

**Education Quality and
Accountability Office**



**Assessments of Reading,
Writing and Mathematics,
Junior Division, 2007**

**Scoring Guide
Long Writing: Content**

Grade 6

**Story About A Commercial
Question 23**

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commercial Question #23

I

My Mom is so talented she always loves me and is so worried about me. My dad is so kind and sometimes upset. My sister ~~are~~ really annoying and ~~she~~ they get on my nerves. My niece and nephews are just so sweet to me. My cat just likes to rub on me.

Rationale: Response is off topic (talks about family and pets). There is no relationship to the assigned prompt.

Assessment of Reading, Writing and Mathematics, Junior Division
 Anchor Set and Rationales for Long Writing Content
 Story About A Commercial Question #23

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Grade 6, Spring 2007

Section D: Writing

Come to the rink

Come to the ice rink you might see your favorite hockey player maybe even your family members that have been gone for a month or two maybe even three.

I know people that love to play hockey has to come remember \$12.50 a ticket. This will be on all week I know you are not missing this for the world; we're sell hockey sticks; more; don't forget to come. Wow look at that shot! wait for one hour tickets are only \$50 im not joking; look at all the kids.

\$50 come on your favorite hockey player are waiting; by the way they are teaching kids/older people hockey move, shot, and more now you can't miss it.

Rationale: Response is not developed and the ideas are limited and unclear (e.g., *don't forget to come. Wow look at that shot!*). Organization is random (e.g., last paragraph). The relationship to the prompt is limited since it vaguely resembles a commercial (e.g., *Come to the ice rink*).

Assessment of Reading, Writing and Mathematics, Junior Division
 Anchor Set and Rationales for Long Writing Content
 Story About A Commercial Question #23

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Today I tell you about a new
 system B-box It's system
 were you can play super
 awesome games. It's dvd player
 and It can record
 show just your somewhere
 and don't want to miss
 it tape it. It has wireless and
 it range is 20000 so you

Grade 5, Spring 2007

Section 1: Writing

so you can be in the
 car with the controller and still be
 playing. The B-box can turn
 off by the sound clap.
 you can only get it at toys r
 us.

Rationale: Response is not developed and is unclear (e.g., *it can record show just your somewhere and don't want to miss it tape it*). Organization is random (e.g., list of uses followed by how it turns off followed by where to buy it, with no transitions). There is a limited relationship to the task (student writes an announcement about a product rather than a story).

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commercial Question #23

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Group Members:

First thing we did when we started is we made a television. Instructions will be below.

First: get a big card board box.

Second: you cut it into a television shape.

Third: You can decorated how you like as soon as your done.

How we presented it is first we did a commercial

on Canada's Paramount Wonderland. We made picture

on some rides that people are riding in. Then as

the speaker spoke some parts we showed pictures on some

rides.

Rationale: Response includes few ideas minimally developed (e.g., *get a big card board box*). There is minimal organization (e.g., *first...first...second...third...first*).

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commercial Question #23

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My group presented our commercial by taping ourselves with a video camera. It took us hours to make the final copy with a lot of deleted sences. Our commercial is on a super soaker. For the commercial we taped one of our members spraying another member.

Some of the times we zoomed in on it and talked about a special feature about it. At the end of our commercial we spined the water gun on a chair summing up everything.

Rationale: There are few ideas in the response (e.g., video camera, super soaker, zoom) and they are minimally developed (e.g., a lot of deleted sences). Organization is minimal (in the first paragraph "taping" is followed by "final copy" followed by the topic of the commercial followed by "taping" again).

Assessment of Reading, Writing and Mathematics, Junior Division
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Frist we dicide to sell a model car on our commerical. So we brought a toy car from home. The toy car could change part, like you could change the rims and body kits. Then we dicide on a name together. After we found a name for our company we made the commercial. The commercial we made was so cool. We used other kids to tell our viewer that how much fun it is to play with this product. On our commerical we got a "A", we so excited because our prouduct really came true. With the money we raised we gave it to our school to buy school supplies.

Rationale: Response is somewhat developed with some simple ideas (e.g., *So we brought a toy car from home...Then we dicide on a name together*). Organization is mechanical with lapses (a simple chronological sequence with an unconnected final sentence).

