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# **Grade 6 Assessment of Reading, Writing and Mathematics, 2004–2005**

*Student Booklet: Language 1*

Scoring Guide

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Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of Canada's flag or details from the text.</li> </ul>
U	<ul style="list-style-type: none"> <li>Response indicates a misunderstanding of the main idea of how the Canadian flag was developed.</li> <li>Ideas and information from <b>A Flag of Canada's Own</b> are inaccurate.</li> </ul>
A	<ul style="list-style-type: none"> <li>Response indicates an understanding of the main idea of <b>A Flag of Canada's Own</b>.</li> <li>Response includes information from <b>A Flag of Canada's Own</b> <ul style="list-style-type: none"> <li>The history of the Canadian flag</li> <li>The development of Canada's flag</li> </ul> </li> </ul>

Question 1	Code A
<p>What is the main idea of the text "A Flag of Canada's Own"?</p> <p><i>The main idea of the text "A Flag of Canada's Own" is to tell us how they worked for Canada's flag and how they got it.</i></p>	
<p><b>Rationale:</b>          Response indicates a clear understanding of the main idea of the narrative.</p>	

Question 1	Code A
<p>What is the main idea of the text "A Flag of Canada's Own"?</p> <p><i>The main idea is how the Canadian flag came to be.</i></p>	
<p><b>Rationale:</b>          Response includes sufficient information to describe the main idea of <b>A Flag of Canada's Own</b>.</p>	

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U	<ul style="list-style-type: none"> <li>Response demonstrates a misunderstanding of why many Canadians wanted a new flag.</li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are inaccurate.</li> </ul>
A	<ul style="list-style-type: none"> <li>Response demonstrates an understanding of why many Canadians wanted a new flag.</li> <li>Response includes accurate information from <b>A Flag of Canada’s Own</b> <ul style="list-style-type: none"> <li>Canadians wanted a unique identity</li> <li>Canadians wanted a flag that was different from Britain’s Union Jack</li> </ul> </li> </ul>

Question 2	Code A
<p>According to the authors, why did many Canadians want a new flag?</p> <p><u>They didn't have a independent one</u></p>	
<p><b>Rationale:</b>            Response indicates why Canadians wanted a new flag.</p>	

Question 2	Code A
<p>According to the authors, why did many Canadians want a new flag?</p> <p><u>To distinguish themselves from Britain and give Canada a unique identity.</u></p>	
<p><b>Rationale:</b>            Response indicates a reason why Canada needed a new flag using information from the text.</p>	

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10	<ul style="list-style-type: none"> <li>Response does not refer to the characteristics of a narrative included in <b>A Flag of Canada’s Own</b>.</li> <li>Ideas and information about the characteristics of a narrative are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response describes a characteristic of a narrative.</li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are vague, minimal, or very generalized.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response clearly describes some characteristics of a narrative.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> are inaccurate and vague.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully describes the characteristics of this narrative.            For example:           <ul style="list-style-type: none"> <li>tells a story</li> <li>clear beginning, middle and end</li> <li>plot, setting, characters</li> <li>answers who, what, where, when, why</li> <li>problem is identified and a solution is provided</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are specific, accurate and relevant.</li> </ul>

Question 7	Code 10
Describe how you know that “A Flag of Canada’s Own” is a narrative. <i>I know that a flag of Canada's own is a narrative because it is a fictional story (not true)</i>	
<b>Rationale:</b> Ideas and information about the characteristics of a narrative are inaccurate.	

Question 7	Code 10
Describe how you know that “A Flag of Canada’s Own” is a narrative. <i>It is a narrative because it is written in capitals and a narrative is a type of writing and that is a type of writing. So the sentence would be a narrative.</i>	
<b>Rationale:</b> Response does not describe the characteristics of a narrative.	

Question 7	Code 20
Describe how you know that “A Flag of Canada’s Own” is a narrative. <i>It is a sequence of events describe how the flag came to be.</i>	
<b>Rationale:</b> Response describes one characteristic of a narrative.	

Question 7	Code 20
Describe how you know that “A Flag of Canada’s Own” is a narrative. <i>I know it's a narrative because it's a story that actually happened in real life.</i>	
<b>Rationale:</b> Response describes one characteristic of a narrative. Ideas are very generalized.	

