding to text questions which they will now have while they read. At the end of the first session, students have an opportunity to preview connecting ideas and the writing task.
- **Day 2: Applying (1 hour)**

On the second day, students respond to connecting ideas, plan their written text and writing variables (central idea, form, purpose, audience, and context), and outline and begin to draft their written text.
- **Day 3: Applying and Reflecting (1 hour)**

On the third day, students revise, edit, and begin the final copy of their written text and reflect on the test process.
- **Day 4: Applying (1 hour)**
 - On the last day of the test, students explain their writing variables, complete the final copy, and proofread their written text.

The Writing Variables

The identification of writing variables is an important and necessary step in planning a written text (Day 2), but it is recognized that changes are often made to the variables as the draft evolves. Therefore, marks are allocated to the exercise on Day 4, when students explain the writing variables.

Students do not need to make connections among all writing variables. They should, however, make several connections that are clear, logical, and specific. Note that **no marks** are allocated to the identification of the writing variables; **five marks** are allocated to the explanation of specific connections among the writing variables.

The final section of this document provides additional information about the task of explaining writing variables and the scoring rubric used to assess student responses. The copy of the writing task, the blank form, and the scoring rubric provided at the end of this document can be applied to term work, as well as help classes prepare for the provincial standards test.

During regular writing assignments, classroom teachers might help students prepare by asking them to explain specific connections among the writing variables. Questions that might prompt such connections could include the following:

- In what ways do the age, ability, and experience of the audience affect the choice of form?
- What aspects of context (when and where the text will be experienced by the audience) make it relevant and timely for the audience?
- How might the audience react to the central idea—would they be in favour of, neutral about, or opposed to this idea?

Schedule for Test Administration

The Grade 12 English Language Arts Standards Test for the 2011/2012 school year must be written on the following scheduled dates:

- January 10 to 13, 2012, for Semester 1
- June 4 to June 7, 2012, for Semester 2

Any makeup sessions should be scheduled within this timeframe. Any makeup sessions that occur outside this timeframe will disqualify the test from being recognized as a standards test, and the student's mark will be school-based.

**Administration Schedule for
Grade 12 English Language Arts Standards Test**

Test
Components

Day 1

Exploring the Topic

- Activating Your Thoughts through Group Discussion (20 minutes)

Reading and Responding to Text

Previewing Connecting Ideas and the Writing Task

Total Time

3 hours plus 20 minutes
for administration
procedures

Day 2

Connecting Ideas

Planning and Developing Your Text

- Planning Your Content
- Planning Your Writing Variables
- Drafting

Total Time

1 hour

Day 3

Developing Your Text

- Revising and Editing

Reflecting

Total Time

1 hour

Day 4

Explaining Your Writing Variables

Writing the Final Copy and Proofreading

Total Time

1 hour

PROCEDURES FOR STANDARDS TEST ADMINISTRATION

Test administration procedures are designed to ensure fair assessment practices and parallel testing conditions in all schools throughout Manitoba.

Distribution of Test Materials and *Administration Manual*

Approximately one month prior to the standards test administration, the *Grade 12 English Language Arts Standards Test: Administration Manual* is sent to schools to familiarize teachers and administrators with the specific test procedures and requirements.

Standards test materials are mailed to school divisions approximately two weeks prior to the test dates. Once test materials are in the school, the school principal will be responsible for ensuring that they are kept secure until test administration and are only accessed by authorized personnel.

All shrink-wrapped student booklets are **not** to be opened until the day of the test.

To ensure that the standards test results are reliable and valid, test booklets must be distributed, administered, and marked strictly according to the procedures prescribed in the *Administration Manual*.

Use of Classroom Resources during Test Sessions

During the test, students will need the following supplies:

- a blue or black ink pen
- an HB pencil
- an eraser
- a highlighter pen

During all four sessions of the test, students may use the following resources:

- an English or bilingual dictionary
- a thesaurus
- a grammar handbook

Computers or electronic devices of any kind are **not** to be used unless approved as an adaptation.

Adaptation of Standards Test

Adaptations of standards tests are available for students with exceptional needs (e.g., Braille versions of tests, the use of a scribe). More detailed information about adaptations is provided in the *Policies and Procedures for Standards Tests*. When an adaptation affects how a test is scored, detailed instructions are provided with the letter of approval and with the marking materials sent to schools for local marking.

Consequences of Cheating on Standards Test

The Overview of the students' *Process Booklet* explains the consequences of cheating on a standards test. Students are reminded that cheating will result in a **test score of zero**. This includes removing any test materials from the room, bringing outside notes to the test, or plagiarizing. Plagiarism is defined as the presentation of someone's ideas or writings as one's own.

