

Grade 7 Literacy Assessment
2011-2012

**Student Writing Exemplars
and Rationales**

Education and Early Childhood Development

The following exemplars are student writing samples taken from the 2011-2012 and 2010-2011 Grade 7 Literacy Assessments. Students have written in response to writing prompts for both narrative/imaginative and informational writing. Students had one hour in which to plan, draft, revise and edit, and complete a final copy. It is important to note that in these samples and rationales, student spelling errors remain within the writing. These writing pieces and the corresponding rationales were presented as exemplars during the November 2011 marking session. They represent a range of student achievement levels.

Teachers are encouraged to use the writing exemplars with students, to provide examples of appropriate and strong writing, rated according to the Provincial Achievement Standards for Writing (end of grade 6). These exemplars can also be used to support classroom assessment based on the standards. Students should be provided with a copy of the writing achievement standards in order to become familiar with them.

Writing Achievement Standards:

End of Grade 6

	Appropriate Achievement	Strong Achievement
	Students	Students
Content overall topic, degree of focus, and related details	<ul style="list-style-type: none"> • select a specific topic that establishes the purpose and audience • include straightforward and predictable ideas/events • support the ideas with relevant details 	<ul style="list-style-type: none"> • introduces a specific topic with a main idea that establishes a clear purpose and definite audience • include some original/thoughtful ideas • develop ideas/information by including relevant details
Organization structure and form, dependent on purpose and audience	<ul style="list-style-type: none"> • select an appropriate form and establish the purpose in the introduction • show evidence of logical sequencing • show control of paragraph divisions • provide an obvious conclusion 	<ul style="list-style-type: none"> • establish a clear purpose and provide an effective introduction • use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast) • create smooth transitions between paragraphs • provide a definite conclusion
Word Choice vocabulary, language, and phrasing	<ul style="list-style-type: none"> • include precise/interesting words and/or technical language • include descriptive words (adjectives, adverbs, strong verbs, strong nouns) 	<ul style="list-style-type: none"> • use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father) • use descriptive vocabulary/phrases to strengthen meaning
Voice evidence of author's style, personality, and experience	<ul style="list-style-type: none"> • show awareness of audience • demonstrate engagement with subject • include glimpses of personal feeling, energy, and individuality 	<ul style="list-style-type: none"> • demonstrate a confident awareness of audience • show a sincere engagement with subject • include personal feeling, energy, and individuality
Sentence Structure variety and complexity of sentences	<ul style="list-style-type: none"> • include different kinds of sentences, with a variety of complex structures (occasional errors) • include a variety of sentence lengths and beginnings to establish rhythm and create interest 	<ul style="list-style-type: none"> • show confident use of different kinds of sentences and structures (minimal errors) • create interesting rhythm through variety in sentence lengths and beginnings
Conventions spelling, punctuation, capitalization, and usage (grammar)	<ul style="list-style-type: none"> • use correct end punctuation and capitalization • include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence • spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes) • follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., Give it to Tom and me.) 	<ul style="list-style-type: none"> • show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses) • punctuate most split dialogue correctly • use common homophones correctly (e.g., you're-your, there-their-they're, hour-our) • show overall control with grammatical structures and spelling

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Bob the Turtle (2010-2011)

FINAL COPY - (First Page)

1 A long time ago, there was a forest, and in that
2 forest was a magical pond. The pond is connected to a little
3 water fall above it, and there is rocks that circle around
4 the pond. At the pond lived magical turtles. They would
5 be happy all day! Except for one. His name
6 was Bob.

7
8 Bob was very sad because the other turtles
9 would be mean and make fun of him because he was
10 light green and the others were dark. One day
11 Bob saw two turtles named Lily and Steve
12 playing tag. Bob decided to go see if he could play
13 too. Bob walked up to them and asked "Hey guys
14 can I play too?" But Steve said "No way! We
15 don't want to play with you! You're a different
16 color than us!" So Bob walked away and looked
17 very sad. "Why don't I just run away? No body cares
18 about me anyway." Bob said to himself. So he did.

19
20 The next day all the turtles were looking for
21 him. Then Lily found a note on a leaf. It was from
22 Bob! "Hey everyone! I found an note from Bob!"