Assessment of Reading, Writing and Mathematics, Junior Division
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"I've got it, we could do a commercial about corvettes," exclaimed Darren, who loved cars. "No, we could get into trouble from the corvette company," said Emily, who was interested in lots of knowledge. "How about ways to stop bullying!!!" said Drew, who hadn't talked much since they started the project. "It's Brilliant!!" they all said at once. "Okay, Darren, you make props, Drew can write scripts, Emily, you and I will get cameras and costumes," said Alex, the bossy one.

The day before the due date, Alex was home sick! "Awow, man, now who's gonna be our narrator. "RRRR, sometimes Alex makes me REALLY mad!!" yelled Emily. "yay, it takes some kind of nerve to pick the main part, then not show up," said Drew.

The next day, Alex showed up with a runny nose and a head-ace. "Wow, we said some pretty mean things about Alex for her to come even though she's sick," said Emily, "lets forget about what we said and do great on this project!" "Okay!!" they said together.

Their group got an A+++ and got their commercial ~~has~~ put on TV.

The end

Rationale: Response includes simple ideas (picking a topic and an ill narrator) that are somewhat developed. The organization is simple with lapses.

Assessment of Reading, Writing and Mathematics, Junior Division
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Story About A Commercial Question #23

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Are group did a commercial on a sport's drink. We organized ourselves so we each had 1 part. One part was telling where you can buy the drink. The other 2 parts said what flavours there are and how great it tastes. After we pretended we were playing a sport and then we would take out are sports drink and begin to drink it. After we drank it we pretended to be refreshed and we very good at the sport. We then said a special catch phrase are group made up then the commercial ended. The class and Mr. Windmill liked it a lot. We then had the final stage in our commercial. The lights turned on and my group jumped and said "Buy it today!" Are group ended up getting first prize in our class for having the best commercial.

Rationale: Response includes clear and sufficient ideas (e.g., *sports drink, pretended to be refreshed, the final stage*). Organization is mechanical and there are no lapses (simple chronological sequence). Response is clearly related to the task.

**Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commercial Question #23**

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The Commercial

It was the first day of the week, a Monday I think, and Mr. Windmill's class has just gotten an assignment. Mr. Windmill, the class teacher, divided the class into small groups of four. My group of course came up with the best idea. However, there was a little bit of a competition going on between the other 2 groups in the class. They were fighting over which group would advertise for milk. Like that "Want milk huh, huh" commercial.

Then there was my group, sitting so quietly and working together to get the job done. We were thinking of what to advertise. Then finally our group came up with this notion. We asked ourselves one question. "What could be better than advertising an item non other than paint".

So, we took turns going over each others houses to actually complete this project, and what do you know my group got the best mark in the class, also because the other groups were still fighting over what to

advertise for. My group was first up to present. We pretended to act like sales people, advertising for a pair colour. Everyone applauded and our commercial was a great success.

Rationale: Response includes sufficient clear ideas (e.g., *So we took turns going over each others houses to actually complete this project and what do you know my group got the best mark*). Organization is simple with no lapses. Clearly related to the task.

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commerical Question #23

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My group for the tv commercial was Bob, Billy, Bianca, Liha and I. We were all very excited about this project. The first thing we did was plan out what we were going to do. Our plan was to find out what we were going to advertise. First, Second, was what each person would do for the commercial. Next, was to write a script of what we were going to say in the commercial. Third, was to edit any errors. And last, practice until perfect enough to tape.

It took Bob, Billy, Liha, Bianca and I a long time to tape/record our video because it was a long time before finding our product. In the end we were advertising swifter cleaning products. I was going to film, Bob and Billy did the props and Liha and Bianca were both actually going to be in the commercial.

Liha would be holding the product and demonstrating how it works. While Bianca would be talking (persuading) people to buy the product. In the end, the video was finished during the weekend. Mr. Windmill told us that ours was the best in the class because it was well planned out and the video itself was excellent.

Rationale: Response is developed with sufficient clear and specific ideas (e.g., *I was going to film, Bob and Billy did the props... Liha would be holding the product*). Organization is appropriate with clearly developed beginning, middle and end of the story. Response is clearly related to the assigned task.

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commerical Question #23

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"Beep Beep" screamed my alarm clock. It was 7:00am on Thursday, May, 31st, 2007. Today was the day that my group and I were going to present our television commercial. The past 3 weeks we had been working on figuring out who would be the characters, where the setting would be, and most importantly, what our product would be. We had been giving out ideas.

"New Smarties," said Mary.

"Knap-sacks," suggested Liam.

"School posters," blurted Amy.