Policies for Missing Standards Test

Policies on student absenteeism during the standards test, late arrivals, and other circumstances for missing a standards test are provided in *Policies and Procedures for Standards Tests*. Detailed instructions regarding the marking and reporting of standards test results for students who miss part of a standards test are provided in the *Administration Manual* and in the marking materials sent to schools for local marking.

PROCEDURES FOR PROCESSING STANDARDS TEST RESULTS

Marking Standards Tests

Grade 12 English Language Arts Standards Tests are marked locally. Training sessions related to the marking and reporting of results will be made available to teachers by Manitoba Education.

The training focuses on how to mark the tests using scoring rubrics, sample student responses (exemplars), and rationales. Local marking coordinators are encouraged to carry out similar training sessions locally so that all markers become familiar with the format and use of the scoring rubrics and exemplars prior to local marking. Local marking training sessions will take place Monday, January 16, 2012, following the Semester 1 standards test, and Friday, June 8, 2012, following the Semester 2 standards test.

A complete marking package containing the scoring rubrics, exemplars, and rationales required to mark students' tests is provided for teachers at the local marking training session. Upon request by a jurisdiction, the marking package can be mailed to a designated location. Scoring rubrics for the writing task are also included in the final section of this document.

Approximately two weeks after the test administration dates, schools will be required to send randomly selected student test booklets and all marker sheets to the Instruction, Curriculum and Assessment Branch. These tests are marked centrally using the double-marking system established by the Department. For the purpose of providing feedback on the local marking process, the Department will produce a report for each jurisdiction based on the results of the central marking of a sample of tests and the results of the local marking. The report is available only to the individual jurisdiction.

Reporting Standards Test Results

Results on the Grade 12 English Language Arts Standards Test count for 30% of a student's final mark in one course.

Schools will report test marks to students immediately following the local marking. Schools are responsible for reporting the standards test marks separately from the marks awarded to students for other school work. Schools may also provide additional information to students and parents through various ways, such as portfolios.

Using and Interpreting Standards Test Results

Grade 12 English language arts teachers use standards test results, along with other information about student learning, to identify specific strengths and weaknesses in student performance.

Teachers are encouraged to plan instruction for the coming year based on pertinent information drawn from the standards test results and from other assessments of student performance. As well, school jurisdictions share the detailed results with parents.

It is understood that performance on the standards test reflects students' cumulative growth and achievement as a result of English language arts instruction from previous years, not only from instruction in Grade 12. Principals should ensure that information from standards tests is shared with other staff members so that all staff may be involved in aligning school programming to meet student needs.

Plans should be made to share information from standards tests with Advisory Councils for School Leadership and other parent council structures so that plans to improve student learning opportunities may be discussed. School administrators and classroom teachers are encouraged to develop strategies for involving parents and the community in helping students to meet the provincial standards and in supporting school programming.

SCORING RUBRICS FOR THE WRITING TASK

Resources for Classroom Teachers

The following pages contain a variety of materials from a previously administered Grade 12 English Language Arts Standards Test:

- Previewing the Writing Task (a copy of the actual writing task from the standards test)
- Form for Explaining Your Writing Variables (a blank form for explaining connections among the writing variables)
- Scoring Rubric for Explaining Your Writing Variables (a tool for assessing the student's explanation)
- Exemplar of Explaining Your Writing Variables (a sample of a student response)
- Rationale for Assessment of Exemplar (a rationale for the assessment of the student response)
- Scoring Rubrics for the Writing Task (additional tools for assessing various aspects of the writing task)

Teachers may use these materials in a variety of classroom assignments. The copy of the writing task, the blank form, and the scoring rubrics can be applied to term work, as well as help classes prepare for the provincial standards test.

Background

Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards identifies the 56 specific learning outcomes for each of the Grade 12 English language arts courses (Comprehensive, Literary, and Transactional). In the *Framework*, the 56 learning outcomes are identified for each course individually and are given in the context of the learning outcomes for the preceding grades (Grades 8, 9, 10, and 11). A learning outcome reflects the knowledge, skills and strategies, and attitudes that the student is expected to demonstrate by the end of a course. The learning outcomes are achieved on a continuum from Kindergarten to Grade 12, with a gradual increase in expectations.

In *Senior 4 English Language Arts: A Foundation for Implementation* the corresponding learning outcomes for all three courses are listed together, accompanied by suggestions for instruction and assessment. Each learning outcome fits the emphasis of the individual course, and the differences can be seen in the following example.