32

Bob the Turtle (2010-2011) (page 2)

FINAL COPY -- (Second Page)

23 Lily exclaimed. All the turtles gathered around to
24 listen. "It says, dear everyone, I have run away,
25 no one come find me." "We have to go find him!"
26 shouted Steeve. So Steeve and Lily went off to
27 go find Bob.

28
29 As Bob was walking down the little trail,
30 he heard someone call his name. He turned around to
31 see Lily and Steeve waddling as fast as they
32 could towards him. When they got to him Steeve
33 asked "Why did you leave?" "Because everyone
34 treated me horribly and always made fun of
35 me." Bob answered "We're sorry Bob, will you come
36 back?" Asked Lily. There was a long pause then
37 Bob said "Okay."

38
39 After that they went back home
40 and no one was ever mean to Bob
41 again.

42

43

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Title: Bob the Turtle Grade:7 (2010-2011)	Achievement: Appropriate (AA) Text Form: Narrative
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	ED	AA	SA	Comments
Content		x		<ul style="list-style-type: none"> • Select a specific topic and establish the purpose and audience: <i>The writer tells a story of a turtle who ran away because he was bullied.</i> • Include straightforward and predictable ideas/events: <i>“Bob was very sad because the other turtles would be mean ... “Why don’t I just run away?”, The next day all the turtles were looking for him ...”, “As Bob was walking ... he heard someone call his name.”</i> • Support the ideas with relevant details: <i>“Bob decided to go play ...”, Lily found a note on a leaf ...”, “... Lily and Steve waddling as fast as they could towards him.”</i>
Organization		x		<ul style="list-style-type: none"> • Select an appropriate form and establish the purpose in the introduction: <i>The writer has chosen to use a narrative form. The setting, characters, and problem are introduced in the beginning of the story.</i> • Show evidence of logical sequencing: <i>Begins when Bob the Turtle tries to join a game and is rejected by the other turtles. Bob decides to run away but his friends follow and apologize.</i> • Show control of paragraph divisions: <i>The writer attempts to group events in the story into separate paragraphs.</i> • Provide an obvious conclusion: <i>“After that they went back home and no one was ever mean to Bob again.”</i>
Word Choice		x		<ul style="list-style-type: none"> • Include precise/interesting words and/or technical language: <i>connected, waterfall, gathered around to listen, trail</i> • Include descriptive words (adjectives, adverbs, strong verbs, strong nouns): <i>magical turtles, waddling, exclaimed, horribly, there was a long pause</i>

Title: Bob the Turtle Grade: 7 (2010-2011)	Achievement: Appropriate (AA) Text Form: Narrative
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Voice		x	<ul style="list-style-type: none"> • Show awareness of audience: <i>“A long time ago there was a forest ...” (the writer is setting the scene for the readers), “Bob was very sad because the other turtles would be mean ...” (the writer explains the problem)</i> • Demonstrate engagement with subject: <i>“No way! We don’t want to play with you!”, “Hey everyone! I found a note from Bob!”</i> • Include glimpses of personal feeling, energy, and individuality <i>The writer shows individuality through characters and plot.</i>
Sentence Structure		x	<ul style="list-style-type: none"> • Include different kinds of sentences, with a variety of complex structures (occasional errors): <i>“A long time ago, there was a forest, and in that forest was a magical pond.”, “He turned around to see Lily and Steeve waddling as fast as they could towards him.”</i> • Include a variety of sentence lengths and beginnings to establish rhythm and create interest: <i>“One day Bob saw two turtles ...”, “So he did.”, “As Bob was walking down the little trail ...”</i>
Conventions		x	<ul style="list-style-type: none"> • Use correct end punctuation and capitalization: <i>with control</i> • Include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence: <i>The writer marks dialogue in the story with quotation marks but does not paragraph it properly.</i> • Spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes): <i>consistently spells words correctly</i> • Follow correct tense, subject/verb agreement, and grammatically correct pronouns: <i>This is fairly consistent throughout.</i>
Overall		x	

Going Hunting (2011-2012)

7 Going Hunting Final Copy

One bright sunny fall day I Woke up at 7:00 am to the sound of my hockey buzzer alarm clock, With the sun just glaring through my window. Then I remembered that hockey started today. And with that I leaped out of my bed into my hockey puck slippers and scrambled down the stairs into the kitchen.

our
ipping
said
ice isn't

dad asked?
Je were
gear complete
the rip
ockets
m
and I grabbed my
ret dad at the truck

Only to see dad sitting at drop leaf table still in his pajamas s his coffee. Then he looked up and "Hockey has been canceled because the i in yet". "Drat" I replied.

