

### **To PIE parents, regarding the B.C. Writing Performance Standards Package:**

The papers you have just received make up a package that shows parents and students what the B.C. education system's expectations of a student's writing ability are for the end of the year at your child's grade level. Our goal is to provide a step-by-step overview of the expected development in your child's **personal writing** from the beginning of a school year to the end of the year, using the rating scale and the progression from 'not yet meeting expectations' to 'fully meeting expectations.' We believe that this package will be of benefit to you in assessing your child's learning, and guiding each of them in improving their pre-writing and writing strategies and abilities. Our first priority is to improve student learning.

The BC performance standards describe levels of achievement in key areas of learning. The performance standards answer the questions: "*How good is good enough?* What does it look like when a student's work has met the expectations at this grade level?" We divide the expectations for writing for each grade level into four categories (which are probably familiar to you from the report card format that we use): not yet meeting expectations, meeting expectations at a minimal level, fully meeting expectations, and exceeding expectations. In the package we've given you, you will find an explanation of what each of those categories means in the areas of meaning (what the piece of writing is about), style (how language is used), form (following the models of writing) and conventions (following the rules of writing).

Each package also includes a writing sample that gives an example of what a student's writing might look like in each of the four categories of expectations, including some general observations on why each sample fits into that category. These are intended to be helpful in assessing your own child's writing, and in giving direction to you as parents in guiding each of them to improve their writing skills.

Some ways that B.C. performance standards can be useful are:

- They provide feedback to students about their writing;
- They support self-assessment by each child;
- They provide a consistent standard of assessment among teachers, students and parents;
- They document evidence of student growth from the beginning of the year to the end;
- They provide examples teachers and students can refer to.

Some practical suggestions for using these performance standards are:

- Using the rating scale as a checklist with your child to keep track of improvement and growth;
- Using the rating scale with your child(ren)'s teacher at each reporting period to help in assessing your child's progress in writing;
- Using the writing samples provided to help you in evaluating your child(ren)'s own work in order to challenge them and focus on specific learning goals in writing.

We are looking forward to using these performance standards as a shared tool with you to encourage writing skills, to make reporting on writing more meaningful, and to engage your children in assessing their own writing and improving the quality of their personal writing. Please let us know if you have any questions – as partners in education we are truly committed to working with you in encouraging each child's full potential, and we know that this is an excellent way to do that.

# BC Performance Standards

## Writing GRADE 10

### ◆ Writing Personal Views or Response ... 407

Quick Scale ... 409

Rating Scale ... 410

Sample Task: *Heroes* ... 412

### ◆ Writing to Communicate Ideas and Information ... 421

#### Essays

Quick Scale ... 425

Rating Scale ... 426

Sample Task: *Integrity* ... 428

#### Reports, Articles, and Letters

Quick Scale ... 437

Rating Scale ... 438

Sample Task: *Newsletter Articles* ... 440

### ◆ Literary Writing ... 447

#### Narrative

Quick Scale ... 449

Rating Scale ... 450

Sample Task: *Short Stories* ... 452

#### Poems

Rating Scale ... 467

Sample Task: *Poetry* ... 468

# Writing Personal Views or Response

**S**tudents are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 10, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

## Key Qualities

The following is a summary of the key qualities of each aspect of personal writing in Grade 10. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

### MEANING

- ◆ comes from thoughts, feelings, opinions, memories, and reflections

### STYLE

- ◆ demonstrates clarity and some variety in language

### FORM

- ◆ begins with a clear introduction and follows a logical sequence through to a conclusion

### CONVENTIONS

- ◆ follows standard conventions for basic spelling, punctuation, grammar, and sentence structure; has been proofread

## Prescribed Learning Outcomes

The BC performance standards for Grade 10 personal writing reflect the following prescribed learning outcomes from Grade 10 of the *English Language Arts 8 to 12 Integrated Resource Package*. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (WRITING)

It is expected that students will:

