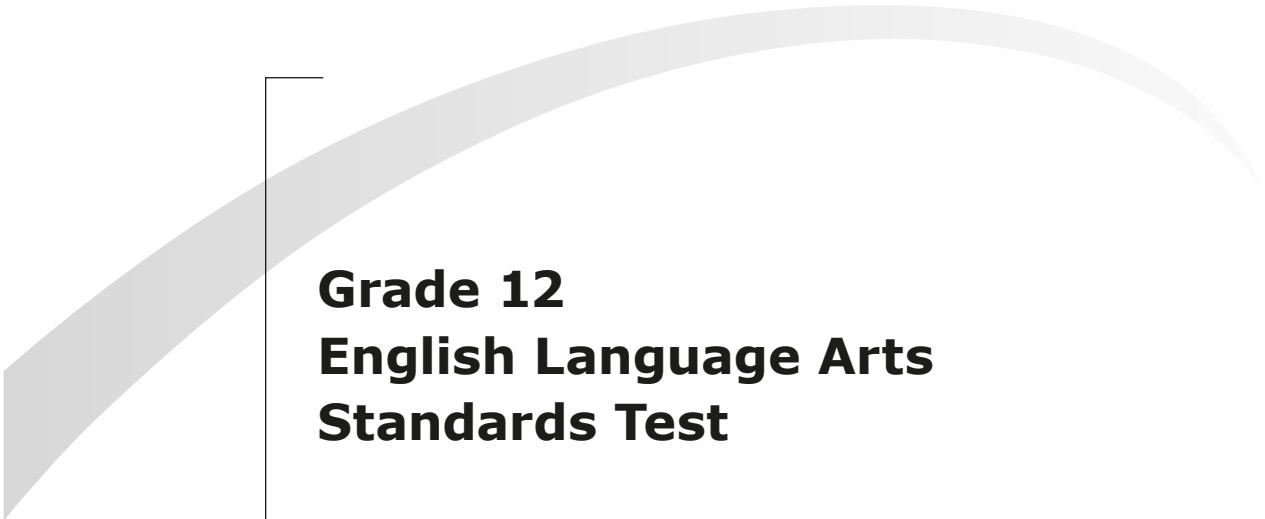




Grade 12 English Language Arts Standards Test

Information Bulletin

2019/2020



**Grade 12
English Language Arts
Standards Test**

Information Bulletin

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This resource is available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/assess/infobulls/index.html.


Websites are subject to change without notice.

While the department is committed to making its publications as accessible as possible, some parts of this document are not fully accessible at this time.

Available in alternate formats upon request.

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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 2019/2020 school year. This document was produced by Manitoba Education and Training (“the department”) 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 Provincial 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.

These documents are available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/assess/tests/index.html.

Document Content

This *Information Bulletin* contains the following sections:

- **Grade 12 English Language Arts Standards Test** provides a general description of the test and test design, identifies the test’s components and sequence, and outlines the test administration schedule for each semester.
- **Procedures for 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 Provincial Test Results** describes the procedures for marking the tests and outlines the process of reporting, using, and interpreting standards test results.
- **Marking of the Test** provides guidance for assessing student performance on the Grade 12 English Language Arts Standards Test.
- **Appendices** contains test materials that can be used by the classroom teacher to prepare students for the test.
- **References and Sources** lists departmental publications referred to, as well as external resources used within this document.

Inquiries

If you have any questions about the content of this *Information Bulletin*, please contact

English Language Arts

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Grade 12 English Language Arts Standards Test

As outlined in *Policies and Procedures for Provincial 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 test applies to only one course.

Schools with 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 test is designed to be as curriculum-congruent as possible within the parameters of large-scale testing. The test serves as a summative assessment of student learning relative to the current Grade 12 English language arts curriculum.

A total of 5.5 hours is allotted for the test over a four-day period. The first session is 2.5 hours long and subsequent sessions on the three following days are each one hour long. **An extra half-hour of time is available to students on Days 1 and 4 of the test. If a student will need more than half an hour, an adaptation request must be made at the time of registration.**

Test Design

The test design reflects the fact that students writing the test may be enrolled in the Comprehensive Focus, Literary Focus, and/or Transactional Focus 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* (2007).

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 test addresses the student learning outcomes that can be assessed through large-scale testing. Other student learning outcomes are also incorporated through processes associated with the test activities (e.g., group discussion, revising and editing). Those student learning outcomes that cannot be assessed through province-wide tests are more appropriately addressed through classroom assessment. The 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 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 sometimes targets more than one outcome.

The test is process-based, and marks are allocated to both process and product. 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 five 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.



Changes to the Test

The test has undergone a number of changes over the past two years. Overall, teacher feedback has indicated support for extra time and fewer questions. One area of concern, however, was the removal of the Connecting and Reflecting questions. It was also thought that the Explaining Your Writing Variables question was an inauthentic task.

The Test Development Committee tried to address these concerns in several ways. The Connecting Ideas question provided a way of thinking about the topic in broader terms and helping students develop ideas for their written task: both of which are good practice for students and an important part of the writing process. Though it is not labelled a Connecting Ideas question, the final question in the *Responding to Text* booklet is designed to get students to think more globally and to make connections to themselves. Ideally, this will lead them to an idea for their writing task.