So would you like to go hunting?
"Sure" I answered, and with that h off. I got dressed in my hunting, with my hunters orange jacket with in the sleeve. Also I stuffed my p with assorted bullets and I grabbed 22 rifle. I r

Going Hunting (2011-2012) (page 2)

Final Copy

7

and climbed into the passenger side. On our way to the hunting grounds I gobbled down a double decker bacon and cheese sandwich and a mug of apple cider. We slowly drove up and down winding paths with our guns on our knees ready to shoot.

It had been a long drive with no signs of a partridge when I spotted one just peeking out from behind a crab apple tree. Without hesitation I shot the partridge. And we rattled all of the way home.

When we got home to our log cabin we took the bird, a hatchet, and a jack knife back to the wood pile. We gutted and plucked the partridge and then we took it in for mom to cook. As I was eating I thought this is better than playing hockey.

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Writing

Go On

Title: Going Hunting Grade: 7 (2011-2012)	Achievement: Appropriate (AA) Text Form: Memoir
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	ED	AA	SA	Comments
Content		X		<ul style="list-style-type: none"> • Select a specific topic and establish the purpose and audience: <i>The topic is hunting and the purpose is to share the hunting experience.</i> • Include straightforward and predictable ideas/events: <i>The events of his day of hunting are outlined.</i> • Support the ideas with relevant details: <i>“I got dressed in my hunting gear.”; “I met dad at the truck ...”; “We slowly drove up and down winding paths ...”; “I spotted ... and shot the partridge.”; “... gutted and plucked the partridge ...”</i>
Organization		X		<ul style="list-style-type: none"> • Select an appropriate form and establish the purpose in the introduction: <i>The writer chose the form of memoir to relate a personal memory of going hunting.</i> • Show evidence of logical sequencing: <i>The writer outlines the events of his day in chronological order.</i> • Show control of paragraph divisions: <i>The writer shows control of paragraph divisions with one exception.</i> • Provide an obvious conclusion: <i>The conclusion ties into the introduction. “When we got home ...”; “We gutted and plucked the partridge ...”; “As I was eating ... better than playing hockey.”</i>
Word Choice		X		<ul style="list-style-type: none"> • Include precise/interesting words and/or technical language: <i>“bullits”, “22 rifle”, “hunter’s orange jacket”, “hatchet”, “jackknife”, “partridge”</i> • Include descriptive words (adjectives, adverbs, strong verbs, strong nouns): <i>“glaring”, “leaped”, “dropleaf table” “plucked”, “gutted”, “gobbled”, “slowly drove”, “winding paths”</i>

Title: Going Hunting Grade: 7 (2011-2012)	Achievement: Appropriate (AA) Text Form: Memoir
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Voice		X		<ul style="list-style-type: none"> • Show awareness of audience: <i>“I got dressed in my hunting gear complete with my hunter’s orange jacket with the rip in the sleeve. Also I stuffed my pockets with assorted bullits, and I grabbed my 22 rifle.”</i> • Demonstrate engagement with subject: <i>“It had been a long drive with no sighns of a partridge when I spotted one just peeking out from behind a crab apple tree.”</i> • Include glimpses of personal feeling, energy, and individuality: <i>“We slowly drove ...”; “... ready to shoot ...”; “As I was eating I thought this is better than playing hockey.”</i>
Sentence Structure		X		<ul style="list-style-type: none"> • Include different kinds of sentences, with a variety of complex structures (occasional errors): <i>“One bright sunny ...”; “Also I stuffed my pockets ...”; “Without hesitation ...”</i> • Include a variety of sentence lengths and beginnings to establish rhythm and create interest: <i>“Drat” I replied.”; “We slowly drove up and down winding paths with our guns on our knees ready to shoot.”; “When we got home to our log cabin we took the bird, a hatchet, and a jack knife back to the wood pile.”</i>
Conventions		X		<ul style="list-style-type: none"> • Use correct end punctuation and capitalization: <i>The writer uses end punctuation and capitalization with few errors.</i> • Include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence: <i>Internal punctuation is used correctly (commas in lists and longer phrases, quotation marks for dialogue).</i> • Spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes): <i>Occasional spelling errors do not detract from the overall meaning of the piece.</i> • Follow correct tense, subject/verb agreement, and grammatically correct pronouns: <i>Overall, the writer follows the correct tense.</i>
Overall		X		