- ◆ write meaningful **personal texts** that explore ideas and information [C1]

### STRATEGIES (WRITING)

*[C5-7] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.*

### THINKING (WRITING)

It is expected that students will:

- ◆ write and **represent** to explain and support personal responses to **texts** [C8]

### FEATURES (WRITING)

It is expected that students will:

- ◆ use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C12]
- ◆ use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C13]
- ◆ use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry [C14]

## Quick Scale: Grade 10 Writing Personal Views or Response

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Personal views or response is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing shows problems with style, form, and mechanics that obscure purpose and meaning. May be too brief to meet basic requirements of the task. Reflects little knowledge of the conventions of writing.</i>	<i>The writing is generally clear and conversational, with a beginning, middle, and end. However, development is uneven, and the writer uses a limited repertoire of language, sentences, and techniques.</i>	<i>The writing is clear and logical, with some evidence of depth or maturity. Meets the requirements of the task with a sense of purpose and control and with some variety in language, sentences, and techniques.</i>	<i>The writing creates an impact on the reader, with a sense of vitality and finesse. It exceeds requirements of the task and features some complex and mature language, ideas, and techniques. Few, if any, errors.</i>
<b>MEANING</b> • ideas • support • connection to reader	<ul style="list-style-type: none"> <li>• ideas are not developed</li> <li>• may be very short, with few examples and details</li> <li>• problems obscure any sense of individuality</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are generally straightforward and clear; unevenly developed</li> <li>• some relevant examples, details</li> <li>• may connect to own experience</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are fully developed and show depth in places</li> <li>• supporting details and examples are relevant</li> <li>• personalizes the topic</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are fully developed with some originality, maturity, and individuality</li> <li>• details and examples often show some subtlety</li> <li>• tries to elicit a specific response from the reader</li> </ul>
<b>STYLE</b> • voice and tone • syntax • vocabulary • rhetorical or stylistic techniques	<ul style="list-style-type: none"> <li>• often uses inappropriate tone or language</li> <li>• simple sentences and coordination</li> <li>• basic vocabulary; errors in word choice</li> <li>• disjointed and awkward</li> </ul>	<ul style="list-style-type: none"> <li>• generally colloquial</li> <li>• limited repertoire of sentences</li> <li>• straightforward vocabulary</li> <li>• little evidence of deliberate techniques</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate tone and level of language</li> <li>• varied sentence types and lengths</li> <li>• varied and appropriate language</li> <li>• some attempts to use effective techniques</li> </ul>	<ul style="list-style-type: none"> <li>• style and tone help to accomplish purpose, add impact</li> <li>• wide repertoire of effective sentence structures</li> <li>• precise, concise language</li> <li>• takes risks with a variety of techniques</li> </ul>
<b>FORM</b> • beginning • organization and sequence • transitions • ending	<ul style="list-style-type: none"> <li>• opening usually introduces the topic</li> <li>• structure may seem illogical or random</li> <li>• may seem disjointed because ideas are not linked with transitions</li> <li>• omits or provides ineffective ending</li> </ul>	<ul style="list-style-type: none"> <li>• opening establishes purposes</li> <li>• sequence is generally logical but may lack sense of direction</li> <li>• transitions awkward or missing in places</li> <li>• conclusion is often mechanical</li> </ul>	<ul style="list-style-type: none"> <li>• opening establishes context and purpose</li> <li>• sequence is logical</li> <li>• transitions help to connect ideas clearly</li> <li>• conclusion focuses on the purpose; tries to provide a resolution</li> </ul>	<ul style="list-style-type: none"> <li>• engaging introduction</li> <li>• sound structure; seems effortless and natural</li> <li>• smoothly integrates elements such as dialogue, examples, explanations, and anecdotes</li> <li>• conclusion provides a satisfying resolution</li> </ul>
<b>CONVENTIONS</b> • spelling • sentence structure and punctuation • usage	<ul style="list-style-type: none"> <li>• includes frequent noticeable errors in basic structures and language that may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• includes noticeable errors that may distract the reader but do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• may include some errors; these are generally not serious and do not distract the reader</li> </ul>	<ul style="list-style-type: none"> <li>• few errors; these do not distract the reader (may only be noticeable when the reader looks for them)</li> </ul>

