

## Functional Writing Assignment

### Content

When marking **Content** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- ideas and development of the topic are effective
- the purpose of the assignment is fulfilled with complete and relevant information
- the tone is appropriate for a business letter, and awareness of audience is evident

Cross-Reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 2.1, 2.2, 2.4, 3.1, 3.3, 4.1, 4.3

<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"><li>• The ideas are perceptive, and development of the topic is clear and effective.</li><li>• Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.</li><li>• A tone appropriate for the addressee is skillfully maintained.</li></ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"><li>• The ideas are thoughtful, and development of the topic is generally effective.</li><li>• Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.</li><li>• A tone appropriate for the addressee is clearly maintained.</li></ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"><li>• The ideas are appropriate, and development of the topic is adequate.</li><li>• Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.</li><li>• A tone appropriate for the addressee is generally maintained.</li></ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"><li>• The ideas are superficial and/or flawed, and development of the topic is inadequate.</li><li>• Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.</li><li>• A tone appropriate for the addressee is evident but not maintained.</li></ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"><li>• The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.</li><li>• Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.</li><li>• Little awareness of a tone appropriate for the addressee is evident.</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 address the task presented in the assignment, or the student has written so little that it is not possible to assess <b>Content</b>.</li></ul>

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

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be awarded a score of **Insufficient**.

## Content Management

When marking **Content Management** appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- words and expressions are used accurately and effectively
- sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled
- the formats of an envelope and a business letter are consistently applied

**Proportion of error to length and complexity of response must be considered.**

**Cross-Reference to Outcomes in the Program of Studies for Grade 9 English Language Arts: 4.1, 4.2**

<p><b>Excellent</b></p> <p><b>E</b></p>	<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 correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning.</li> <li>• The envelope and letter are essentially free from format errors and/or omissions.</li> </ul>
<p><b>Proficient</b></p> <p><b>Pf</b></p>	<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 correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning.</li> <li>• The envelope and letter contain few format errors and/or omissions.</li> </ul>
<p><b>Satisfactory</b></p> <p><b>S</b></p>	<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 correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning.</li> <li>• The envelope and letter contain occasional format errors and/or omissions.</li> </ul>
<p><b>Limited</b></p> <p><b>L</b></p>	<ul style="list-style-type: none"> <li>• Words and expressions used are frequently vague and/or inexact.</li> <li>• The writing demonstrates faltering control of correct sentence structure, usage, and mechanics. Errors frequently impede meaning.</li> <li>• The envelope and letter contain frequent format errors and/or omissions.</li> </ul>
<p><b>Poor</b></p> <p><b>P</b></p>	<ul style="list-style-type: none"> <li>• Words and expressions used are inaccurate and/or misused.</li> <li>• The writing demonstrates a lack of control of correct sentence structure, usage, and mechanics. Errors severely impede meaning.</li> <li>• The envelope and letter contain numerous and glaring format errors and/or omissions.</li> </ul>
<p><b>Insufficient</b></p> <p><b>INS</b></p>	<ul style="list-style-type: none"> <li>• The response has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>

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