Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>response is illegible</td>
<td>An illegible response cannot be read (erased, crossed out, not in English, impossible to read). A comment on the task (e.g., I don’t know).</td>
</tr>
<tr>
<td>Illegible*</td>
<td>response is off-topic, irrelevant or incorrect</td>
<td>A typical off-topic response has no connection to the selection or the question.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A typical irrelevant response comments on the topic (e.g., an internship is a good way to learn) or only restates the question (e.g., Lizarda is a good choice for the internship) with no support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A typical incorrect response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</td>
</tr>
<tr>
<td>Code 10</td>
<td>response indicates minimal reading comprehension</td>
<td>The response provides minimal and/or irrelevant information from the selection about Lizarda OR a reason from the student’s own ideas with no supporting details from the selection.</td>
</tr>
<tr>
<td>Code 20</td>
<td>response indicates some reading comprehension</td>
<td>The response provides a reason from the selection supported by limited or vague details OR details from the selection that are intended to support a reason for the choice of Lizarda for the internship as an animator. However, the reader is required to make the connection between the reason and the internship or the work of an animator.</td>
</tr>
<tr>
<td>Code 30</td>
<td>response indicates considerable reading comprehension</td>
<td>The response provides supporting details from the selection and a clear explanation of how these details are connected to the selection of Lizarda for the internship as an animator.</td>
</tr>
</tbody>
</table>

*Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.*
Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a good choice for this internship because he started drawing cartoons when he was a child and got more into it when he was in grade 10.

Annotation:
The response provides minimal information from the selection (started drawing cartoons when he was a child and got more into it when he was in grade 10) and does not offer an explanation of how these details are connected to the choice of Lizarda for the internship as an animator.
Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda has grown up with an interest in art and was more fascinated by it through high school. In grade 10, Lizarda took a survey and found that he would fit into the animation industry as a career. His dream is to work with an animation company, which shows that he wants to be successful in this.

Annotation:
The response provides some details about Lizarda from the selection (took a survey and found that he would fit into the animation industry as a career. His dream is to work with an animation company). However, the reader is required to make the connection among the details, the reason and the internship or the work of an animator.
Q6: Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer.

Lizarda is a beneficial choice for this internship. Almost all his life, he has had a passion for art. Already as a child, he began to draw. He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time. It is the job of an animator to be able to apply the principles of animation but catch the viewers’ attention. Lizarda and his talents are an excellent choice for internship.

Annotation:
The response provides specific supporting details about Lizarda (He has an amazing ability to use the basic principles of animation while making the picture entertaining at the same time) and clearly explains how they are connected to his internship as an animator (It is the job of an animator to be able to apply the principles of animation but catch the viewers’ attention).
**Writing Prompt:** Identify an important environmental issue. Use specific details to explain why it is important.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>• nothing written or drawn in the lined space provided</td>
</tr>
</tbody>
</table>
| Illegible* | • response is illegible  
  An illegible response cannot be read (erased, crossed out, not in English, impossible to read).  
  The response comments on the task (e.g., I don’t know.). |
| Off topic* | • response is off-topic or irrelevant to the prompt  
  A typical off-topic response is not related to the topic of an environmental issue.  
  A typical irrelevant response comments on the topic or simply restates the question. |
| Code 10 | • response is not developed or is developed with irrelevant ideas and information  
  The response  
  • identifies or describes an environmental issue but does not provide an explanation of why it is important  
  OR  
  • identifies or describes an environmental issue but provides an irrelevant explanation of why it is important (e.g., how issue can be solved)  
  OR  
  • provides a general comment about the environment. |
| Code 20 | • response is developed with vague ideas and information; it may contain some irrelevant ideas and information  
  The response identifies or describes an environmental issue and provides a vague explanation of why it is important or uses vague details in the explanation.  
  The response often requires the reader to make the connection between the support provided and what it is intended to prove. |
| Code 30 | • response is developed with clear, specific and relevant ideas and information  
  The response identifies or describes an environmental issue and provides specific and relevant details to clearly explain why it is important. |

*Responses considered to be illegible or off topic must be shown to the Scoring Supervisor.*
Code 10

Identify an important environmental issue. Use specific details to explain why it is important.

