

### Grade Nine Expository Assessment Standards

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	<b>Meets Grade Nine Learning Outcome Standards</b>	Excels at Nine
Content	<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience and purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Topic is focused and maintained</li> <li>- Main ideas and supporting details work together to advance the piece</li> <li>- Supporting details are relevant and enhance the piece</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience and purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Topic is focused and maintained</li> <li>- Main ideas and supporting details work together to advance the piece</li> <li>- Specific supporting details and/or examples increase the clarity of the piece</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>- Introduction establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details; structure is consistent</li> <li>- Conclusion is a summary of main ideas, key points, and/or arguments (where applicable)</li> <li>- Conclusion may have an impact on the reader (where applicable)</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>		<ul style="list-style-type: none"> <li>- Introduction establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details; structure is consistent</li> <li>- Conclusion is a summary of main ideas, key points, and/or arguments (where applicable)</li> <li>- Conclusion is strong and has an impact on the reader (where applicable)</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>	

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses clear and interesting language</li> <li>- Uses precise and effective vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>- Uses language that is clear, varied, and specific, and appropriate for the intended audience</li> <li>- Uses precise and effective vocabulary specific to the content</li> </ul>	
Sentence Fluency	<ul style="list-style-type: none"> <li>- Sentences flow smoothly with a variety of structures and lengths OR follows format appropriate phrase structure</li> </ul>		<ul style="list-style-type: none"> <li>- Uses a variety of more complex sentence structures OR follows format appropriate phrase structure</li> <li>- Uses varied sentence lengths; sentences flow smoothly (where applicable)</li> </ul>	
Voice	<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates a tone that reflects feelings/emotions consistent with topic</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates a tone that reflects feelings/emotions consistent with topic</li> </ul>	
Conventions	<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization (where applicable)</li> <li>- Consistently uses correct punctuation in a variety of sentence structures (where applicable)</li> <li>- Does not contain unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization (where applicable)</li> <li>- Consistently uses correct punctuation in a variety of sentence structures (where applicable)</li> <li>- Does not contain unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>	

### Grade Nine Functional Assessment Standards

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Content	<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience and purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Topic is focused and maintained</li> <li>- Main ideas and supporting details work together to advance the piece</li> <li>- Supporting details are relevant and enhance the piece</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience and purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Topic is focused and maintained</li> <li>- Main ideas and supporting details work together to advance the piece</li> <li>- Specific supporting details and/or examples increase the clarity of the piece</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>- Introduction establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details; structure is consistent</li> <li>- Writing is organized in paragraphs or follows appropriate organizational pattern for genre</li> <li>- Conclusion is a summary of main ideas, key points, and/or arguments (where applicable)</li> <li>- Conclusion may have an impact on the reader (where applicable)</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>		<ul style="list-style-type: none"> <li>- Introduction establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details; structure is consistent</li> <li>- Writing is organized in paragraphs or follows appropriate organizational pattern for genre</li> <li>- Conclusion is a summary of main ideas, key points, and/or arguments (where applicable)</li> <li>- Conclusion is strong and has an impact on the reader (where applicable)</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>	

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses clear and interesting language</li> <li>- Uses precise and effective vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>- Uses language that is clear, varied, and specific, and appropriate for the intended audience</li> <li>- Uses precise and effective vocabulary specific to the content</li> </ul>	
Sentence Fluency	<ul style="list-style-type: none"> <li>- Sentences flow smoothly with a variety of structures and lengths OR follows format appropriate phrase structure</li> </ul>		<ul style="list-style-type: none"> <li>- Uses a variety of more complex sentence structures OR follows format appropriate phrase structure</li> <li>- Uses varied sentence lengths; sentences flow smoothly (where applicable)</li> </ul>	
Voice	<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates a tone that reflects feelings/emotions consistent with topic</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates a tone that reflects feelings/emotions consistent with topic</li> </ul>	
Conventions	<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization (where applicable)</li> <li>- Consistently uses correct punctuation in a variety of sentence structures (where applicable)</li> <li>- Does not contain unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization (where applicable)</li> <li>- Consistently uses correct punctuation in a variety of sentence structures (where applicable)</li> <li>- Does not contain unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>	

## Grade Nine Poetry Assessment Standards

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Content	<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Writing evokes an image or strong feelings, or presents a clear message or personal opinions</li> <li>- Uses some of the following to develop the image, feeling, or message <ul style="list-style-type: none"> <li>o Social issues</li> <li>o Personal feelings</li> <li>o Memories</li> <li>o Moments</li> <li>o Facts</li> <li>o Observations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Writing evokes an image or strong feelings, or presents a clear message or personal opinions</li> <li>- Uses some of the following to develop the image, feeling, or message <ul style="list-style-type: none"> <li>o Social issues</li> <li>o Personal feelings</li> <li>o Memories</li> <li>o Moments</li> <li>o Facts</li> <li>o Observations</li> </ul> </li> </ul>	
Organization	<ul style="list-style-type: none"> <li>- Follows “rules” of chosen poetic form; may be somewhat contrived</li> <li>- Uses familiar text structures that may include <ul style="list-style-type: none"> <li>o Free</li> <li>o List poems</li> <li>o Comparison</li> <li>o Shape poems</li> <li>o Poems for two voices</li> <li>o Rhyme (may be contrived)</li> <li>o Rhythm or flow (may be contrived)</li> <li>o Lyrics</li> <li>o Raps</li> <li>o Spoonerisms</li> <li>o Haiku</li> <li>o Ballad</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Follows “rules” of chosen poetic form; may be somewhat contrived</li> <li>- Uses familiar text structures that may include <ul style="list-style-type: none"> <li>o Free</li> <li>o List poems</li> <li>o Comparison</li> <li>o Shape poems</li> <li>o Poems for two voices</li> <li>o Rhyme (may be contrived)</li> <li>o Rhythm or flow (may be contrived)</li> <li>o Lyrics</li> <li>o Raps</li> <li>o Spoonerisms</li> <li>o Haiku</li> <li>o Ballad</li> <li>o Ode</li> </ul> </li> </ul>	
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic and chosen for its connotation</li> <li>- Uses language to create specific effects</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic and chosen for its connotation</li> <li>- Uses language to create specific effects</li> </ul>	