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10	<ul style="list-style-type: none"> <li>Response does not refer to the characteristics of a narrative included in <b>A Flag of Canada's Own</b>.</li> <li>Ideas and information about the characteristics of a narrative are inaccurate.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response describes a characteristic of a narrative.</li> <li>Ideas and information from <b>A Flag of Canada's Own</b> are vague, minimal, or very generalized.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response clearly describes some characteristics of a narrative.</li> <li>Some ideas and information from <b>A Flag of Canada's Own</b> are inaccurate and vague.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully describes the characteristics of this narrative. For example:               <ul style="list-style-type: none"> <li>tells a story</li> <li>clear beginning, middle and end</li> <li>plot, setting, characters</li> <li>answers who, what, where, when, why</li> <li>problem is identified and a solution is provided</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada's Own</b> are specific, accurate and relevant.</li> </ul>

Question 7	Code 30
<p>Describe how you know that "A Flag of Canada's Own" is a narrative.</p> <p>I know this because "A Flag of Canada's Own" has some telling it, but it didn't <del>say</del> have quotations. It also had a beginning, middle and end, a setting, characters, a climax and resolution.</p>	
<p><b>Rationale:</b> Response does not include support from the text.</p>	

Question 7	Code 40
<p>Describe how you know that "A Flag of Canada's Own" is a narrative.</p> <p>I know that "A Flag of Canada's Own" is a narrative because it had conflict (when they were having an argument on which flag to choose), it had a problem (Canada needs a flag of its own), and it had a resolution (when they decided to have a single leaf for Canada's flag).</p>	
<p><b>Rationale:</b> Response describes a narrative and includes supporting details from the text.</p>	

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of Canada's flag or details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not refer to relevant ideas and information from <b>A Flag of Canada's Own</b>.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response addresses why it was a good idea to form a committee, without using information and ideas from <b>A Flag of Canada's Own</b>.</li> <li>Ideas and information from <b>A Flag of Canada's Own</b> are vague, minimal, or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response addresses why it was a good idea to form a committee and includes information and ideas from <b>A Flag of Canada's Own</b>.</li> <li>Some ideas and information from <b>A Flag of Canada's Own</b> may be inaccurate, vague and general.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully addresses why it was a good idea to form a committee.</li> <li>Response may include:           <ul style="list-style-type: none"> <li>equitable and fair</li> <li>the entire country can be represented</li> <li>different opinions can be voiced</li> <li>joint decision</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada's Own</b> are specific, accurate and relevant.</li> </ul>

Question 8	Code 10
<p>Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.</p> <p>Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?</p> <p>Use ideas from the text and your own ideas to answer the question.</p>	<p><i>it is good becuase if did not have the flag we would not be know when we go to the olimpics and how would about how the canada won gold last year.</i></p>
<p><b>Rationale:</b>          Ideas about why it was a good idea to form a committee are not relevant.</p>	

Question 8	Code 20
<p>Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.</p> <p>Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?</p> <p>Use ideas from the text and your own ideas to answer the question.</p>	<p><i>It was good idea for Pearson to form a committee to make this decision rather than making the decision on his own because the committee was from other parts of Canada so they will know what they like.</i></p>
<p><b>Rationale:</b>          Ideas about why it was a good idea for Pearson to form a committee are vague. There is no reference to the text.</p>	

Question 8	Code 20
<p>Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.</p> <p>Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?</p> <p>Use ideas from the text and your own ideas to answer the question.</p>	<p><i>Its a good idea so everyone is happy and there are no fights. Maybe other people have better ideas than Pearson's.</i></p>
<p><b>Rationale:</b>          Ideas are minimal. There is no reference to the text.</p>	

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10	<ul style="list-style-type: none"> <li>Response does not refer to relevant ideas and information from <b>A Flag of Canada’s Own</b>.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response addresses why it was a good idea to form a committee, without using information and ideas from <b>A Flag of Canada’s Own</b>.</li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are vague, minimal, or irrelevant.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response addresses why it was a good idea to form a committee and includes information and ideas from <b>A Flag of Canada’s Own</b>.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> may be inaccurate, vague and general.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully addresses why it was a good idea to form a committee.</li> <li>Response may include:             <ul style="list-style-type: none"> <li>equitable and fair</li> <li>the entire country can be represented</li> <li>different opinions can be voiced</li> <li>joint decision</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are specific, accurate and relevant.</li> </ul>

**Question 8** **Code 30**

Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.

Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?

Use ideas from the text and your own ideas to answer the question.