Irland (2010-2011)

FINAL COPY - (First Page)

1 In the year of 1917, Irland devastated. A terrible disease
2 was spreading and the children were the most susceptible. Many
3 parents took the decision to send their children to faraway
4 relatives. Within those children was a young girl by the name
5 of Alice. This is the story of Alice's adventures and
6 struggles to try and find her family.

7
8 It was an ordinary day. Like any other, Alice Branscomb
9 was playing with her kitten, Missy, while her mother baked
10 a sweet apple pie. There was a knock at the door. Alice
11 answered. There was an old man with ripped overalls and polished
12 boots at the door. Alice knew why he was there. He was there
13 to take her, along with all the other children, to Canada to
14 meet their relatives. She turned to her young mother.
15 Tears were running down her face. She gave a great big
16 hug and kiss to her mom and kitten then she left. As
17 she jumped on to the hay wagon, she could see her
18 mom staring out the kitchen window. Would she ever see
19 her mom again?

20

21 As night came, there were about fifty kids on the one buggy.
22 Luckily, they stayed warm, because all of the kids were squashed

32

Irland (2010-2011) (page 2)

FINAL COPY – (Second Page)

23 together. Two days have passed. Alice meets a new friend by the
24 name of Mary. Mary is five years younger than Alice, but they have a lot
25 in common. After six days, they get to the boat. The boat takes
26 them from Europe to Canada. As the boat met the shoreline,
27 Alice was amazed. There were crowds of people waiting.
28 They got off the boat and waited. There was a man
29 wearing all black calling childrens names. As they called
30 the child's name, they would meet with their
31 ~~get~~ guardian. Mary's name was first. They said goodbye
32 to ~~each other~~ each other, then she left. Alice's name was
33 called twentieth. She met her great aunt and she welcomed
34 her. Alice went to her house, got a bite to eat, then
35 rested. Her great aunt was so nice to let her stay.

36
37 In conclusion, Alice never went back to Irland. After
38 a couple of months of being in Canada, she received
39 a letter saying that her mom had died from the
40 disease. She stayed with her aunt until she turned
41 nineteen and married Pat Robinson. Together, they
42 had eight kids. She later took them to Irland to show
43 them her birthplace. What would you have done in
44 this situation?

Title: Irland (Ireland) Grade: 7 (2010-2011)	Achievement: Appropriate (AA) Text Form: Narrative
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	ED	AA	SA	Comments
Content		x		<ul style="list-style-type: none"> • Select a specific topic and establish the purpose and audience: <i>The story of Alice as she moves from Ireland to Canada.</i> • Include straightforward and predictable ideas/events: <i>The story begins when Alice has to leave her mother. The writer then describes Alice’s journey to the boat that will take them to Canada. She then meets her aunt in Canada and the story ends with a description of her future life.</i> • Support the ideas with relevant details: <i>“ There was an old man with riped overalls and polished boots at the door...”, “ As the boat met the shoreline, Alice was amazed. “ , “ There were crowds of people waiting.”</i>
Organization		x		<ul style="list-style-type: none"> • Select an appropriate form and establish the purpose in the introduction: <i>The writer has chosen the narrative form to tell the story of a young girl who has to leave her family.</i> • Show evidence of logical sequencing: <i>The story begins at her mother’s home in Ireland when she is a young girl and moves logically through the events of her journey to Canada.</i> • Show control of paragraph divisions: <i>The writer attempts to group the events of the story into separate paragraphs.</i> • Provide an obvious conclusion: <i>The writer concludes her story by summing up future events.</i>
Word Choice		x		<ul style="list-style-type: none"> • Include precise/interesting words and/or technical language: <i>terrible disease, relatives, hay wagon, buggy, shoreline, guardian, birthplace</i> • Include descriptive words (adjectives, adverbs, strong verbs, strong nouns): <i>sweet apple pie ripped overalls, polished boots, squashed together, seseptable</i>