In the *Process Booklet*, the Explaining Your Writing Variables question has been replaced with a new question labelled Reflecting on Your Writing Task. This question asks students to explain how the writing variables they identified are reflected in their draft. Students should answer this question after they have decided on their writing variables and attempted a first draft. An example of this question is found in the appendix. You may practice this question with students to help them prepare for the test.

There has been no change to the weighting of the test. The Reflecting on Your Writing Task question replaces the Explaining Your Writing Variables question.

Students write the 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 (2.5 hours)**
 - Students will begin the test with a group discussion about the topic. For the first 20 minutes, they will preview the *Process Booklet* together. The group work helps students connect with their prior knowledge and familiarize themselves with an overview of the texts. It is also an opportunity to discuss specific texts such as the visuals or the poem(s).
 - After the group discussion, students will receive their responding to text questions which they will have while they complete the readings. At the end of the first session, students have an opportunity to preview their writing task.
- **Day 2: Applying (1 hour)**

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

On the third day, students reflect on their draft and then revise, edit, and begin the final copy of their written text.
- **Day 4: Applying (1 hour)**

On the last day of the test, students complete the final copy and proofread their written text.

Schedule for Test Administration

The Grade 12 English Language Arts Standards Test for the 2019/2020 school year must be written on the following dates:

- January 7 to 10, 2020, for Semester 1
- May 25 to 28, 2020, for Semester 2

Any makeup sessions must be scheduled within this timeframe.

Administration Schedule for Grade 12 English Language Arts Standards Test	
Test Components	
Day 1	
Activating Your Thoughts <ul style="list-style-type: none"> ■ Group Discussion about the Topic (20 minutes) Reading and Responding to Text Previewing the Writing Task	Total Time 2.5 hours; students may have 30 minutes extra time on Day 1
Day 2	
Planning and Developing Your Text <ul style="list-style-type: none"> ■ Brainstorming for Ideas ■ Identifying Your Writing Variables ■ Drafting 	Total Time 1 hour
Day 3	
Developing Your Text <ul style="list-style-type: none"> ■ Drafting (continued) Reflecting on Your Writing Task <ul style="list-style-type: none"> ■ Revising and Editing 	Total Time 1 hour
Day 4	
Writing the Final Copy and Proofreading	Total Time 1 hour; students may have 30 minutes extra time on Day 4

Note: Teachers will need approximately 20 minutes before the test on Day 1 to tend to administration procedures (reading instructions, filling out demographic data forms, etc.).

Procedures for 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 test administration, the *Grade 12 English Language Arts Standards Test: Administration Manual* will be available online at www.edu.gov.mb.ca/k12/assess/admin_manuals/index.html. This manual can be used to familiarize teachers and administrators with the specific test procedures and requirements.

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 is 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 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.

Adaptations

Adaptations of 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 *Policies and Procedures for Provincial 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

The Overview of the students' *Process Booklet* explains the consequences of cheating on a test. Students are reminded that cheating will result in a **test score of zero**. Cheating 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 the Test

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

Procedures for Processing Provincial Test Results

Marking Provincial Tests

Tests are marked locally. Training sessions related to the marking and reporting of results will be made available to teachers by Manitoba Education and Training.

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 13, 2020, following the Semester 1 test, and Friday, May 29, 2020, following the Semester 2 test. **A webinar will also be offered for these sessions.**



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 the sample of tests and the results of the local marking. The report is sent to the superintendent and is available only to the individual jurisdiction.

Reporting Provincial Test Results

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

Schools will report test marks to students immediately following the local marking. Schools must report individual student results on provincial tests separately from term marks when showing final grades on report cards and in student files.

Using and Interpreting Provincial Test Results

Grade 12 English language arts teachers use provincial 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 provincial 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 provincial 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 provincial 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 provincial 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 meet the curricular learning expectations and in supporting school programming.

Marking of the Test

Background

Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards (2000) identifies the 56 specific learning outcomes for each of the Grade 12 English language arts courses (Comprehensive Focus, Literary Focus, and Transactional Focus). 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* (2000) 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 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 provincial 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.

Resources for Classroom Teachers

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

- Sample: Group Discussion
- Sample: Responding to Text and Rubric for Responding to Text
- Sample: Writing Task
- Sample: Brainstorming for Ideas
- Sample: Writing Variables
- Sample: Identifying Your Writing Variables
- Sample: Reflecting on Your Writing Task
- Exemplar 1 and 2: Identifying Your Writing Variables
- Exemplar 1 and 2: Reflecting on Your Writing Task
- Exemplar 1 and 2: Rationale for Reflecting on Your Writing Task
- Scoring Rubric for Reflecting on Your Writing Task
- Scoring Rubrics for the Writing Task

Teachers may use these materials in a variety of classroom assignments. They can be applied to term work, as well as help classes prepare for the provincial standards test.

Appendices

Sample: Group Discussion

Group Discussion about *Topic* Activating Your Thoughts

(20 minutes)

The purpose of your discussion is to help you to understand the test topic and to generate ideas that may help you complete the writing task on Days 2 to 4.

Define	What does the topic mean to you?
Connect	Is there someone who has influenced you on the topic? How?
Review	How is the topic shown in the quotations and visuals on pages <i>x-x</i> ?
Consider	What are different ways people express the topic?
Read	Read the poems on pages <i>x-x</i> and examine the visuals on pages <i>x-x</i> . How do these texts help you to understand the topic?