One environmental issue I feel strongly passionate about is the amount of energy wasted. Throughout the day, there are constantly unused lights on, and computers left on, too. We have become more environmentally conscious over the last couple of years, however, people in our grand our communities can still be a lot more efficient.

Annotation:
The response identifies and describes an environmental issue (amount of energy wasted) but does not provide an explanation of why it is important.
A important environmental issue is global warming. This is important because our earth is getting destroyed slowly after years and years, and if we don’t stop global warming our earth will be destroyed in time.

Annotation:
The response identifies an environmental issue (global warming) and provides a vague explanation of why it is important (our earth is getting destroyed slowly after years and years).
The response identifies an environmental issue (the contamination of water) and provides a clear explanation of why it is important (We need to make sure we aren’t contaminating the water because we have a limited supply). The water must stay clean because we can’t get anymore.
**Writing Prompt:** Identify an important environmental issue. Use specific details to explain why it is important.

<table>
<thead>
<tr>
<th>Code</th>
<th>Use of Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code 10</td>
<td>• errors in conventions distract from communication</td>
</tr>
<tr>
<td>Code 20</td>
<td>• errors in conventions do not distract from communication</td>
</tr>
</tbody>
</table>
Code 10

Identify an important environmental issue. Use specific details to explain why it is important.

I think an important environment issue in society today is greenhouse gases. This is an issue because people are not using fuel efficient cars and people are not conserving energy.

Annotation:
Errors in spelling (environment, society, using, efficient), erratic capitalization (important, Because) and lack of end punctuation distract from communication.
Code 20

2. Identify an important environmental issue. Use specific details to explain why it is important.

An important environmental issue is that a lot of people don’t take recycling seriously enough. Nowadays it is important to help our environment and recycling is a good start, but then just if it is done properly.

Annotation:
Errors in spelling (environental, enviroment, recycleing) do not distract from communication.
<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>The page is blank with nothing written or drawn in the space provided.</td>
</tr>
<tr>
<td>Illegible</td>
<td>The response is illegible or irrelevant to the prompt.</td>
</tr>
<tr>
<td>Off topic</td>
<td>The response is off topic.</td>
</tr>
</tbody>
</table>
| Code 10 | The response is related to headline and/or photo but is not a news report.  
**OR**  
The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization. |
| Code 20 | The response is related to headline and/or photo but only partly in the form of a news report.  
**OR**  
The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization. |
| Code 30 | The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication. |
| Code 40 | The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication. |
| Code 50 | The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical. |
| Code 60 | The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas. |
Annotation:
The response is a news report related to the headline. It identifies an event (Students at [redacted] secondary school have election day), but provides no supporting details.
Annotation:
The response is a news report related to the headline and/or photo. It describes an event (set up a voting booth) but includes insufficient supporting details. There is limited evidence of organization.
Students Participate in Important Election

On September 21st students at [school name] school held elections for student council. The student council will become in charge of all school functions starting the month of October. The reason decided to do this was because rather than having the principals decide everything and have the students be unhappy, they decided to give the kids a say for a more successful school year. Students running will find out results next Tuesday morning and we wish all students running the very best of luck.

Annotation:
The response has a clear focus on an event (students at [school name] held elections for student council). The supporting details are insufficient and vague (in charge of all school functions; students be unhappy; give the kids a say). There is evidence of organization (an introduction and conclusion) but the awkward insertion of the purpose for the election (the reason the school decided to do this) is a lapse that distracts from the overall communication.
Students Participate in Important Election

On Thursday April 3rd 2013, students of [school name] were sent to the forum to cast their votes on deciding who will become their new school president. What was called an exciting rivalry between two grade 12 students ([student name], [student name]) would be the understatement of the year. The two students held no mercy for one another in this election to make their name known in their last school year. Many students believe that Daryl will do great things for the school and give the students a beneficial dance here and there, while others say Sofia will be the one to come on top and take the school year by storm. It’s a wonder who will win as you see in the picture students waiting in line to place their votes and have their say on who will become their new school president.