*It was a good idea as the comitee's decision would demonstrate all the political parties not just one. It would also be a lot of work for one person to do.*

**Rationale:**  
 Response addresses why it was a good idea to form a committee.  
 There is a vague reference to the text.

**Question 8** **Code 30**

Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.

Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?

Use ideas from the text and your own ideas to answer the question.

*I think it was better to allow the flag committee to choose Canada's flag because with more than just one person deciding, you get multiple opinions. When all five political parties chose the single maple leaf, then it was something the majority (unanimous) voted, so more of Canada might like it.*

**Rationale:**  
 Response addresses why it was a good idea to form a committee.  
 There is some reference to the text.

**Question 8** **Code 40**

Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.

Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?

Use ideas from the text and your own ideas to answer the question.

*Wanted to know other people opinion.  
 thought his idea was bad - needed help.  
 to show Canada's flag is made by all of Canadians.  
 to be fair.*

**Rationale:**  
 Response addresses why it was a good idea to form a committee.  
 Response includes information from the text.

**Question 8** **Code 40**

Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.

Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?

Use ideas from the text and your own ideas to answer the question.

*I think it was a good idea for Prime Minister Pearson to do that because it makes it more fair to the country, if a group of people made the flag, instead of just one person. It would make the flag appeal to all Canadians if a group chose the design, because everyone in the group could have different tastes.*

**Rationale:**  
 Response fully addresses why it was a good idea to form a committee.  
 Ideas from the text are accurate and specific.

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10	<ul style="list-style-type: none"> <li>Response does not refer to ideas and information from <b>A Flag of Canada’s Own</b>.</li> <li>There is no description of the flag, or the description contains inaccurate information.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response describes only a few characteristics of the Canadian flag.</li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are minimal.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response describes some of the unique characteristics of the Canadian flag.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> are inaccurate, vague and general.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully describes several of the unique characteristics of the Canadian flag.            For example:           <ul style="list-style-type: none"> <li>Simple design</li> <li>Easy to see at a distance</li> <li>Red maple leaf centred on a white background</li> <li>Sugar maple selected to allow for easy recognition</li> <li>Red borders on either side of the maple leaf</li> <li>Red shade is lighter than the Union Jack and darker than the American flag</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are specific, accurate and relevant.</li> </ul>

Question 9	Code 10
<p>Identify and explain the unique characteristics of the design of Canada’s flag.</p> <p>There was many different designs sent in because every one has a mind of their own. Every one has different opinions. The one with lights on it</p>	
<p><b>Rationale:</b>            There is no description of the unique characteristics of the flag.</p>	

Question 9	Code 20
<p>Identify and explain the unique characteristics of the design of Canada’s flag.</p> <p>Canada’s flag has red on both sides of the flag. Red [ ] red the maple leaf is red too. The maple leaf is placed in the middle with white around it.</p>	
<p><b>Rationale:</b>            Response includes only a few characteristics of the flag. Ideas are minimal.</p>	

Question 9	Code 20
<p>Identify and explain the unique characteristics of the design of Canada’s flag.</p> <p>Jacques St. Cyr made the 11 point leaf. John Matheson perfected it, with a red borders.</p>	
<p><b>Rationale:</b>            Response describes some of the unique characteristics of the flag.</p>	



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10	<ul style="list-style-type: none"> <li>Response does not refer to ideas and information from <b>A Flag of Canada’s Own</b>.</li> <li>There is no description of the flag, or the description contains inaccurate information.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response describes only a few characteristics of the Canadian flag.</li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are minimal.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response describes some of the unique characteristics of the Canadian flag.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> are inaccurate, vague and general.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully describes several of the unique characteristics of the Canadian flag. For example:           <ul style="list-style-type: none"> <li>Simple design</li> <li>Easy to see at a distance</li> <li>Red maple leaf centred on a white background</li> <li>Sugar maple selected to allow for easy recognition</li> <li>Red borders on either side of the maple leaf</li> <li>Red shade is lighter than the Union Jack and darker than the American flag</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are specific, accurate and relevant.</li> </ul>

**Question 9** **Code 30**

Identify and explain the unique characteristics of the design of Canada’s flag.

*One unique characteristic is the sugar maple leaf. Canada is famous for sugar maple. Another is the bright scarlet red colour. It's darker than Britain's Union Jack, and lighter than the American flag.*

**Rationale:**  
Response describes some of the unique characteristics of the flag.

**Question 9** **Code 30**

Identify and explain the unique characteristics of the design of Canada’s flag.