Sample: Responding to Text and Rubric for Responding to Text

Responding to Text

The first part of the test asks you to read and view a variety of texts and respond to them. You will always have at least one short story, article, poem, and visual. All of the tasks have at least two components. You will be asked to explain, analyze, evaluate, or connect a text and then support your response with examples from the text or your own experience. It is important that you do both parts of the task in order to be successful in your response.

When you respond to the tasks, make sure you answer clearly. Provide specific examples in your response. Explain how these examples support your main point. Once you have responded thoroughly, you should extend your response to a broader context by

- connecting your idea to your own experience
- connecting your idea to culture/society/something that you have learned about in school
- connecting your idea to an idea in another text (a novel, a film, an article, etc.)

Rubric for Responding to Text

Use the following criteria as a guide for writing your responses.

Out of Range 0	Below Level 1–2	At Level 3–4	Above Level 5
<p>No response is given to the prompt.</p> <p>OR</p> <p>There is no evidence to support the response.</p> <p>OR</p> <p>Response does not address all parts of the task.</p> <p>OR</p> <p>Response is off topic.</p>	<p>Response is unclear and/or undeveloped.</p> <p>AND</p> <p>There is not much evidence to support the response.</p> <p>OR</p> <p>Examples or evidence are simplistic.</p> <p>OR</p> <p>Explanations are unclear and/or illogical.</p>	<p>Response is clear and thoughtfully developed.</p> <p>AND</p> <p>Response provides logical and specific examples and support.</p>	<p>Response is insightful and/or thoroughly developed.</p> <p>AND</p> <p>Response provides precise examples and relevant support.</p> <p>OR</p> <p>Explanations are perceptive and may extend to a broader context.</p>

If your task was to make a hamburger, then this is what your response would look like.



Sample: Writing Task

Day 1

Writing Task

Develop an original written text using an idea about *Topic* that you consider to be interesting and meaningful. This task is worth 40 marks. Refer back to your Day 1 discussion notes for ideas.

Drafting, Revising, and Editing

While developing your text, use only the draft paper provided at the back of this booklet to develop your writing task on Days 2 and 3. At the end of each session, place all of your *Draft Paper* inside the back cover. Ensure your text

- is of sufficient length to develop and support your central idea (theme, message, etc.) clearly and effectively, and to achieve your stated purpose (10 marks)
- uses organizational structures, techniques, and transitions that are effective and appropriate for the form of writing you have chosen (10 marks)
- uses effective and appropriate language and stylistic techniques for the audience and purpose you have identified (10 marks)
- uses correct conventions of written language (e.g., grammar, spelling) (10 marks)

Note: The tasks on the following pages can be completed in any order as long as they are all completed by the end of Day 4.

IMPORTANT:



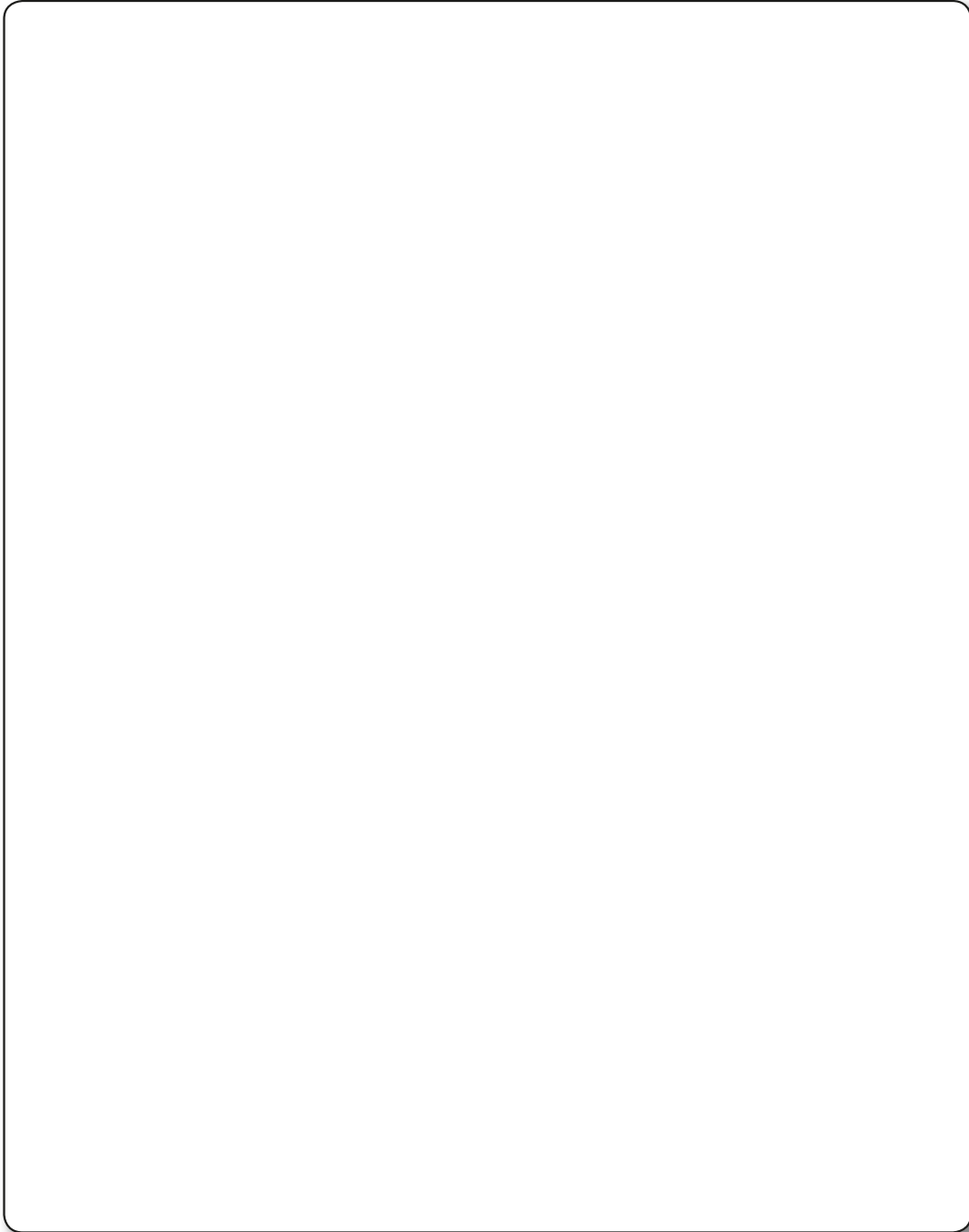
Pages with this icon should be completed as they are part of your assessment.