## Rating Scale: Grade 10 Writing Personal Views or Response

Student achievement in writing personal views or response by March–April of Grade 10 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<b>SNAPSHOT</b>	<i>The writing shows problems with style, form, and mechanics that make it difficult to determine purpose and meaning. May be too brief to meet basic requirements of the task. Reflects little knowledge of the conventions of writing.</i>	<i>The writing is generally clear and conversational, with a beginning, middle, and end. However, development is uneven, and the writer uses a limited repertoire of language, sentences, and techniques.</i>
<b>MEANING</b> • ideas • support • connection to reader	<ul style="list-style-type: none"> <li>• ideas are not developed; often broad generalizations with little support</li> <li>• may be very short with few examples and details or little attempt to develop ideas; may include a great deal of extraneous material</li> <li>• problems with style, form, and mechanics obscure any sense of individuality</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are generally straightforward and clear but are often listed or developed unevenly (e.g., one idea may be developed in detail, while another is simply stated without support)</li> <li>• some relevant examples and details</li> <li>• may make connections to personal experiences (these often do not appear to be carefully chosen for their potential impact on a reader)</li> </ul>
<b>STYLE</b> • voice and tone • syntax • vocabulary • rhetorical or stylistic techniques	<ul style="list-style-type: none"> <li>• often uses inappropriate tone or language; may be unintentionally offensive</li> <li>• tends to rely on simple sentences and coordination; often overuses conjunctions such as “so” and “then”</li> <li>• basic colloquial vocabulary; may make errors in word choice</li> <li>• frequent errors in mechanics and transitions often make the writing disjointed and awkward</li> </ul>	<ul style="list-style-type: none"> <li>• generally colloquial; often begins at an appropriate level and then lapses into “speech written down” (may overuse “I”); may return to formality in the conclusion</li> <li>• limited repertoire of sentences—tends to rely on coordination and some basic subordination (e.g., using if, because); may be awkward in places</li> <li>• straightforward vocabulary, generally used correctly; little precision; may be repetitive</li> <li>• straightforward and conversational; little sense that the writer is trying to create specific effects</li> </ul>
<b>FORM</b> • beginning • organization and sequence • transitions • ending	<ul style="list-style-type: none"> <li>• beginning usually introduces the topic but does not establish purpose and context</li> <li>• structure may seem illogical or random; often written as one paragraph</li> <li>• may seem disjointed because ideas are not linked with transitions</li> <li>• may omit ending or use an ineffective formula to end (e.g., “So that’s what I think. I hope you agree with me.”)</li> </ul>	<ul style="list-style-type: none"> <li>• introduction establishes purpose; the reader may have to infer some of the context</li> <li>• sequence is logical, but position or stance may fluctuate, creating a sense that the writer is discovering ideas and positions while writing; no clear sense of direction</li> <li>• transitions awkward or missing in places</li> <li>• conclusion is often mechanical, formulaic (e.g., “In conclusion, I think...”), or abrupt</li> </ul>
<b>CONVENTIONS</b> • impact on meaning • spelling • sentence structure • usage (e.g., modifiers, agreement, verb tense)	<ul style="list-style-type: none"> <li>• frequent noticeable errors may interfere with meaning</li> <li>• often includes spelling errors in basic vocabulary, especially problems with homonyms; spelling is often phonetic and features missing letters (e.g., word endings)</li> <li>• errors in basic sentence structure (e.g., missing words, run-on sentences, fragments)</li> <li>• frequent serious errors with pronouns and verbs</li> <li>• noticeable punctuation errors (often commas)</li> </ul>	<ul style="list-style-type: none"> <li>• noticeable errors may distract the reader but do not interfere with meaning</li> <li>• may include problems with homonyms, phonetic spelling for challenging words</li> <li>• most basic sentences are correct; often includes run-on sentences</li> <li>• often includes problems with pronouns (e.g., overuse, reference) and verbs</li> <li>• some punctuation errors, often involving commas</li> </ul>