*The unique characteristics of Canada's flag: one the red use on the flag is different from the red use on Britain and U.S.A flag. And the maple leaf design represent Canada which has lots of maple trees.*

**Rationale:**  
Response addresses the complete question using information from the text.

**Question 9** **Code 40**

Identify and explain the unique characteristics of the design of Canada’s flag.

*Some unique characteristics of the design of Canada's flag are, the red-and-white was picked by Parliament. Red borders were picked to balance the bold central white. To make it stand out, the leaf is a sugar maple leaf, bright scarlet red was chosen to make it different from other countries.*

**Rationale:**  
Response describes some of the unique characteristics of the flag. Ideas from the text are specific.

**Question 9** **Code 40**

Identify and explain the unique characteristics of the design of Canada’s flag.

*Red borders - to make flag stick out  
Sugar Maple Leaf - Canadians would recognize it  
11 point leaf - looks like a real one in the wind  
bright scarlet - to look different from the britain color.*

**Rationale:**  
Response fully describes several unique characteristics using information from the text.

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I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of Canada’s flag or details from the text.</li> </ul>
U	<ul style="list-style-type: none"> <li>Response is inaccurate, for example:               <ul style="list-style-type: none"> <li>- adjective, noun, verb, etc...</li> <li>- Diefenbaker</li> <li>- comma</li> </ul> </li> </ul>
A	<ul style="list-style-type: none"> <li>Response is accurate:               <ul style="list-style-type: none"> <li>- adverb</li> <li>- hard modifies the word fought</li> </ul> </li> </ul>

Question 10	Code A
<p>Read this sentence:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>But John Diefenbaker, leader of the Opposition, fought hard to keep the Red Ensign that showed Canada’s historic link to Britain.</p> </div> <p>In this sentence, what part of speech is the word “hard”?</p> <p><u>it was a adverb.</u></p>	
<p><b>Rationale:</b>            Response correctly identifies the part of speech.</p>	

Question 10	Code A
<p>Read this sentence:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>But John Diefenbaker, leader of the Opposition, fought hard to keep the Red Ensign that showed Canada’s historic link to Britain.</p> </div> <p>In this sentence, what part of speech is the word “hard”?</p> <p><u>An adverb describes a verb. In this sentence, he describes the way he fought.</u></p>	
<p><b>Rationale:</b>            Response correctly identifies and defines the part of speech.</p>	

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I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, "?", "!", "I don't know")</li> <li>Off topic: no relationship of written work to the question, no mention of the flag or other details from the text.</li> </ul>
U	<ul style="list-style-type: none"> <li>Response indicates a misunderstanding of why all the flag submissions were valued.</li> <li>Ideas and information from <b>A Flag of Canada's Own</b> are inaccurate.</li> </ul>
A	<ul style="list-style-type: none"> <li>Response demonstrates an understanding of why all the flag submissions were valued.</li> <li>Response includes accurate information from <b>A Flag of Canada's Own</b> <ul style="list-style-type: none"> <li>Each submission was viewed</li> <li>Time was spent examining each flag</li> </ul> </li> </ul>

Question 11	Code A
<p>How do you know that all of the flag submissions were valued?</p> <p><i>All the flag submissions were valued because they were all went through then the favourites were put up on the wall.</i></p>	
<p><b>Rationale:</b>          Response uses information from the text to explain that all of the submissions were valued.</p>	

Question 11	Code A
<p>How do you know that all of the flag submissions were valued?</p> <p><i>I know because the committee looked at all of the pictures and posted the ones they liked best.</i></p>	
<p><b>Rationale:</b>          Response uses information from the text to show that all of the submissions were valued.</p>	

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10	<ul style="list-style-type: none"> <li>Response does not refer to differences in creating a new flag and working on a class art project.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response addresses a few of the differences between creating a new flag and working on a class art project.</li> <li>Ideas may be vague, or minimal.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response includes some description of how creating the new Canadian flag is different from working on a class project.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> are general.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response fully describes how creating the new Canadian flag is different from working on a class project.            For example:           <ul style="list-style-type: none"> <li>More time is required for the flag than an art project</li> <li>The teacher helps with ideas, but the Prime Minister didn’t help with the flag submissions</li> <li>There is a vote for the best one</li> <li>The flag is seen by the entire country, an art project is usually only seen by your class</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are specific, accurate and relevant.</li> </ul>

**Question 12** **Code 10**

In some ways, creating a new flag is similar to working on a class art project. There needs to be a plan, and you need ideas for a good design.