*** You will need to use a dark blue or black pen for work that will be marked.**

Sample: Brainstorming for Ideas

Day 1

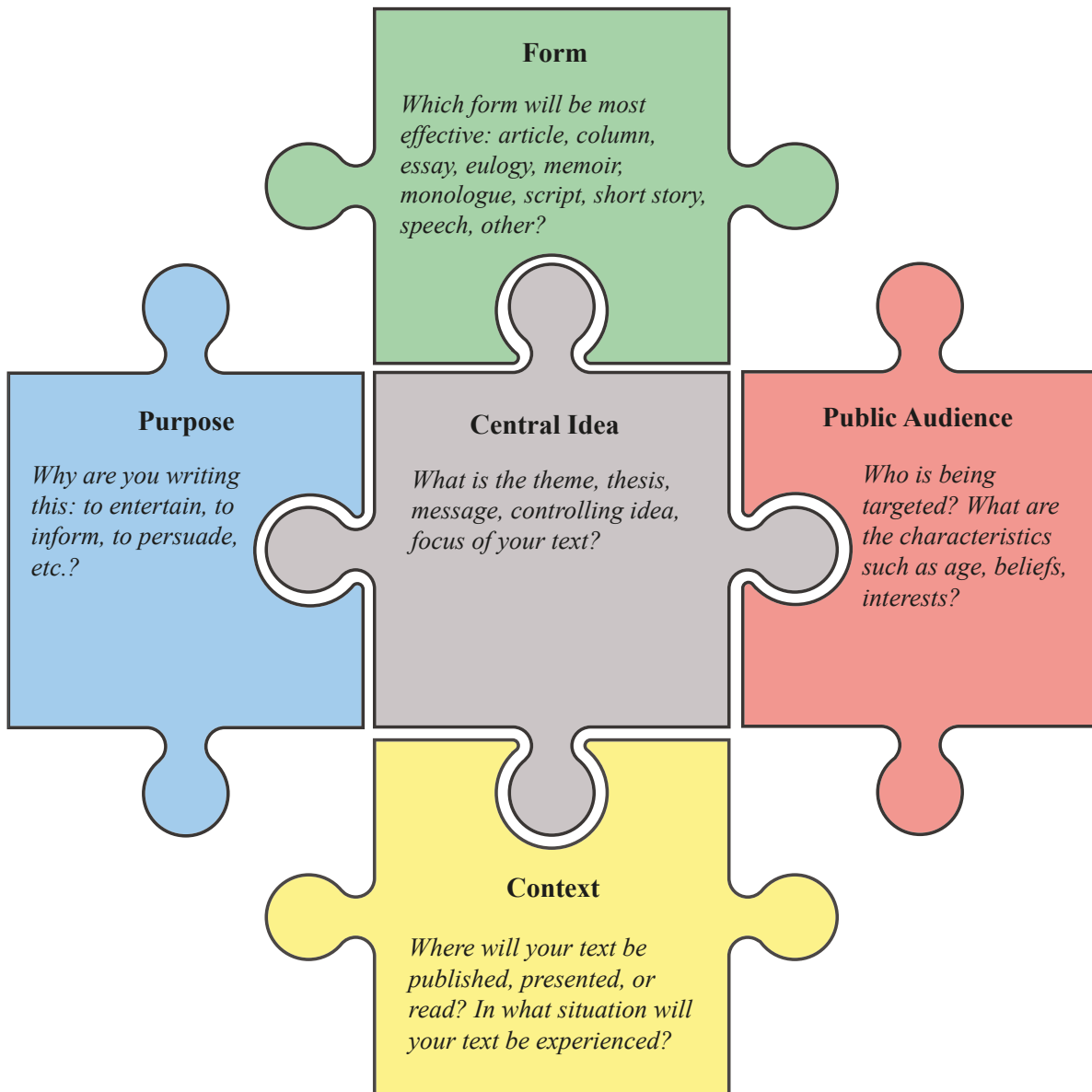
Brainstorming for Ideas



Sample: Writing Variables

Day 1

Writing Variables



← You may go forward or back to any section of this booklet during the test process. →