Title: Irland (Ireland) Grade: 7 (2010-2011)	Achievement: Appropriate (AA) Text Form: Narrative
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Voice		x	<ul style="list-style-type: none"> • Show awareness of audience: <i>“In the year of 1917, Irland was devastated. A terrible disease was spreading and the children were the most seseptable.” The writer provides background information for the reader.</i> • Demonstrate engagement with subject: <i>“As the boat left the shoreline...”, “Her great aunt was so nice to let her stay.”</i> • Include glimpses of personal feeling, energy, and individuality: <i>“Tears were running down her face.”, “Would she ever see her mom again?”</i>
Sentence Structure		x	<ul style="list-style-type: none"> • Include different kinds of sentences, with a variety of complex structures (occasional errors): <i>“He was there to take her, along with all the other children, to Canada to meet their relatives.”, “Luckily, they stayed warm, because all of the kids were squashed together. “, “Two days have passed.”</i> • Include a variety of sentence lengths and beginnings to establish rhythm and create interest: <i>“She turned to her young mother.”, “As she jumped onto the hay wagon,...”, After a couple of months of being in Canada...”</i>
Conventions		x	<ul style="list-style-type: none"> • Use correct end punctuation and capitalization: <i>shows control using capitalization and end punctuation.</i> • Include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence: <i>includes internal punctuation.</i> • Spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes): <i>spells most familiar and commonly used words correctly with errors; the errors do not hinder fluency.</i> • Follow correct tense, subject/verb agreement, and grammatically correct pronouns: <i>This is fairly consistent throughout.</i>
Overall		x	

An Antarctic Valentine's Day (2010-2011)

FINAL COPY - (First Page)

1 An Antarctic Valentine's Day

2

3 It was a snowy and chilly Valentine's
4 Day in Antarctica. Patsy the penguin received
5 a box of fish flavoured chocolates from her
6 boyfriend Peter the polar bear.

7 "Ooooooooooooooh," Patsy said, "sardine
8 flavour. My favourite! Thank you, Peter!"

9 "Oh Patsy, Peter sighed, "you know you
10 don't have to thank me!"

11 On the inside, Patsy wanted to
12 return the favour by giving a Valentine
13 present to Peter. She wondered "Hmmm...
14 what kind of present would Peter think
15 of as nice? Hmmm..... I've got it! I
16 will get him a fancy bouquet of freshly
17 cut flowers!"

18 A few minutes later, Patsy arrived
19 at the florist shop. There were roses,
20 daisies, baby's breath, carnations, daffodils,
21 and petunias as far as the eye could
22 see and the nose could smell. When

32

An Antarctic Valentine's Day (2010-2011) (page 2)

24 observed the sign. **CLOSED!**
25 "What?" Patsy thought out loud, "It
26 couldn't be closed!" She rubbed her eyes
27 and read the sign again. It still said
28 **CLOSED.** "Ooooooaaayyy," Patsy sighed, when
29 she remembered she had jars of honey
30 (which bears LOVE) in her pantry.
1 When Patsy was back home, she
2 pulled a jar of honey from her pantry,
3 then wrapped it in heart design wrapping
4 paper. She even placed a gold ribbon
5 on top.
6 Patsy arrived at Peter's house
7 with the present.
8 "Ooooooooh," Peter said, "honey. My
9 favourite! Thank you, Patsy."
10 "Oh Peter," Patsy sighed, "you know
11 you don't have to thank me! Hahaha!"