In what ways was creating the new Canadian flag different from working on a class art project? Use your own ideas and ideas from the text to answer the question.

*Cause if it's chosen it'll be everywhere in Canada.*

**Rationale:**  
 Response does not refer to the differences in creating a new flag and working on a class art project.

**Question 12** **Code 30**

In some ways, creating a new flag is similar to working on a class art project. There needs to be a plan, and you need ideas for a good design.

In what ways was creating the new Canadian flag different from working on a class art project? Use your own ideas and ideas from the text to answer the question.

*It is different because when you make a flag, it is not just going to go out in the hall like an art project will. It will represent your country for a very long time. Also, your flag has to stand out, and include some things that your country is well known for.*

**Rationale:**  
 Response refers to some of the differences between creating a new flag and working on a class art project.

**Question 12** **Code 20**

In some ways, creating a new flag is similar to working on a class art project. There needs to be a plan, and you need ideas for a good design.

In what ways was creating the new Canadian flag different from working on a class art project? Use your own ideas and ideas from the text to answer the question.

*It is different because that flag will be remembered forever, that flag represents our country. With artwork it does not usually get remembered forever or go down in history.*

**Rationale:**  
 Response refers to a few differences between creating a new flag and working on a class project.

**Question 12** **Code 40**

In some ways, creating a new flag is similar to working on a class art project. There needs to be a plan, and you need ideas for a good design.

In what ways was creating the new Canadian flag different from working on a class art project? Use your own ideas and ideas from the text to answer the question.

*Well they ways that are different because to create Canada's flag a lot of people said in their submissions and that's different from working on a class project because only for 2 people work together. Other ways a lot of people worked on the flag. Other ways they got experts to figure out what's best for Canada and you don't do that for your class art project.*

**Rationale:**  
 Response fully describes the differences between creating a new flag and working on a class art project.

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of Canada’s flag or other details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not describe why Pearson is a “strong minded” person.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response demonstrates a basic understanding of why Pearson is a “strong minded” person.</li> <li>Ideas and information used to support the response are minimal.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response demonstrates a general understanding of why Pearson is a “strong minded” person.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> are connected to the meaning of “strong-minded”.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response demonstrates a thorough understanding of “strong minded” person. For example:           <ul style="list-style-type: none"> <li>determined</li> <li>strong willed</li> <li>persistent</li> <li>persuasive</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are well connected to the meaning of “strong minded”.</li> </ul>

**Question 13** **Code 10**

---

Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.  
 Use information from the text to explain why he is a strong-minded person.

*Because he is the priminiser of Canada and that means he is one of the rollers of Canada.*

---

**Rationale:**  
 Response does not correctly describe the characteristics of strong-minded.

**Question 13** **Code 10**

---

Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.  
 Use information from the text to explain why he is a strong-minded person.

*He is a strong-mind person because he chose a flag that everyone liked and still likes now.*

---

**Rationale:**  
 Response does not describe the characteristics of strong-minded.

**Question 13** **Code 20**

---

Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.  
 Use information from the text to explain why he is a strong-minded person.

*Pearson is a strong-minded person, I know this because if it wasn't from Jim Semanda will still be chasing a flag with Britain.*

---

**Rationale:**  
 Response demonstrates a basic understanding of strong-minded

**Question 13** **Code 20**

---

Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.  
 Use information from the text to explain why he is a strong-minded person.

*I think he's strong minded because instead of thinking by himself he got a good art committee to decide which flag was the best. Also because he's the one who thought that Canada needed the flag.*

---

**Rationale:**  
 Response demonstrates a basic understanding of strong-minded. There is minimal support from the text.

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of Canada’s flag or other details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not describe why Pearson is a “strong minded” person.</li> </ul>
20	<ul style="list-style-type: none"> <li>Response demonstrates a basic understanding of why Pearson is a “strong minded” person.</li> <li>Ideas and information used to support the response are minimal.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response demonstrates a general understanding of why Pearson is a “strong minded” person.</li> <li>Some ideas and information from <b>A Flag of Canada’s Own</b> are connected to the meaning of “strong-minded”.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response demonstrates a thorough understanding of “strong minded” person. For example:           <ul style="list-style-type: none"> <li>determined</li> <li>strong willed</li> <li>persistent</li> <li>persuasive</li> </ul> </li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are well connected to the meaning of “strong minded”.</li> </ul>