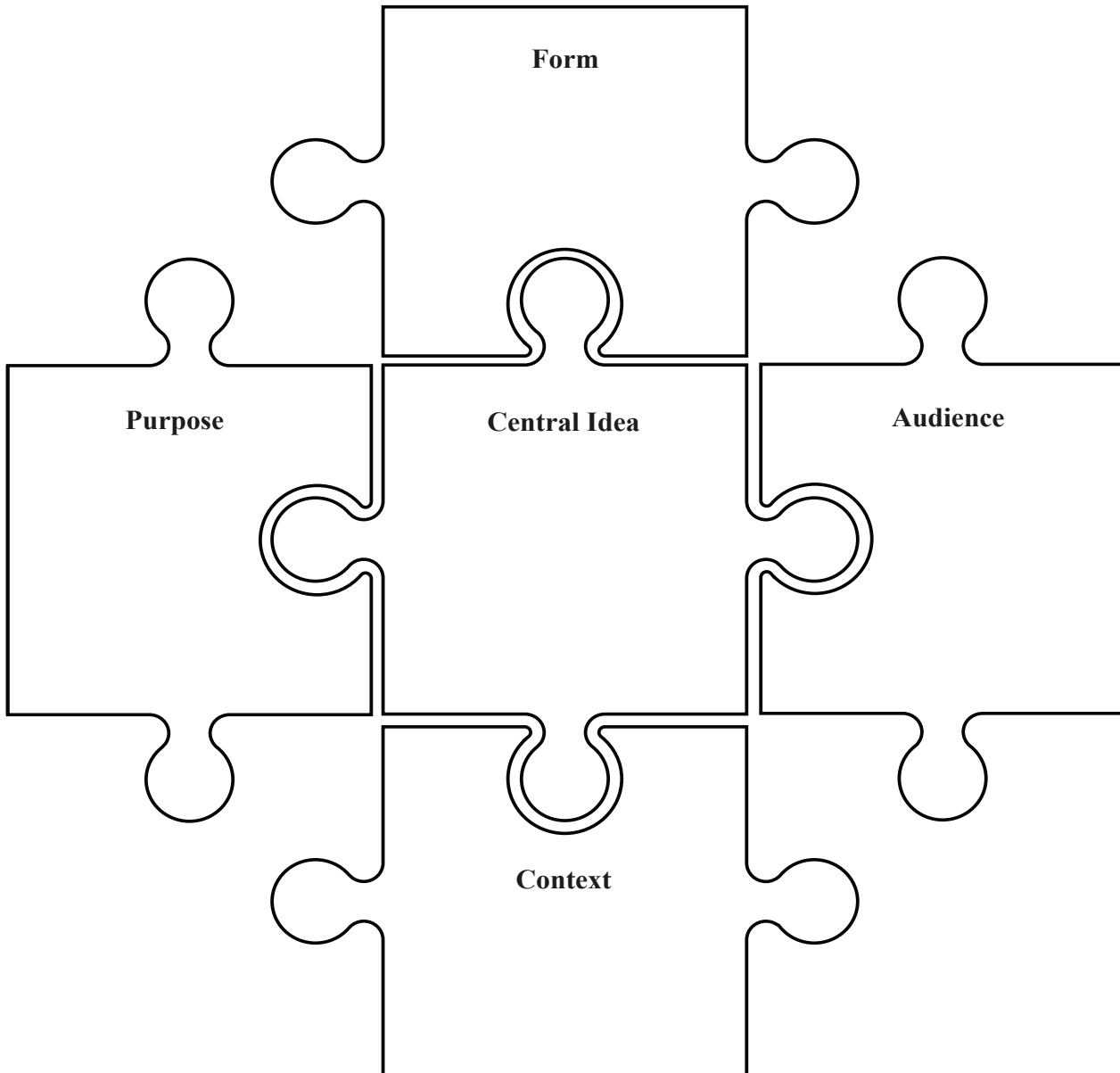
Sample: Identifying Your Writing Variables



Day 2

Identifying Your Writing Variables

Think of the writing variables like pieces of a puzzle. Plan your writing variables for your written text about *Topic* in the graphic organizer below. If you decide to change your writing variables during the writing process, please indicate the changes on your Final Copy.