Title: An Antarctic Valentine’s Day Achievement: Strong (SA)
Grade: 7 (2010-2011) Text Form: Fictional Narrative

	ED	AA	SA	Comments
Content			X	<ul style="list-style-type: none"> • Introduce specific topic with a main idea that establishes a clear purpose and definite audience: <i>The writer chose to make up a Valentine’s story about a penguin and a polar bear.</i> • Include some original/thoughtful ideas: <i>“Patsy, the penguin; Peter, the polar bear; sardine flavoured chocolates, she remembered she had jars of honey (which bears love), It was a snowy and chilly Valentine’s Day in Antarctica.</i> • Develop ideas/information by including relevant details: <i>...fish flavoured chocolates, ...fancy bouquet, ...heart design wrapping paper.</i>
Organization			X	<ul style="list-style-type: none"> • Establish a clear purpose and provide an effective introduction: <i>“It was a snowy and chilly Valentine’s Day.” “...Patsy the penguin received a box of...”</i> • Use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast): <i>The story goes from Patsy receiving a gift from her boyfriend to her thinking what would be best for him for a gift.</i> • Create smooth transitions between paragraphs: <i>“On the inside..., A few minutes later..., When Patsy was back home..., Patsy arrived at Peter’s house...”</i> • Provide a definite conclusion: <i>The writer brings us to an effective conclusion by repeating a quote from the beginning.</i>
Word Choice			X	<ul style="list-style-type: none"> • Use strong verbs and nouns (e.g., plunged instead of dove, and patriarch instead of father): <i>“sighed, rubbed, pantry, entrance, CLOSED ”</i> • Use descriptive vocabulary/phrases to strengthen meaning: <i>“fish flavored chocolates, a fancy bouquet of freshly cut flowers, as far as the eye could see and the nose could smell, a gold ribbon on top, heart design wrapping paper.</i>

Title: An Antarctic Valentine's Day **Achievement: Strong (SA)**
Grade: 7 (2010-2011) **Text Form: Fictional Narrative**

Voice			X	<ul style="list-style-type: none"> • Demonstrate a confident awareness of audience: <i>The writer shows awareness of audience by crafting a simple story with conversational voice.</i> • Show a sincere engagement with subject: <i>"Hmmm... what kind of present would Peter think of as nice?" "Oooooooooooh," Peter said, honey, my favourite!"</i> • Include personal feeling, energy, and individuality: <i>Paragraph 3 and the last paragraph are the same, with reverse of characters. "Ha, ha, ha!"</i>
Sentence Structure			X	<ul style="list-style-type: none"> • Show confident use of different kinds of sentences and structures (minimal errors): <i>"On the inside, Patsy wanted to return the favour..."</i> <i>"There were roses, daisies, baby's breath, ... "</i> • Create interesting rhythm through variety in sentence lengths and beginnings: <i>"When Patsy stepped to the entrance, she observed the sign. CLOSED." "Hmmm... I've got it!"</i>
Conventions			X	<ul style="list-style-type: none"> • Show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses), punctuate most split dialogue correctly: <i>Strong control of internal punctuation with apostrophes, quotation marks, and commas.</i> • Use common homophones correctly (e.g., you're-your, there-their-they-re, hour-our): <i>"know, eye, sign, wrapped, chilly,"</i> • Show overall control with grammatical structures and spelling: <i>Writer shows strong control of grammar and spelling.</i>
Overall			X	

Volleyball is the best sport (2011-2012)

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Final Copy

Volleyball is the
best sport

In our modern day world, sports like basketball, football and hockey got all the glory. What about all the other sports, though? What is the best activity? The answer is quite simple. Volleyball is a sport that

has it all: strategy, skill and sportsmanship.

Most people will laugh if you tell them that volleyball is a rough sport. With soft sets and gentle passes, they believe it's lame. Although contrary to popular belief, it's a sport that requires a fair amount of strength. In how many other sports do you have to overhand serve, spike and push the ball. Because of this, we are constantly trying to build up our arm, leg and

Volleyball is the best sport (2011-2012) (page 2)

Final Copy

7

One of the most important things about this sport is skill. Not raw, natural talent, but skills that you learn and develop, such as endurance, speed, coordination, consistency and technique. These allow you to become the most exceptional player you can be.



With six players on each side of the court, volleyball can't be about individuals. It's about working together. We're always hanging out, celebrating birthdays or eating pizza together. From activities like Twister to shimmy, it all helps. It aids us with playing together, covering the court and sportsmanship, which are all things that you need to have and know.

