

*ELA Grade 6 Functional Writing  
Scoring Guide 2009*

<b>FOCUS</b>	<b>CONTENT</b>	<b>CONTENT MANAGEMENT</b>
	<p>When marking <b>CONTENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>effectiveness of development and organization of the news article</li> <li>whether the purpose of the assignment is fulfilled with complete and appropriate information</li> <li>appropriateness of tone for the assignment and awareness of audience is evident</li> </ul>	<p>When marking <b>CONTENT MANAGEMENT</b> appropriate for Grade 6 functional writing, the marker should consider</p> <ul style="list-style-type: none"> <li>accuracy and effectiveness of words and expressions</li> <li>control of sentence structures, usage, and mechanics (spelling, punctuation, etc.)</li> <li>clarity and flow of the communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
<b>Excellent</b>  <b>E</b>	<ul style="list-style-type: none"> <li>The ideas are well developed, and organization of the news article is clear and effective.</li> <li>Complete information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly and effectively maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are consistently accurate and effective.</li> <li>The writing demonstrates confident and consistent control of sentence structure, usage, and mechanics.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Proficient</b>  <b>Pf</b>	<ul style="list-style-type: none"> <li>The ideas are generally well developed, and organization of the news article is generally effective.</li> <li>Complete information is presented, and this information is substantiated by appropriate details that fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is clearly maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are usually accurate and effective.</li> <li>The writing demonstrates competent and generally consistent control of sentence structure, usage, and mechanics.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>The ideas are adequately developed, and organization of the news article is adequate.</li> <li>Some information is given, and this information is supported by enough details to fulfill the purpose of the assignment.</li> <li>A tone appropriate for the assignment is generally maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are generally accurate and occasionally effective.</li> <li>The writing demonstrates basic control of sentence structure, usage, and mechanics.</li> <li>Errors that are present occasionally reduce the clarity or interrupt the flow of the communication.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>The ideas are poorly developed, and organization of the news article is ineffective.</li> <li>Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose of the assignment is only partially fulfilled.</li> <li>A tone appropriate for the assignment is evident but not maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are frequently vague and/or imprecise.</li> <li>The writing demonstrates faltering control of sentence structure, usage, and mechanics.</li> <li>Errors reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>The ideas are not developed, and organization of the news article is inadequate.</li> <li>Essential information and supporting details are inappropriate or lacking. The purpose of the assignment is not fulfilled.</li> <li>Little awareness of tone appropriate for the assignment is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used are inaccurate and/or misused.</li> <li>The writing demonstrates lack of control of sentence structure, usage, and mechanics.</li> <li>Errors severely reduce the clarity and interrupt the flow of the communication.</li> </ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>

**Note: Content and Content Management are equally weighted.**

Please advise students that their work must relate to the assignment. Those assignments that are completely off topic will be awarded a mark of Insufficient.