Specific Learning Outcome 2.3.1: Forms and Genres

Comprehensive Focus: Evaluate the effect of forms and genres on content and purpose.

Literary Focus: Evaluate the effect of forms and genres [such as dramatic monologues, docudramas...] on content and purpose.

Transactional Focus: Evaluate the effect of forms and genres [such as formal research reports, lectures, news magazines, billboard campaigns...] on content and purpose [such as to explain, promote action...].

The learning outcomes and standards from all three courses are combined in *Grade 12 English Language Arts: Common Standards*. The common standards were developed to create scoring rubrics for a standards test that could be used for each of the three courses. The scoring rubrics, outlined in *Grade 12 English Language Arts Standards Test: Scoring Rubrics*, are developed with each test.

Purpose of the Scoring Rubrics

The scoring rubrics identify the specific learning outcome(s) and standard(s) being assessed in a given task or question on the provincial standards test and provide descriptors/indicators for a range of student performance levels: At Level, Above Level, Below Level, and Out of Range. The *possible characteristics* suggested in the rubrics for each test question are intended to assist markers by clarifying what an answer *might* look like. The possible characteristics are not exhaustive; other ways of responding must be considered to determine whether the student has addressed the learning outcome.

Although the provincial assessment addresses as many of the 56 specific learning outcomes as possible, some outcomes can, by their nature, best be addressed in classroom assessment. For example, some of the learning outcomes require extensive research and inquiry, or require the student to make a presentation. The standards test does not attempt to address all aspects of the course, and therefore represents only 30% of the student's final mark, with the other 70% representing classroom assessment.

The provincial standards test is, however, also a tool to aid teachers with their classroom assessment. Some of the learning outcomes are clustered in the scoring rubrics, which mirrors classroom practice.

The materials on the following pages will be used on the standards tests and can be used by classroom teachers in a variety of classroom assignments. By having each student explain the writing variables for the writing task, the student has an opportunity to produce authentic writing and to demonstrate

- a clear understanding of how purposeful writing takes into consideration the connections among central idea, form, purpose, audience, and context
- metacognitive skills (for example, knowing which form is the best for the purpose and for individual writing abilities)
- an ability to communicate and support a central idea clearly and effectively
- organizational techniques
- effective use of language
- capable control of the conventions of written language

Previewing the Writing Task

Day 1

Previewing the Writing Task

Develop an original written text using an idea about the topic _____ that you consider to be interesting and meaningful.

Determine your writing variables:

- the central idea
- the form
- the purpose
- the public audience
- the context (the situation in which your audience will hear, view, or read your text)

Some forms to consider:

- article (e.g., magazine, newspaper, journal)
- column
- editorial
- essay
- eulogy
- memoir
- monologue
- proposal
- script (e.g., radio, screen, stage)
- short story
- speech
- other

In making your selection, be aware that you will have time over the next three days to develop and revise your text, and to write your final copy.

Caution regarding cheating:

Cheating on any aspect of the test will result in a test score of zero. This includes removing any test materials from the room, bringing outside notes to the test, or plagiarizing. Plagiarism is defined as the presentation of someone's ideas or writings as one's own.

Scoring Rubric for Explaining Your Writing Variables

Explaining Your Writing Variables Identify the five writing variables you have chosen for your writing task.
 Explain specific connections among your writing variables.

Learning Outcome: 3.3.2 Record Information

Score:	Below Level		At Level		Above Level
	1	2	3	4	5
0	Records but demonstrates limited skill in synthesizing information, ideas, and perspectives for a particular purpose.	Records and synthesizes information, ideas, and perspectives for a particular purpose.	Records and synthesizes information, ideas, and perspectives for a particular purpose.	Records and demonstrates superior skill in synthesizing information, ideas, and perspectives for a particular purpose.	
Possible characteristics	<ul style="list-style-type: none"> Response provides a superficial/undeveloped explanation of the connections among the writing variables. e.g., – connections among writing variables are generalized/illogical/vague 	<ul style="list-style-type: none"> Response provides a clear and developed explanation of the connections among the writing variables. e.g., – connections among writing variables are logical and specific 	<ul style="list-style-type: none"> Response provides an insightful/thorough explanation of the connections among the writing variables. e.g., – connections among writing variables are perceptive/precise 		
<ul style="list-style-type: none"> Response provides no explanation of the connections among the writing variables. Response reveals lack of understanding of the task. 					

Notes to Marker:

- Students do not necessarily need to discuss all five writing variables.
- Emphasize the connections among the writing variables that the student has discussed.

Exemplar of Explaining Your Writing Variables

Exemplar #2 Aesthetic

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task on *Codes*.