"We had decided to go with Mary's New Smarties idea. Then we went on to figuring out who our characters would be. Since everyone wanted to be a character and we only needed 4 out of 7, we picked names out of a hat. Mine came out first, Laura, next was Mary, then Jessica and finally, Elizabeth. We also picked Mary as the star in the commercial since it was

After all of that was finished we decided to meet ^{the next week} at Liam's house because he had a pretty good place that

we could use as a setting and he had a video camera. When we got to his house we had already had some ideas in our head so it didn't take much time to figure out what we were doing. Mary was to come in from the left and see us. Then she would sit down beside us (me, Jessica and Elizabeth). She was then to start eating the new Sensational Smarties that we had made. As we looked at her we were to ask for some skittles because since I painted the packages she was eating from red, we all thought they were skittles. Then Mary explained that they were actually the new kind of Smarties that pop in your mouth. Next we tasted them and started saying all these cool things about them. After that we turned to the camera and said "Sensational smarties, there not skittles, they are smarties."

I'm now in school and putting in our commercial into the t.v. As it starts, people seem to like it, and who knows, maybe some day we will make Sensational Smarties and use this very commercial.

THE END.

Rationale: Response is well-developed with sufficiently clear and relevant ideas (e.g., *Since everyone wanted to be a character... we picked names out of a hat*). Organization is effective with a strong setting at the beginning and an interesting ending. Response is thoroughly related to the task.

**Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Content
Story About A Commercial Question #23**

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Yesterday, Mr. Windmill had assigned our class a group project. We were to create a television commercial, and ours was going to be the best. My best friends were in my group, they were: Sarah, Philip, Ashley and Melody. Right after school we all met at Ashley's house to begin the project. We needed to come up with an idea, and fast! We were all going to the mall in an hour to buy the supplies. Everyone had a different idea. Sarah wanted to do a ballet commercial, Philip wanted to do a tennis commercial, Ashley wanted to do a pink martini commercial and Melody had no idea of what she wanted to do. Finally, I had suggested a sports drink commercial, and everyone loved it! We then headed to the mall to buy our supplies. We purchased a video camera, we bought some gatorades, construction paper, markers and glue.

Sarah, Philip, Ashley, Melody and I all returned back to Ashley's house to create the commercial. Sarah and Melody work together on creating the set, while Philip, Ashley and I made a layout of the commercial and pointed out key features of gatorade. Together we picked out songs we would like to include, ranging from classical ballet to hard rock. We shot the commercial, added our finishing touches, and said bye for the night. The next day we presented our commercial, and everyone loved it! At the end of our commercial, as a treat, we passed out different flavours of gatorade to the whole class. Sarah, Philip, Ashley, Melody and I always make the best team!

Rationale: Response has sufficient, clear, specific and relevant ideas (e.g., *We needed to come up with an idea, and fast! We were all going to the mall in an hour to buy the supplies.*). Organization is effective with a beginning that captures the reader's interest (e.g., *ours was going to be the best*) and a good ending (e.g., *Sarah, Philip...always make the best team!*). Response shows a thorough relationship to the task.

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**Scoring Guide
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Question 23**

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Conventions
Story About A Commercial Question #23

10

Today, we and my team heads off to
LowerQuest for a film of the game and
to play.

Rationale: Insufficient evidence to assess the use of conventions.

Assessment of Reading, Writing and Mathematics, Junior Division
 Anchor Set and Rationales for Long Writing Conventions
 Story About A Commercial Question #23

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IF I were to make a commercial with a
 group my group would have 8 people
 in it it would be kind of like
 the "Drink Milk Do it For Soccer makes
 some strong" and then a Soccer player comes
 "Milk is good for your body and little" and
 then a Basket Ball player comes "you'll need
 it run and help build speed" and then a Long Distance
 runner comes "It helps me to swim fast"

you
 need
 Milk
 (YMM)

Rationale: Errors in conventions distract from communication. Parts of the response must be re-read because of incorrect punctuation, grammar and usage (e.g., *my group would have 8 people in I it would be kind of like this*).

Assessment of Reading, Writing and Mathematics, Junior Division
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In our tellivishen comercial we disided to write a list to show what we needed and this is what it said: video camera, set, lincs, ^{props} costumes, and products. We first decided to find the product Joey suggested we should do an X box but no one liked that, Then I said, "Hey, I have an idea why dont we do a saffety comercial!" Every one thought about it and said, "yah." So we decided to then have it all about riding a bike without a helmet on.

We all presented our comercial the next week and we went first a great start, and nobody messed up. After every one was done Mr. Windmill said that Bobs group won but ours had the best subject, so in a way we won!