Annotation:
There is a clear and consistent focus on an event (cast their votes on deciding who will become their new school president). There are sufficient supporting details. Some are specific (Thursday, April 3, 2013; two grade 12 students (student’s first and last name and student’s first and last name); beneficial dance). Other details are vague (last school year; do great things; held no mercy for one another; take the school year by storm). The organization is mechanical. The concluding reference to the picture (as you see in the picture students waiting in line…) is a lapse in organization, but it does not distract from the overall communication.
Students Participate in Important Election

The students of school name are voting for a new student council president today, June 8th 2012. A new student council is elected yearly and has become a well-loved tradition for all students. Two weeks before election day, all students were gathered for an assembly at which the candidates for each position were announced.

The next two weeks were filled with speeches, announcements, and even demonstrations from each candidate of what they could bring to student council to improve the school.

One grade 12 student, student name, who is running for vice president, said that, "every candidate is extremely motivated and I myself am grateful for the student body’s support."

This is an important election for the entire school, as it will affect every student-planned activity in the coming school year.

School name principal, name, said, "I am completely confident in the students’ decision and I know that any choice they make will benefit the school."

The results of the election will be made public tomorrow to an eager group of students.

Annotation:
There is a clear and consistent focus on an event (voting for new student council president). There are sufficient specific details (June 8th; well-loved tradition; two weeks before; assembly at which the candidates for each position were announced; results will be made public by tomorrow). The quotations from the student and principal are effectively integrated; they contribute to the reader’s understanding of the significance of the event. The organization is chronological and logical.
Annotation:

There is a clear and consistent focus on an event (students...took part in a very important Provincial vote). Sufficient specific supporting details (NDP leader Andrea Horwath; mock election; 50%...25%...5%) are thoughtfully chosen to develop a clear and consistent focus. Relevant quotations are deliberately placed to develop the reasons for the mock election (see who they believe will make changes in Ontario for the better; because they are a younger party and their values appeal to me). Organization is coherent. The response demonstrates a thoughtful progression of ideas from facts about the election, to purpose, to results and to future implications. The effective use of transition words or phrases (Despite the...; As...; With the...) provide coherence.
<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code 10</td>
<td>There is insufficient evidence to assess the use of conventions.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Errors in conventions interfere with communication.</td>
</tr>
<tr>
<td>Code 20</td>
<td>Errors in conventions distract from communication.</td>
</tr>
<tr>
<td>Code 30</td>
<td>Errors in conventions do not distract from communication.</td>
</tr>
<tr>
<td>Code 40</td>
<td>Control of conventions is evident in written work.</td>
</tr>
</tbody>
</table>
Annotation:
There is insufficient evidence to assess the use of conventions.
Code 20

Students Participate in Important

There are three students from
school name they have been
chosed to vote in imminent election day by
their high school. The election
day is April 20th. People need to
vote for their person it must include
students

Student name, student name and student

name

these three students are very good in their high school. They always
prove good reasons for vote. So school decides to chose these three
students to vote. The government says it is fair way to vote students
has a positive mind in their brain so they can choose a correct people and
other adults will follow one person.

Annotation:
Errors in sentence structure ("vote for their person, it must include..."), verb form (have been chosed), and usage (they always prove good reasons for vote; students has a positive mind in their brain...) distract from communication.
Code 30

Students Participate in Importa:

On Friday, April 18, 2013, at ____________

High School, in _________ Ontario,
a student election took place. All of the students
from grade 9 - 12 participated.

The student election that
occurred at the school, was so that students
could decide what principle they wanted. The
students were given the option to pick one out
of five men and women.

__________, a grade 10 student at school name

__________, High School said “I’m glad that we were
given the opportunity to choose a principle. By us
choosing a principle it allows us to pick who we
think is better for our school, someone who can make a
difference. Another student ____________ said “I think
that this election was a good thing for us to take part
in. I think all schools should let students have a say.”

Hopefully in the future other schools will be able to vote
part in an election like this. They should do their results next
Monday.

Annotation:
Errors in spelling (principle, “no” for “know”), in punctuation (e.g., missing quotation mark after sentence ....someone who can make a big difference; missing comma before the quotation “I think...”), and an incorrect comma (at the school, was so the students...) do not distract from communication.
Students Participate in Important

On April 23, 2013, grade 10 students of school name are having an election to determine class president as a part of their civics class to really learn about government.