Central Idea: Secrets can cause hardship.
Form: Short Story
Purpose: To show secrets may hurt; to entertain
Public Audience: All ages, both genders, all cultures - very general
Context: To be read in an anthology or literary journal.

Explain specific connections among your writing variables.

5 marks

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By writing in the form of a short story, the narrative becomes more personal to the reader and catches his or her attention. As the tale goes on, the reader sees clearly the cause for the main character's hardship and sees the setup for the climax. The purpose of the story is closely related to the central idea, since my goal is to make the central idea clear to people. I not only wish to tell a story, but to amuse the reader as he or she follows the main character through life.

The audience intended to read this is very generalized: all ages, all cultures, and both genders. This is because the content of the story is suitable for all ages. However, it is not likely that someone under the age of thirteen will care to read it, and since it would be read in an anthology or literary journal, it most likely applies best to high school students. High school students will also be able to identify best with the main character, making the story more real and bringing the central idea into sharper focus.

Rationale for Assessment of Exemplar

Explaining Your Writing Variables

Rationale:

Score: 5

- Response provides a precise explanation of the connection among the writing variables.
 - *“By writing in the form of a short story . . .”*
 - *“ . . . the reader sees clearly the cause for the main character’s hardship . . . ”*
 - *“The purpose of the story is. . . to tell a story, but to amuse the reader . . .”*
 - *“The audience . . . most likely applies best to high school students.”*
 - *“ . . . it would be read in an anthology or literary journal . . . ”*

Scoring Rubrics for the Writing Task

Writing Task: Ideas				
Focus for Assessment: Attend to ideas, not structure, in relation to the student's writing variables. Learning Outcome: 4.1.1 Generate Ideas				
Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5	
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are off topic. • Text and/or ideas are plagiarized. 	<p>Generates, evaluates, and selects ideas but with limited skill in focusing and clarifying a topic appropriate for audience, purpose, and context, or in expressing thoughts and feelings to create desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are generalized/superficial/undeveloped/vague for the identified audience and for achieving the stated purpose. • Thoughts and feelings are generalized/superficial/undeveloped/vague in creating an overall effect. • Generation of own ideas is limited. 	<p>Generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are clear, appropriate, and adequately developed for the identified audience and for achieving the stated purpose. • Thoughts and feelings are clear and appropriate, and are adequately developed and consistent in creating an overall effect. 	<p>Demonstrates superior skill in generating, evaluating, and selecting ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context, or to express thoughts and feelings to create desired effect.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Ideas are creative/perceptive/thoroughly developed for the identified audience and for effectively achieving the stated purpose. • Thoughts and feelings are creative/perceptive/thoroughly developed and are interrelated in creating an overall effect. 	

Notes to Marker:

- **If the student has not identified the writing variables at the beginning of his or her final copy (Explaining Your Writing Variables), refer to Planning and Developing Your Text.**
- **Consider how well the ideas focus the topic for audience, purpose, and context.**
- **Consider how well the ideas express thoughts and feelings to create desired effect.**

Continued

Scoring Rubrics for the Writing Task (continued)

Writing Task: Organizational Structures, Techniques, and Transitions				
Focus for Assessment: Attend to the macro- and micro-organization (e.g., beginning, middle, and end, as well as organization within the beginning, middle, and end) in relation to the student's writing variables.				
Learning Outcome: 4.1.3 Organize Ideas				
Score:	Out of Range 0	Below Level 1 2	At Level 3 4	Above Level 5
	<p>Demonstrates limited skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Organizational structures* are awkward or not apparent for stated purpose; techniques and transitions** are weak and distract from a coherent, unified central idea. 	<p>Evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Distinct overall organizational structures* are used to achieve stated purpose; techniques and transitions** ensure a coherent, unified central idea. 	<p>Demonstrates superior skill in evaluating the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Distinct overall organizational structures* are used with impact and achieve stated purpose; techniques and transitions** artfully integrate ideas into a coherent, unified whole.
	<p>* “Structures” refer to the macro-organization. Structures in aesthetic texts might include rising action, prologue/epilogue, stanza and line organization, and acts and scenes. Structures in pragmatic texts might include cause/effect, inverted pyramid, introduction/body/conclusion, point-example-discussion, and chronological order.</p> <p>** “Techniques and transitions” might include use of narrator, extended metaphor, repetition, refrains, flashbacks/flashforwards, headings and subheadings, and dissolves and transitional paragraphs. “Transitions” also include words that tie ideas together, such as “on the other hand” or “hence.”</p>			

Continued

Scoring Rubrics for the Writing Task (continued)

