
Grade 9 Knowledge and Employability English Language Arts

Part A: Writing 2025-2026 Scoring Guide

Essay Writing Assignment

Because students' responses to the Essay Writing Assignment vary widely, assessment of the Essay Writing Assignment on the provincial achievement test will be in the context of Louise Rosenblatt's suggestion that "the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's 'correct' answer."

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no. 1 (Spring, 1981): 3-12.

Consider also Grant P. Wiggins' suggestion to assess students' writing "with the tact of Socrates: tact to respect the student's ideas enough to enter them fully—even more fully than the thinker sometimes—and thus the tact to accept apt but unanticipatable or unique responses."

Wiggins, Grant P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993, p. 40.

Grade 9 Knowledge and Employability English Language Arts Essay Writing Assignment 2025–2026 Scoring Guide

	Content	Organization	Sentence Structure	Vocabulary	Conventions
Focus	When marking Content appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the student <ul style="list-style-type: none"> explores the topic establishes a point of view chooses ideas supports the response considers the reader 	When marking Organization appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the writing demonstrates <ul style="list-style-type: none"> focus coherent development connections between ideas and/or details closure 	When marking Sentence Structure appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider the extent to which <ul style="list-style-type: none"> sentence structure is controlled sentence type and sentence length are effective and varied sentence beginnings are varied 	When marking Vocabulary appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider the <ul style="list-style-type: none"> accuracy of the words and expressions effectiveness of the words and expressions appropriateness and effectiveness of the tone created by the student 	When marking Conventions appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider the extent to which the student has control of <ul style="list-style-type: none"> mechanics (spelling, punctuation, capitalization, etc.) and usage (subject–verb agreement, pronoun use, etc.) clarity and flow of the response
Cross-reference to Outcomes in the Program of Studies for Grade 9 Knowledge and Employability English Language Arts	2.1 2.2 2.4 3.1 3.3 4.1 4.3	3.1 3.3 4.1 4.3	4.1 4.2	4.1 4.2	4.2
Excellent E	<ul style="list-style-type: none"> The student’s exploration of the topic is insightful and/or discerning. The student’s point of view, whether stated or implied, is deliberate. The ideas presented by the student are engaging and/or carefully chosen. Supporting details are precise and/or original. The writing is confident and holds the reader’s interest. 	<ul style="list-style-type: none"> The introduction is engaging and skillfully establishes a focus that is consistently maintained. Ideas and/or details are developed in a judicious order, and coherence is maintained. Transitions, either explicit or implicit, fluently connect ideas and/or details within and/or between sentences and/or paragraphs. Closure is effective and enhances the focus. 	<ul style="list-style-type: none"> Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. 	<ul style="list-style-type: none"> Words and expressions are used accurately and deliberately. Well-chosen words and expressions are used to enhance the student’s position. The tone created by the student is convincing. 	<ul style="list-style-type: none"> The quality of the writing is enhanced because it is essentially error-free. Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
Proficient Pf	<ul style="list-style-type: none"> The student’s exploration of the topic is adept and/or plausible. The student’s point of view, whether stated or implied, is intentional. The ideas presented by the student are thoughtful and/or sound. Supporting details are relevant and/or apt. The writing is considered and draws the reader’s interest. 	<ul style="list-style-type: none"> The introduction is purposeful and clearly establishes a focus that is capably maintained. Ideas and/or details are developed in a sensible order, and coherence is generally maintained. Transitions, either explicit or implicit, clearly connect ideas and/or details within and/or between sentences and/or paragraphs. Closure is appropriate and reinforces the focus. 	<ul style="list-style-type: none"> Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied. 	<ul style="list-style-type: none"> Words and expressions are often used accurately. Well-chosen words and expressions are used to reinforce the student’s position. The tone created by the student is distinct. 	<ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor convention errors. Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
Satisfactory S	<ul style="list-style-type: none"> The student’s exploration of the topic is clear and/or logical. The student’s point of view, whether stated or implied, is evident. The ideas presented by the student are appropriate and/or direct. Supporting details are relevant but general. The writing is straightforward and occasionally draws the reader’s interest. 	<ul style="list-style-type: none"> The introduction is functional and establishes a focus that is generally maintained. Ideas and/or details are developed in a discernible order, although coherence may falter occasionally. Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect ideas and/or details within and/or between sentences and/or paragraphs. Closure is adequate and related to the focus. 	<ul style="list-style-type: none"> Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident. 	<ul style="list-style-type: none"> Words and expressions are generally used appropriately. General words and expressions are used to support the student’s position. The tone created by the student is discernible but may be inconsistent. 	<ul style="list-style-type: none"> The quality of the writing is sustained through generally correct use of conventions. Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
Limited L	<ul style="list-style-type: none"> The student’s exploration of the topic is uncertain and/or simplistic. The student’s point of view, whether stated or implied, is vague. The ideas presented by the student are superficial and/or unclear. Supporting details are imprecise and/or ambiguous. The writing is incomplete and infrequently draws the reader’s interest. 	<ul style="list-style-type: none"> The introduction lacks purpose and/or is not functional; any focus established provides little direction. The development of ideas and/or details is not clearly discernible, and coherence falters frequently. Transitions, either explicit or implicit, are lacking and/or awkwardly used to connect ideas and/or details within and/or between sentences and/or paragraphs. Closure is unrelated to the focus and/or random. 	<ul style="list-style-type: none"> Sentence structure often lacks control, and this may impede meaning. Sentence type and sentence length are seldom effective and/or varied. There is little variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions generally convey only vague meanings. Imprecise words and expressions predominate; specific words, if present, may be awkwardly used to support the student’s position. A tone created by the student is not clearly established or is inconsistent. 	<ul style="list-style-type: none"> The quality of the writing is weakened by the frequently incorrect use of conventions. Errors often reduce clarity and/or interrupt the flow of the response.
Poor P	<ul style="list-style-type: none"> The student’s exploration of the topic is minimal and/or marginally relevant. The student’s point of view, whether stated or implied, is convoluted. The ideas presented by the student are overgeneralized and/or underdeveloped. Supporting details are inappropriate and/or lacking. The writing is undeveloped and does not interest the reader. 	<ul style="list-style-type: none"> The introduction, if present, is obscure and/or ineffective; no focus is established. The development of ideas and/or details is haphazard and/or incoherent. Transitions, either explicit or implicit, are absent and/or inappropriately used to connect ideas and/or details within and/or between sentences and/or paragraphs. Closure is ineffectual or missing. 	<ul style="list-style-type: none"> Sentence structure generally lacks control, and this often impedes meaning. There is essentially no variation in sentence type or sentence length. There is essentially no variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are inappropriate and ineffective. Overgeneralized words and expressions predominate; specific words, if present, are frequently misused to support the student’s position. A tone created by the student is not evident or is inappropriate. 	<ul style="list-style-type: none"> The quality of the writing is impaired by the consistently incorrect use of conventions. Errors severely reduce clarity and/or impede the flow of the response.
Insufficient INS	<ul style="list-style-type: none"> 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 Content. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Content. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Content. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Content. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Content.

Note: **Content** and **Organization** are weighted to be worth twice as much as the other scoring categories.

Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be deemed **insufficient in Content**.