Two students from the class are the candidates for the election. Brooke promises that she will listen to everyone’s ideas and make sure that everyone gets the help they need. Lucas promises more field trips, pizza lunches and days off. “I know what the students want because I am a student and once I am class president, I will be able to give it to them,” says Scott.

“This is a chance for the students to really get into government and politics. We try to keep it as realistic as the actual elections. The students have made posters, created their campaign along with their platforms and also speeches,” explains Ms. Smith, school teacher.

The elections will take place on April 23, 2013 in Ms. Smith’s classroom. The students are extremely anxious.

Annotation:
Control of conventions is evident in sentence structure and punctuation. Errors that are typical of a first draft (e.g., missing “the” in to determine class president, spelling errors feild, candidates) do not undermine the overall control of conventions.
Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>nothing written or drawn in the lined space provided</td>
</tr>
<tr>
<td>Illegible*</td>
<td>• response is illegible</td>
</tr>
<tr>
<td></td>
<td>An illegible response cannot be read (erased, crossed out, not in English, impossible to read).</td>
</tr>
<tr>
<td></td>
<td>The response comments on the task (e.g., I don't know how to answer this.)</td>
</tr>
<tr>
<td>Off topic/Incorrect*</td>
<td>• response is off-topic, irrelevant or incorrect</td>
</tr>
<tr>
<td></td>
<td>A typical off-topic response has no connection to the selection or the question.</td>
</tr>
<tr>
<td></td>
<td>A typical incorrect response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.</td>
</tr>
<tr>
<td>Code 10</td>
<td>• response indicates minimal reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• response provides minimal or irrelevant ideas and information from the reading selection</td>
</tr>
<tr>
<td></td>
<td>The response provides</td>
</tr>
<tr>
<td></td>
<td>• only a main idea from the selection</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• only one or more details from the selection without a main idea</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• a main idea with one or more irrelevant details from the selection</td>
</tr>
<tr>
<td>Code 20</td>
<td>• response indicates some reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• response provides vague ideas and information from the reading selection</td>
</tr>
<tr>
<td></td>
<td>The response provides</td>
</tr>
<tr>
<td></td>
<td>• a correct main idea and one or more vague details from the selection to support it</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• a vague main idea and one or more specific or vague details from the selection to support it.</td>
</tr>
<tr>
<td></td>
<td>The response often requires the reader to make the connection between the main idea and supporting detail(s).</td>
</tr>
<tr>
<td>Code 30</td>
<td>• response indicates considerable reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• response provides accurate, specific and relevant ideas and information from the reading selection</td>
</tr>
<tr>
<td></td>
<td>The response provides</td>
</tr>
<tr>
<td></td>
<td>• a correct main idea and one or more specific and relevant details from the selection to support it clearly.</td>
</tr>
</tbody>
</table>

- Responses considered to be illegible or off topic/incorrect must be shown to the Scoring Supervisor.
Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

The main idea of this selection is to provide information on past and current occurrences in the Arctic. My example would be as follows, “Polar bear survival in the wild may be in danger because of climate change.”

Annotation:
This response provides only a main idea (“Polar bear survival in the wild may be in danger because of climate change”).
Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

The main idea of this selection is that due to global warming polar bears survival may be at risk. I think this because it talks about what the polar bears will eat after the ice melts and the polar bears will not be able to get access to seals.

Annotation:
This response provides a correct main idea (due to global warming polar bears survival may be at risk) and a detail from the selection (polar bears will not be able to get access to seals) to support it. The reader is required to make the connection between the main idea and the supporting detail.
Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Climate change is endangering polar bear survival in the wild. Since climate change is lengthening the ice free period in Southwestern Hudson Bay, the polar bears are stranded on land and away from their normal diet of seal meat during the summer, resulting in less fat build-up for the winter.

Annotation:
This response provides a correct main idea (climate change is endangering polar bear survival in the wild) supported by specific and relevant details from the selection (climate change is lengthening the ice free period...polar bears are stranded on land and away from their normal diet of seal meat...resulting in less fat build-up for the winter). The connection between climate change and the threat to polar bear survival is clear.