Writing Task: Language Use and Arrangement						
Focus for Assessment: Attend to language choices and arrangement, in relationship to the student's writing variables.						
Learning Outcome: 4.2.4 Enhance Artistry						
Score:	0	1	2	3	4	5
	Out of Range	Below Level		At Level		Above Level
	<p>Possible characteristics</p> <ul style="list-style-type: none"> Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in using effective language and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Language choices* and arrangement** of ideas are ineffective for the writing variables; voice is inappropriate/inconsistent/weak <p>e.g., – generalized/unvaried/vague diction; awkward/repetitious/unvaried syntax***; unvaried/weak arrangement of ideas</p>	<p>Uses effective language and arranges and juxtaposes ideas for balance, impact, and originality, considering voice and/or audience.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Language choices* and arrangement** of ideas are effective and consistent for the writing variables; voice is established and appropriate. <p>e.g., – clear, specific, and varied diction; clear and purposeful syntax***, varied and meaningful arrangement of ideas</p>	<p>Demonstrates superior skill in using language and in arranging and juxtaposing ideas for balance, impact, and originality, considering voice and/or audience.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Language choices* and arrangement** of ideas are superior for the writing variables; voice is distinct and effective. <p>e.g., – creative/powerful/precise diction; mature/polished syntax***; original/sophisticated arrangement of ideas</p>		
	<p>* “Language choices” might include figurative language, description, diction, and connotation. ** “Arrangement” might include sentence pattern, juxtaposition, arrangement for emphasis, metrical devices, rhythm, and phrasing. *** “Syntax” includes phrasing, sentence patterns, and sentence variety.</p>					
	<p>Note to Marker: • Assess word choice in terms of its effectiveness for the writing variables.</p>					

Continued

Scoring Rubrics for the Writing Task (continued)

Writing Task: Grammar, Spelling, Capitalization, and Punctuation						
Focus for Assessment: Attend to the relationship between the mechanics and the student's writing variables. Consider the extent to which the errors detract from the overall impact of the work but do not affect meaning.						
Learning Outcome: 4.3.1, 4.3.2, 4.3.3 Grammar and Usage, Spelling, Capitalization and Punctuation						
Score:	0	1	2	3	4	5
	Out of Range	Below Level		At Level		Above Level
		Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)	Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)	Analyzes and edits texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)	Analyzes and edits texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)	Demonstrates superior skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)
		Knows and applies Canadian spelling conventions; recognizes creative spellings but demonstrates limited skill in using creative spellings for clarity and special effects. (4.3.2)	Knows and applies Canadian spelling conventions; recognizes creative spellings but demonstrates limited skill in using creative spellings for clarity and special effects. (4.3.2)	Knows and applies Canadian spelling conventions for a broad repertoire of words; recognizes and uses creative spellings for special effects. (4.3.2)	Knows and applies Canadian spelling conventions for a broad repertoire of words; demonstrates superior skill in using creative spellings effectively for special effects. (4.3.2)	Knows and applies Canadian spelling conventions for a broad repertoire of words; demonstrates superior skill in using creative spellings effectively for special effects. (4.3.2)
		Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes. (4.3.3)	Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes. (4.3.3)	Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to capitalization and punctuation conventions for specific purposes. (4.3.3)	Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to using capitalization and punctuation conventions for specific purposes. (4.3.3)	Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to using capitalization and punctuation conventions for specific purposes. (4.3.3)
	Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics	Possible characteristics
	<ul style="list-style-type: none"> Text and/or ideas are plagiarized. 	<ul style="list-style-type: none"> Demonstrates limited or tentative control of the conventions of written language. Errors are distracting and may interfere with the reader's understanding of the ideas. 	<ul style="list-style-type: none"> Demonstrates limited or tentative control of the conventions of written language. Errors are distracting and may interfere with the reader's understanding of the ideas. 	<ul style="list-style-type: none"> Demonstrates capable control of the conventions of written language. Errors may detract from the overall impact of the work, but they do not affect the meaning. 	<ul style="list-style-type: none"> Demonstrates capable control of the conventions of written language. Errors may detract from the overall impact of the work, but they do not affect the meaning. 	<ul style="list-style-type: none"> Demonstrates skillful control of the conventions of written language. Errors in spelling, grammar, and punctuation may exist, but they do not affect the overall impact.
	Notes to Marker: <ul style="list-style-type: none"> Impact of errors is to be considered in relation to <ul style="list-style-type: none"> the complexity of the language used and/or risks taken by the student the variety and frequency of errors the length of the written text Assess word choice in terms of its correctness. 					

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Released 2010



Printed in Canada
Imprimé au Canada