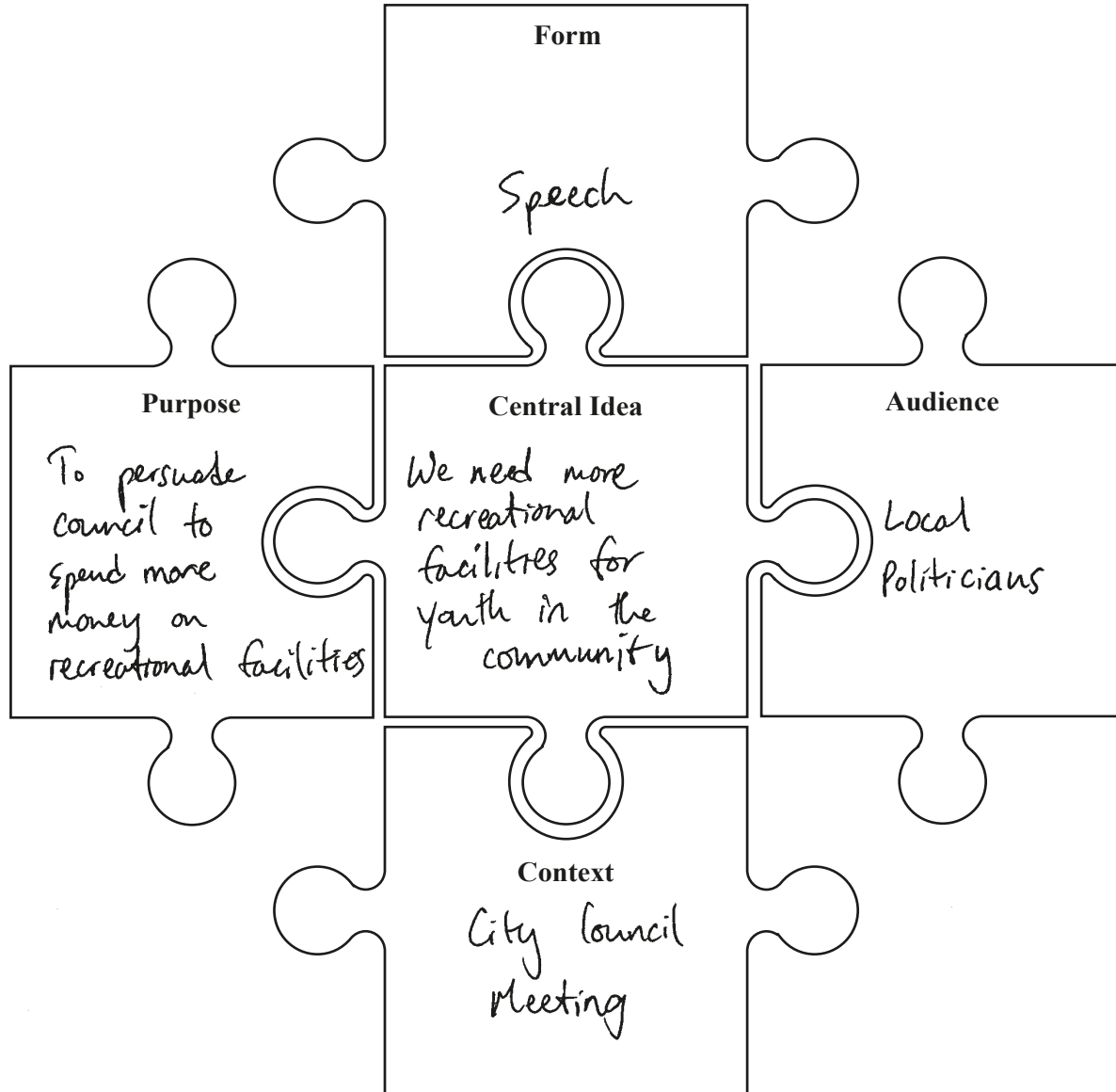
Exemplar 1: Identifying Your Writing Variables



Day 2

Identifying Your Writing Variables

Think of the writing variables like pieces of a puzzle. Plan your writing variables for your written text about *Topic* in the graphic organizer below. If you decide to change your writing variables during the writing process, please indicate the changes on your Final Copy.



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Exemplar 1: Reflecting on Your Writing Task



Day 3 or 4

Reflecting on Your Writing Task

Using specific reference(s) to your writing variables and/or your draft, explain one or more of the following prompts: 5 marks

- The information I included in my text is effective for my purpose because . . .
- The advantages of my choice of form are . . .
- My style of writing is effective in capturing and maintaining my audience’s attention by . . .
- The context in which my audience will experience the text is important because . . .
- The central idea of my text is important for my chosen audience because . . .

The purpose of my speech is to convince city councillors that we need more recreational facilities. So I included information that would be impactful. For example, I included youth crime statistics to show that young people needed more things to do. When kids are bored they get into trouble. Another way I tried to convince them was to provide them with low cost forms of recreation such as soccer so that they wouldn't see it as too costly. The advantage of delivering this information in a speech is I can use my tone of my voice to stress important points. For example, I can use a very serious tone when sharing crime statistics and a more energetic tone when I suggest different opportunities for recreation. I concluded my speech with a story of a friend of mine who had turned to drugs out of boredom. I am hoping the city councillors will empathize with his story and be motivated to fund some new recreational programs and facilities for young people.