Volleyball is the best sport (2011-2012) (page 3)

7

Final Copy

volleyball is just as fun, fast and exhilarating as basketball, football, hockey or any other sport. But, it's even more than that. With long, graceful rallies and perfect sets, it's even more spectacular and extraordinary. It is truly the best sport ever.

Title: Volleyball is the best sport Grade: 7 (2011-2012)	Achievement: Strong (SA) Text Form: Persuasive
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	ED	AA	SA	Comments
Content			X	<ul style="list-style-type: none"> • Introduce specific topic with a main idea that establishes a clear purpose and definite audience: <i>With clear purpose, the writer chose to persuade the reader to love volleyball.</i> • Include some original/thoughtful ideas: <i>“In our modern world ... get all the glory.”; “... working together... aids us with playing together.” “Volleyball is a sport that has it all: strength, skill and sportsmanship.”</i> • Develop ideas/information by including relevant details: <i>“With soft sets and gentle passes ...”, “Not raw, natrual talent, but skills that you learn and develop,” “.... Just as fun, fast and exhilarating as basketball, football, hockey or any other sport.”</i>
Organization			X	<ul style="list-style-type: none"> • Establish a clear purpose and provide an effective introduction: <i>From the effective introduction, the writer’s purpose is clear. Questions are asked. “The answer is quite simple. Volleyball is a sport that has it all: ...”</i> • Use a logical sequencing structure (e.g., chronological, cause and effect, compare and contrast): <i>Three persuading arguments with supporting evidence are given, drawn both from facts and personal experience.</i> • Create smooth transitions between paragraphs: <i>“Most people, although contrary, because of this, one of the most, with six players, but, it’s even more than that ...”</i> • Provide a definite conclusion: <i>The writer brings the reader to a definite conclusion with a connection to the introduction and summary statements.</i>
Word Choice			X	<ul style="list-style-type: none"> • Use strong verbs and nouns: <i>“overhand serve, spike, build up, covering the court, soft sets, gentle passes, raw natrual talent, long, graceful rallies”</i> • Use descriptive vocabulary/phrases to strengthen meaning: <i>“all the glory, rough sport, contrary to popular belief, constantly, coordination, consistency, technique, exceptional, spectacular and extraordinary.” The technical language of volleyball is used throughout this piece.</i>

Title: Volleyball is the best sport Grade: 7 (2011-2012)	Achievement: Strong (SA) Text Form: Persuasive
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Voice			X	<ul style="list-style-type: none"> • Demonstrate a confident awareness of audience: <i>The writer’s personal style effectively convinces the reader of the benefits of volleyball as a sport. “In our modern day world, all the other sports, best activity, most people, contrary to popular belief, things you need to have and know, truly the best sport”</i> • Show a sincere engagement with subject: <i>It is evident the writer is sincerely engaged with the sport of volleyball by use of volleyball terms and details of the sport.</i> • Include personal feeling, energy, and individuality: <i>“In how many other sports, do you have to overhand serve, spike and push the ball.” “These allow you to become the most exceptional player you can be.” “We’re always hanging out, celebrating birthdays or eating pizza together.”</i>
Sentence Structure			X	<ul style="list-style-type: none"> • Show confident use of different kinds of sentences and structures (minimal errors): <i>The writer uses a variety of sentence types: interrogative and declarative, as well as many prepositional phrases as part of sentence structure. “It aids us with playing together, covering the court and sportsmanship, which are all things that you need to have and know.”</i> • Create interesting rhythm through variety in sentence lengths and beginnings: <i>By using varying sentence lengths, the writer has created a rhythm that flows well. Many different sentence beginnings are used.</i>
Conventions			X	<ul style="list-style-type: none"> • Show control with a range of internal punctuation (e.g., dashes, brackets, colons, hyphens, ellipses), punctuate most split dialogue correctly: <i>This writer has control of punctuation including the correct use of a colon.</i> • Use common homophones correctly (e.g., you’re-your, there-their-they-re, hour-our): <i>Common homophones are used correctly: “it’s, to, aids”.</i> • Show overall control with grammatical structures and spelling: <i>The writer shows overall control of grammar and spelling.</i>
Overall			X	