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Voice	<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use <ul style="list-style-type: none"> <li>o Organization of ideas</li> <li>o Formatting</li> </ul> </li> <li>- Tone is easy to describe (funny, sarcastic, angry, joyful, ...)</li> <li>- Writing evokes a feeling or response in the reader</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use <ul style="list-style-type: none"> <li>o Organization of ideas</li> <li>o Formatting</li> </ul> </li> <li>- Tone is easy to describe (funny, sarcastic, angry, joyful, ...)</li> <li>- Writing evokes a feeling or response in the reader</li> </ul>	
Conventions	<ul style="list-style-type: none"> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- Errors do not interfere with communication</li> </ul>		<ul style="list-style-type: none"> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- Errors do not interfere with communication</li> </ul>	

Grade Nine Narrative Assessment Standards

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Content	<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience/purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Story problem integrated into story content</li> <li>- Dialogue and action work together to advance the plot</li> <li>- Context and characters are developed and sustained throughout the story</li> <li>- Includes supporting details</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience/purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Story problem integrated into story content</li> <li>- Dialogue and action work together to advance the plot</li> <li>- Context and characters are developed and sustained throughout the story</li> <li>- Characters are developed through their words and actions</li> <li>- Includes supporting details</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>- Beginning of story establishes key information <ul style="list-style-type: none"> <li>- Effective introduction</li> <li>- Setting (time/place)</li> <li>- Characters (main/minor)</li> <li>- Problem</li> </ul> </li> <li>- Middle develops plot <ul style="list-style-type: none"> <li>- Rising action/events are selected to move the plot forward towards a logical climax or resolution</li> <li>- Establishes connections among actions/events (cause and effect, compare and contrast)</li> </ul> </li> <li>- Ending is connected to actions/events and resolves the story problem <ul style="list-style-type: none"> <li>- effective conclusions</li> </ul> </li> <li>- Writing is organized in paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of story establishes key information <ul style="list-style-type: none"> <li>- Effective introduction</li> <li>- Setting (time/place)</li> <li>- Characters (main/minor)</li> <li>- Problem</li> </ul> </li> <li>- Middle develops plot <ul style="list-style-type: none"> <li>- Rising action/events are selected to move the plot forward towards a believable climax</li> <li>- Establishes connections among actions/events (cause and effect, compare and contrast)</li> </ul> </li> <li>- Ending is connected to actions/events and resolves the story problem <ul style="list-style-type: none"> <li>- effective conclusions</li> </ul> </li> <li>- Writing is organized in paragraphs</li> </ul>	

	Meets Grade Eight Learning Outcome Standards	Approaches Nine	Meets Grade Nine Learning Outcome Standards	Excels at Nine
Word Choice	<ul style="list-style-type: none"> <li>- word choice is appropriate for intended audience</li> <li>- uses precise vocabulary</li> <li>- uses effective descriptions</li> <li>- uses figurative language to enhance writing</li> </ul>		<ul style="list-style-type: none"> <li>- word choice is appropriate for intended audience</li> <li>- uses precise vocabulary</li> <li>- uses effective descriptions</li> <li>- uses figurative language to enhance writing</li> </ul>	
Sentence Fluency	<ul style="list-style-type: none"> <li>- Consistently uses a variety of sentence structures</li> <li>- Uses varied sentence lengths to create effects</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses a variety of sentence structures</li> <li>- Uses varied sentence lengths to create effects</li> </ul>	
Voice	<ul style="list-style-type: none"> <li>- voice is evident</li> <li>- writing creates tone that reflects feelings/emotions consistent with the story/characters</li> </ul>		<ul style="list-style-type: none"> <li>- voice is evident</li> <li>- writing creates tone that reflects feelings/emotions consistent with the story/characters</li> </ul>	
Conventions	<ul style="list-style-type: none"> <li>- consistently uses correct capitalization</li> <li>- consistently uses correct punctuation in a variety of sentence structures</li> <li>- eliminates unnecessary repetition of words and ideas</li> <li>- applies Canadian spelling conventions to familiar and unfamiliar words</li> </ul>		<ul style="list-style-type: none"> <li>- consistently uses correct capitalization</li> <li>- consistently uses correct punctuation in a variety of sentence structures</li> <li>- eliminates unnecessary repetition of words and ideas</li> <li>- applies Canadian spelling conventions to familiar and unfamiliar words</li> </ul>	