Rationale: Errors in conventions distract from communication (e.g., tellivishen comercial). The use of run-on sentences force the reader to re-read in order to make sense of the response.

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Story About A Commercial Question #23

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Our teacher Mr. Windmill told us to create a television commercial. In my group there are Stuart, Mitchell, Peter, Kevin, Gregory and me. First we were talking about what we should do. We had so many ideas we had to take a vote. Everyone in our group was fighting to be the camera man except me so Stuart said I should be the camera man. Sometimes some people forget their lines in our group so we help them remember their lines again and Mr. Windmill gave us an extra mark for that. We were going to advertise the homework machine so we had to make the homework machine, we couldn't make a real one so we made a fake made out of cardboard. Then we put school work that was finished and all correct and put it in the

homework machine. Then we started to practice our television commercial. If one person makes one mistake we have to do it again because we are getting bored. We kept on laughing but then Peter said we have to stop laughing or else we won't do good when we presentate. Then Mr. Windmill came and told us it is due tomorrow so we started to practice harder. Then it was home time so Mitchell told us to practice at home and my dad told me how to use the camera. When we were presenting we were really good and we got an A+ and we had the best mark in our class.

Rationale: Errors in conventions do not distract from communication (e.g., *Everyone in our group was fighting to the camera man*). Errors do not impede the reader.

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Story About A Commercial Question #23

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On Monday, Mr. Windmill said we had two weeks to make a commercial, then present it. Soon after that he placed us in groups and told us to begin.

I, Anton, was put in a group with Nicolas, Dylan, and Gary. As soon as we were told to begin, we started to brainstorm, and what a storm it was! We had ideas popping out of our heads and bouncing on the walls, but we decided on doing a commercial on a robot.

First we discussed what it could do. We chose: heat vision, move, and fly. Then we decided what it would look like, black, trucked hands, and wheeled feet.

Next we built it. Red light for eyes that lit up for heat vision, a flying airplane's engine to make it fly, and we switched the reverse with forwards so we could put the propeller at the bottom. We also added tank wheels so you could push it.

Soon it was time to give out roles and write a script. Since I bought the materials for the robot, I got to keep

it and played the role as the kid who owned it, Gary did the talking, Dylan was a kid watching his dad (played by Nicolas) if he could have one.

We spent one week rehearsing it and perfecting it till we memorized the script. When I wasn't rehearsing I was working on how to fly it in the classroom.

Finally it was time. We presented perfectly and got top marks. Then trouble came everyone wanted it. One guy said he would give me twenty dollars for it, but I kept it.

Mr. Windmill saw this so for our next art project he asked us to teach everyone how to make it. After that we spent the rest of the day flying them.

I have to say that those were my favorite projects of the year. Even today, I still have the working original.

Rationale: Errors in conventions do not distract from communication (e.g., spelling errors such as *bilt*, sentence structure in paragraph 5).

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Conventions
Story About A Commercial Question #23

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My group decided to make a commercial for a toy for younger children because if younger children saw that older people were using the product, they might think that it's a really fun toy!

We ended up doing a commercial on dolls and it was a good choice because most of my group was girls. In fact there was only one boy and he wanted to tape the video. We had it so that all the girls would be playing with the dolls. Then at the end we had the boy in our group say, "Each sold separately" just like a real commercial!

The group put the video on a CD and brought it to school. It wasn't the greatest, but we tried our very best!

Mr. Kindell watched the CD along with the rest of the class. It seemed like he thought it was good because he was smiling! I can't wait to get my mark!

Rationale: Control of conventions is evident in the variety of conventions used correctly.

Assessment of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Long Writing Conventions
Story About A Commercial Question #23

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Fashion Show

My group did our commercial on fashion. To create the commercial we went downtown to some of the most popular fashion stores. Then we interviewed some famous and popular designers.

The next day, we went to a fashion show and we filmed it. After we were done filming it we went back to my house to put the commercial into action!

We went over all of our footage and put it together. We showed the latest trends, some of the most famous designer stores and famous designers. It was almost done but we needed to present it. While the fashion show was playing on

the film, we paused it, and we did our own fashion show with some designer clothes the stores gave us for free.

Finally when we finished our fashion show, we played the commercial. That is how my group and I created and performed our TV commercial.

Rationale: Control of conventions is evident (e.g., *Finally, when we finished our fashion show, we played the commercial*). No re-reading is necessary.