Question 13	Code 30
<p>Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.</p> <p>Use information from the text to explain why he is a strong-minded person.</p> <p><u>Prime Minister Pearson is described as a strong minded person because he never gives up on his dreams and feels he doesn't have to do things on his own. He thinks of other people.</u></p>	
<p><b>Rationale:</b> Response indicates a general understanding of the characteristics of strong-minded.</p>	

Question 13	Code 40
<p>Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.</p> <p>Use information from the text to explain why he is a strong-minded person.</p> <p><u>Prime Minister Pearson is a strong-minded person because it was his idea to make a flag for Canada, and he always stood by his decision, he organized a committee to help decide which kind of flag <sup>design</sup> should be chosen and finally ended up with a choice which he approved of.</u></p>	
<p><b>Rationale:</b> Response demonstrates an understanding of why Pearson could be described as strong-minded. Response includes accurate information from the text.</p>	

Question 13	Code 30
<p>Prime Minister Pearson in “A Flag of Canada’s Own” could be described as a strong-minded person.</p> <p>Use information from the text to explain why he is a strong-minded person.</p> <p><u>Prime Minister Pearson is a strong-minded person because he stood up for the Canadian flag against John Diefenbaker.</u></p>	
<p><b>Rationale:</b> Response indicates a general understanding of the characteristics of strong-minded, with information from the text.</p>	

**Grade 6 Assessment of Reading, Writing and Mathematics**

Student Booklet: Language 1

Scoring Guide

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of Canada’s flag, or other details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not describe a different form of writing.</li> <li>Ideas about a different form of writing are inaccurate:                             <ul style="list-style-type: none"> <li>-cursive writing</li> <li>-font style</li> </ul> </li> </ul>
20	<ul style="list-style-type: none"> <li>Response provides a different form of writing without an explanation.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response identifies a different form of writing and provides a general explanation.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response addresses the complete question by identifying a different form of writing and includes an explanation which is specific, accurate and relevant.</li> <li>Acceptable forms of writing may include:                             <ul style="list-style-type: none"> <li>▪ newspaper article</li> <li>▪ magazine feature</li> <li>▪ epic poem</li> <li>▪ interview</li> <li>▪ play</li> <li>▪ diary/journal</li> </ul> </li> </ul>

**Question 14** **Code 10**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

I would choose Comic Sans MS because it's  
a font that stands out very well, it's fun to  
use, and it's easy to read.

**Rationale:**  
 Response does not describe a different form of writing.

**Question 14** **Code 20**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

I would write it in a persuasive piece  
and put some captions at the corners  
of the page and would have also put  
some definitions at the sides of  
the paper.

**Rationale:**  
 Response describes a different form of writing without an explanation.

**Question 14** **Code 20**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

I would use newspaper  
article to write the other  
way.

**Rationale:**  
 Response describes a different form of writing without an explanation.

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of Canada’s flag, or other details from the text.</li> </ul>
10	<ul style="list-style-type: none"> <li>Response does not describe a different form of writing.</li> <li>Ideas about a different form of writing are inaccurate:               <ul style="list-style-type: none"> <li>-cursive writing</li> <li>-font style</li> </ul> </li> </ul>
20	<ul style="list-style-type: none"> <li>Response provides a different form of writing without an explanation.</li> </ul>
30	<ul style="list-style-type: none"> <li>Response identifies a different form of writing and provides a general explanation.</li> </ul>
40	<ul style="list-style-type: none"> <li>Response addresses the complete question by identifying a different form of writing and includes an explanation which is specific, accurate and relevant.</li> <li>Acceptable forms of writing may include:               <ul style="list-style-type: none"> <li>▪ newspaper article</li> <li>▪ magazine feature</li> <li>▪ epic poem</li> <li>▪ interview</li> <li>▪ play</li> <li>▪ diary/journal</li> </ul> </li> </ul>

**Question 14** **Code 30**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

*I would write it similar to a newspaper because it tells the information right away and you can usually get your point out quickly.*

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**Rationale:**  
 Response describes a different form of writing with a general explanation.

**Question 14** **Code 40**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

*If I were asked to present the information contained in this text using a different form of writing I would choose a journal of one of the committee members. I could talk about what kind of suggestions were sent in the debate and what it was like being on the committee.*

**Rationale:**  
 Response describes a different form of writing with an explanation that includes specific references to the text.