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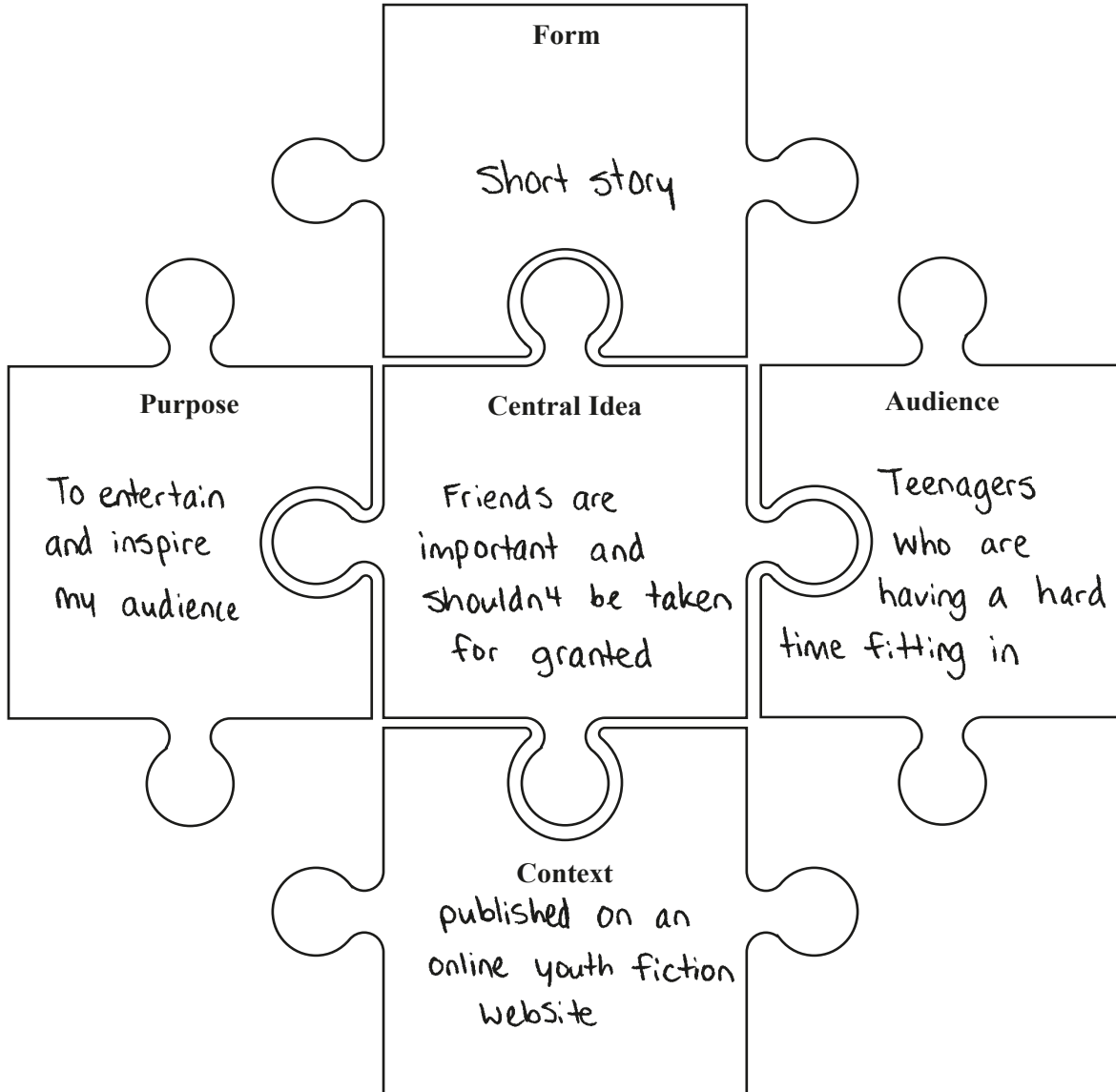
Exemplar 2: Identifying Your Writing Variables



Day 2

Identifying Your Writing Variables

Think of the writing variables like pieces of a puzzle. Plan your writing variables for your written text about *Topic* in the graphic organizer below. If you decide to change your writing variables during the writing process, please indicate the changes on your Final Copy.



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Exemplar 2: Reflecting on Your Writing Task



Day 3 or 4

Reflecting on Your Writing Task

Using specific reference(s) to your writing variables and/or your draft, explain one or more of the following prompts:

5 marks

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- The information I included in my text is effective for my purpose because . . .
- The advantages of my choice of form are . . .
- My style of writing is effective in capturing and maintaining my audience's attention by . . .
- The context in which my audience will experience the text is important because . . .
- The central idea of my text is important for my chosen audience because . . .

My central idea is that it is important to remain loyal and true to your friends. This idea is important for teenagers to understand because they will often mistreat their friends or ignore them when they have a new boyfriend or girlfriend. Being a teenager can be a difficult time and I wanted them to realize that friends can help them get through the tough times. When writing a story you have to make characters interesting and relatable to the audience. I tried to make some of the dialogue humorous like when Jacob says, "Gee Holly, I really loved it when you forgot my birthday. It made me feel so special." Sarcasm is the language of teenagers so I gave Jacob a very sarcastic voice. This is contrasted by Holly's more upbeat and positive voice. She always says things like "You're the best!" or "I know we can do better!" She is a natural for the exclamation mark. I didn't spend a lot of time describing the setting because teens can get bored with that so I focussed more on the dialogue between the two main characters. Hopefully this will keep their attention and they will be able to see the central idea more clearly.

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Exemplar: Rationale for Reflecting on Your Writing Task

Rationale for Exemplar 1 Writing Task—Speech

Reflecting on Your Writing Task

Rationale:**Score: 5**

- Response provides an insightful explanation of one or more of the prompts.
 - *“The advantage of delivering this information in a speech is I can use my tone of my voice to stress important points.”*
 - *“I am hoping the city counsellors will empathize with his story and be motivated to fund some new recreational programs.”*
- Support for the explanation is perceptive.
 - *“... I included youth crime statistics to show that young people needed more things to do.”*
 - *“Another way I tried to convince them was to provide them with low cost forms of recreation such as soccer . . .”*
 - *“... I can use a very serious tone when sharing crime statistics and a more energetic tone when I suggest different opportunities.”*

Rationale for Exemplar 2 Writing Task—Short Story

Reflecting on Your Writing Task

Rationale:**Score: 5**

- Response provides a thorough explanation of one or more of the prompts.
 - *“This idea is important for teenagers to understand because they will often mistreat their friends or ignore them when they have a new boyfriend or girlfriend.”*
 - *“When writing a story you have to make characters interesting and relatable to the audience.”*
 - *“I didn’t spend a lot of time describing the setting because teens can get bored with that so I focussed more on the dialogue between the two main characters.”*
- Support for the explanation is precise.
 - *“I tried to make some of the dialogue humorous.”*
 - *“Sarcasm is the language of teenagers so I gave Jacob a very sarcastic voice.”*
 - *“This is contrasted by Holly’s more upbeat and positive voice.”*

Scoring Rubric for Reflecting on Your Writing Task

<p>Reflecting on Your Writing Task : Using specific reference(s) to your writing variables and/or your draft, explain one or more of the following prompts:</p> <ul style="list-style-type: none"> • The information I included in my text is effective for my purpose because... • The advantages of my choice of form are... • My style of writing is effective in capturing and maintaining my audience's attention by... • The context in which my audience will experience the text is important because... • The central idea of my text is important for my chosen audience because... 	
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Learning Outcome: 3.1.4 Create and Follow a Plan

Score:	Out of Range 0	Below Level 1 2	At Level 3 4	Above Level 5
	<p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides no explanation of one or more of the prompts. 	<p>Develops personal strategies and a plan; demonstrates limited skill in adjusting a plan to satisfy the unique requirements of a task.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of one or more of the prompts. e.g. – Support for the explanation is generalized/illogical/vague. 	<p>Develops personal strategies and a plan to satisfy the unique requirements of a task; adjusts as required.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of one or more of the prompts. e.g. – Support for the explanation is logical and specific. 	<p>Develops a broad repertoire of personal strategies and demonstrates superior skill in developing a plan to satisfy the unique requirements of a task; demonstrates superior skill in adjusting a plan as required.</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> • Response provides an insightful/thorough explanation of one or more of the prompts. e.g. – Support for the explanation is perceptive/precise.

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

Score:	0	1	2	3	4	5
	Out of Range	Below Level	At Level	Above Level		
	0	1	2	3	4	5
	<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>Possible characteristics</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>Possible characteristics</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>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>Possible characteristics</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. 	<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>Possible characteristics</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. 		

Note to Marker: If the student has not identified the writing variables at the beginning of his or her final copy, refer to **Identifying Your Writing Variables**.

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

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"> 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><i>Possible characteristics</i></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><i>Possible characteristics</i></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><i>Possible characteristics</i></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>			

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>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"> 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>					

Note to Marker: Assess word choice in terms of its effectiveness for the writing variables.

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 Outcomes: 4.3.1, 4.3.2, 4.3.3 Grammar and Usage; Spelling; Capitalization and Punctuation

Score:	0	1	2	3	4	Above Level 5
Out of Range						
Possible characteristics	<ul style="list-style-type: none"> Text and/or ideas are plagiarized. 	<p>Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>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)</p> <p>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)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Demonstrates limited or tentative control of the conventions of written language. Errors are distracting and interfere with the overall impact of the work. 	<p>Analyzes and edits texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>Knows and applies Canadian spelling conventions for a broad repertoire of words; recognizes and uses creative spellings for special effects. (4.3.2)</p> <p>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)</p> <p>Possible characteristics</p> <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. 	<p>Demonstrates superior skill in analyzing and editing texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness. (4.3.1)</p> <p>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)</p> <p>Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to and using capitalization and punctuation conventions for specific purposes. (4.3.3)</p> <p>Possible characteristics</p> <ul style="list-style-type: none"> Demonstrates skillful control of the conventions of written language. Errors may exist, but they do not affect the overall impact. 		

Notes to Marker:

- Impact of errors is to be considered in relation to**
 - 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.

Frequently Asked Questions

1. Can a student retake a course, to which a provincial Grade 12 test applies, but not rewrite the test?

Yes. However, the final course grade must reflect the provincial mark based on the test written earlier. The test must be included in a credit gained, not just in a course taken without credit.

2. Can a student rewrite the test, to which a provincial Grade 12 test applies, but not retake the course?

Yes. This option is available in future administrations of the test (January or May). The higher mark is used for the final course grade determination. If there is a change in the student's final mark, the school updates this with Student Records. It is important that students be registered for the test well in advance, to ensure the school has a sufficient number of tests available.

3. What is the procedure for students who do not have demographic data forms?

Record their names on the Student without Demographic Data Forms and send the form to the department with the other demographic data forms.

4. What do we do about students who registered for the test but do not write it?

Record this on the student's Demographic Data Form using the codes described on page 19 of the Administration Manual: 200 Excused Absence; 040 Test Deferred; 210 Registered in Error, 200 Withdrawn from the Course.

5. Is the test required in every course if a student takes more than one ELA 40S Focus course?

No. Only one test result is counted for the final course grade for the ELA credit being used to meet graduation requirements. The other 40S ELA final grades are based 100% on classroom work.

6. Is it acceptable for a teacher to have an entire class write the test, for convenience, when some students have previously written it, and others have not? The intention then would be to use one of the provincial tests as a school-based test, and one as the provincial test.

This is not the best practice. Students who know they only have to count one of the tests as their provincial test may have a different mindset going into the test. It is a great deal of extra work for the student and for the teachers marking the tests. It is preferable that students who have already written the test be given an alternative assignment. Rewriting the test should be done when a student sincerely feels the mark can be improved.

7. Can students be exempted from the provincial test if enrolled in the 40M or 40E courses?

Students with these course designations should not be registered to write the provincial tests, so exemptions are not applicable.

8. Can a student challenge the course if they write the Grade 12 ELA provincial test?

No. The test is required but not sufficient on its own to challenge the course. Details are available under the heading Challenge for Credit Option at www.edu.gov.mb.ca/k12/policy/grad_require.html.

References and Sources

References

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