**Question 14** **Code 30**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

*I would use a diary. I want to explain what it was like to be there and what I did etc.*

---



---

**Rationale:**  
 Response describes a different form of writing with a general explanation.

**Question 14** **Code 40**

If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

*If I were asked to present the information contained in the text using a different form of writing, I would choose to write it in the form of a newspaper article. I would choose that because I could pretend I was a journalist at the time and write the process of how the Canadian flag came to be in a newspaper article.*

**Rationale:**  
 Response describes a different form of writing with an explanation that includes references to the text.



Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of the flag or details from the text</li> </ul>
U	<ul style="list-style-type: none"> <li>Response indicates a misunderstanding of a compound word.</li> </ul>
A	<ul style="list-style-type: none"> <li>Response accurately identifies the word “something” from <b>A Flag of Canada’s Own</b>.</li> </ul>

Question 19	Code A
<p>Read the following sentence from the text:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>At 2:13 a.m. on December 15, 1964, debate was closed—something that is rarely done—and a vote was taken.</p> </div> <p>Write the compound word from the above sentence.</p> <p><u>something</u></p>	
<p><b>Rationale:</b>          Response correctly identifies the compound word.</p>	

Question 19	Code A
<p>Read the following sentence from the text:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>At 2:13 a.m. on December 15, 1964, debate was closed—something that is rarely done—and a vote was taken.</p> </div> <p>Write the compound word from the above sentence.</p> <p>The compound word is “something.”</p>	
<p><b>Rationale:</b>          Response correctly identifies the compound word.</p>	

Code	Descriptor
B	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the lined space provided</li> </ul>
I	<ul style="list-style-type: none"> <li>Illegible: cannot be read; completely crossed out / erased; not written in English</li> <li>Irrelevant content: does not attempt assigned question (e.g., comment on the task, drawings, “?”, “!”, “I don’t know”)</li> <li>Off topic: no relationship of written work to the question, no mention of the flag or other details from the text.</li> </ul>
U	<ul style="list-style-type: none"> <li>Response indicates a misunderstanding of why the cartoon is used on page 29.</li> <li>Ideas and information from <b>A Flag of Canada’s Own</b> are inaccurate.</li> </ul>
A	<ul style="list-style-type: none"> <li>Response demonstrates an understanding of why the cartoon is used on page 29.</li> <li>Response includes accurate information from <b>A Flag of Canada’s Own</b>. For example:               <ul style="list-style-type: none"> <li>To show different types of flags</li> <li>To show the top flags</li> <li>To show the popular flags</li> </ul> </li> </ul>

Question 20	Code A
<p>Why do the authors include the cartoon on page 29 of the text?  <i>To show the three flags that were most popular.</i></p>	
<p><b>Rationale:</b>          Response explains why the cartoon was included in the text.</p>	

Question 20	Code A
<p>Why do the authors include the cartoon on page 29 of the text?  <i>The authors include a cartoon so that the reader will understand and see what types of categories there were</i></p>	
<p><b>Rationale:</b>          Response uses information from the text to explain why the cartoon was included.</p>	

## Code 10

Response is not developed; ideas and information are limited and/or unclear

Organization is random

Response has a limited relationship to the assigned task

Dear principal.

I think you should let us see the pop machine  
because kids some times need pop make you can  
sell pop only on after having a pop machine  
make you can sell it on monday, wednesday  
and friday everyone will like it.

**Rationale:** Response is not developed.  
Little evidence of organization.

## Code 20

Response is minimally developed; few ideas and little information

Organization is minimal

Response is partly related to the assigned task

Dear Mrs. Russel,

I am writing to you to inform you that the children are not enjoying the fact that you took pop away from our school. We don't like the fact that it is being replaced by juice and milk. We understand that pop is no good but we enjoy it. It would and all the children would love for you to bring back pop.

**Rationale:** Response is minimally developed.  
Organization is minimal.

## Code 30

Response is somewhat developed; some simple ideas and information

Organization is simple or mechanical with lapses

Response is partly related to the assigned task

Dear Principal.

I feel that the idea of taking pop machines out of schools was a good one. I think that because pop is full of sugar and without it students won't get lazy during school. I think that the school will be a better place. Kids won't get beat up for pop moneys. What do you think of the decision?

Thank you for reading my letter.

From Student To: Principal.

P.S.

Lots of kids are going to miss the pop machines but its going to be better this way.

Sincerely Student.

**Rationale:** Response is somewhat developed with good supporting details.  
Organization is simple with lapses.

## Code 40

Response is developed with sufficient clear ideas and information

Organization is simple or mechanical with no lapses

Response is clearly related to the assigned task

Dear Principal,

I think removing pop machines from schools isn't a bad idea. But can we still have diet pop?

Or at least let us bring pop to school from our own house. If not lets have juice machines. Juice is just as good as pop, I guess.

Since pop machines are bad, what about on pizza day? Can we still order pop? I think health is more important than pop and juice is better than pop. But pop once in a while is ok.

**Rationale:** Organization is clear.  
Response is developed with clear ideas.

## Code 50

Response is developed with sufficient clear and specific ideas and information

Organization is appropriate

Response is clearly related to the assigned task\*

Dear Mr. Campbell,

I think we shouldn't have pop machines in our school because pop is not healthy.

Although pop does taste good and it makes money, we could always have water instead to keep us hydrated and fresh. It also makes money, too!

Pop is bad for your teeth and since it contains so much sugar it gets students hyper when they drink it and that could be a problem.

For some, pop makes you burp and that is very disgusting and distracting.

I hope you consider my ideas.

Thank You!

Sincerely, Yours,

**Rationale:** Organization is appropriate.  
Response is clearly related to task.  
Sufficient variety of ideas with good supporting detail evident.

## Code 60

Response is well-developed with sufficient clear and specific ideas and information

Organization is effective

Response has a thorough relationship to the assigned task

2005-05-24

Dear Mr. Dufour,

"Ow! My stomach hurts! I want to go home. I don't feel very good. I'm tired and sleepy and I feel like I'm going to barf! I can't go outside and play because I feel sick!" Have you ever heard this before? All because of pop? Well, this can't happen again because here is some advice of why pop is going to put to a stop at schools.

One reason that I wanted pop to be put away at children's schools is because of all the bad ingredients. Sugar, caffeine and acid are a couple that can get you tired and sleepy. It can also make you feel bad. Calories and carbohydrates are a big reason as well. If your body doesn't burn the calories, you'll get tired.

Another reason that I wanted a stop to pop is health because some people can't resist it. Instead of pop, you could have water, juice and milk, which all have great ingredients. Pop has no vitamins or minerals so what does pop help?

Another reason is that some people are allergic and some parents might not like you to have pop all the time. These are my reasons of stopping pop so you might as well put a stop to pop machines.

Sincerely,  
Yuan

**Rationale:** Response is well developed, with excellent supporting details.  
Organization is effective.  
Response is thoroughly related to the task.



## Code 10

Errors in conventions interfere with communication

Insufficient evidence to assess the use of conventions

Dear principal  
we sodint have pop machiness  
in the school because the assi  
and the fact and I Just thike  
we sodint be at this school

**Rationale:** Errors in conventions interfere with communication.  
Reading rhythm is interrupted.

## Code 20

Errors in conventions distract from communication

Dear, princaipal  
Please let the goverm'ent  
ceep the pop machines because  
childrien will not like it and  
have a prtishin that the  
govermint take the pop  
machine. Why not get freska  
it is a pop but it is low in  
fat but it tastes like pop  
So please don't let the  
govermint take away the  
pop machines. !!!

**Rationale:** Errors in conventions distract from the communication.  
Reading rhythm is often interrupted but information can be understood.  
Sense of the whole piece of writing at the end.

## Code 30

Errors in conventions do not distract from communication

Dear Mr Lindsay,  
It was a very good idea that you took out the pop machines. I have seen kids after school shaking and kicking the machines over. Then what happens when you run out of pop you don't want to go and buy pop every week. I have noticed that kids are slacking with their work when they have pop every day. I think that it is a waste of money.

I hope you choose wisely about bring pop machines to school

**Rationale:** Errors in conventions do not distract from communication.

## Code 40

Control of conventions evident in written work

Dear Principal,

I don't think it is such a good idea to take away the pop machine because we really like pop. The caffeine in it helps us not fall asleep, because for me - I don't know about other students - waking up for school is early for me, and I get really tired during school because I wake up early. Also, what's so bad about having a pop machine? Why can't we have pop at school? Well, I hope you think about this and maybe you'd write a letter to the provincial government, and help us get the pop machine back, or the students could write a letter to them. Thank-you for reading what I think about taking the pop machine away

**Rationale:** Control of conventions evident in written work.  
Response demonstrates use of a variety of punctuation.