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is clear and logical, with some evidence of depth or maturity. It meets the requirements of the task with a sense of purpose and control and with some variety in language, sentences, and techniques.</i></p>	<p><i>The writing creates an impact on the reader, with a sense of vitality and finesse. It exceeds requirements of the task and features some complex and mature language, ideas, and techniques.</i></p>
<ul style="list-style-type: none"> <li>• ideas are fully developed and show depth in places, although there may be parts where they are not clearly expressed</li> <li>• supporting details and examples are relevant (the amount of detail sometimes reduces impact)</li> <li>• the writer often personalizes the topic, making connections to own experiences in a deliberate attempt to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are fully developed with some originality, individuality, and maturity; the writer “enriches” the topic</li> <li>• choice of details and examples shows some subtlety and may offer more than one layer of interpretation</li> <li>• writer appears engaged by own approach and interpretation of the topic, trying to elicit a specific response from the reader</li> </ul>
<ul style="list-style-type: none"> <li>• sustains an appropriate tone and level of language (appropriate level of formality)</li> <li>• shows evidence of syntactic maturity and control—uses a variety of sentence types and lengths (e.g., use of appositives; appropriate subordination)</li> <li>• language is varied and appropriate; evidence that the writer is attempting to make effective choices</li> <li>• some attempts at rhetorical effectiveness; may include some use of techniques such as rhetorical questions, parallelism, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>• style and tone help to accomplish purpose and add impact (e.g., satiric, playful); may include informal language for effect</li> <li>• syntactic maturity and control—appears to choose from a wide repertoire of sentence structures to create desired effects</li> <li>• language is precise and concise; effective choices from a wide vocabulary</li> <li>• takes risks with a variety of rhetorical strategies to engage reader (e.g., appositives or “asides”; irony, imagery); generally successful (but not always)</li> </ul>
<ul style="list-style-type: none"> <li>• introduction establishes the context and purpose and attempts to engage the reader</li> <li>• sequence is logical; related ideas are grouped together; paragraphing is effective</li> <li>• transitions help to make connections among ideas clear</li> <li>• conclusion addresses the purpose and attempts to provide a resolution</li> </ul>	<ul style="list-style-type: none"> <li>• introduction is immediately engaging; the writer may create some ambiguity to “hook” the reader</li> <li>• structure is logical and sound, but unobtrusive—appears effortless and natural; may experiment (e.g., use flashbacks)</li> <li>• uses transitions effectively to integrate elements such as dialogue, examples, anecdotes</li> <li>• conclusion follows logically from the writing and provides a satisfying resolution</li> </ul>
<ul style="list-style-type: none"> <li>• may include some errors; these are generally not serious and do not distract the reader</li> <li>• few spelling errors</li> <li>• basic sentences are correct; may make occasional errors when attempting a complex structure</li> <li>• may include problems in agreement (especially pronoun reference) and shifts in point of view</li> <li>• few punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• few errors; these do not distract the reader (may only be noticeable when the reader looks for them)</li> <li>• may contain occasional spelling errors</li> <li>• sentences are generally correct; may make relatively subtle errors when attempting a complex structure</li> <li>• may have occasional problems with pronoun reference</li> <li>• may include occasional punctuation errors</li> </ul>

## Sample Task: Heroes

### CONTEXT

In this district, all Grade 10 students participate in a district-wide assessment each year. Within their regular English classrooms, students write an impromptu essay of approximately 200 to 300 words in a 50-minute time period. Essays are scored by a district marking team and returned to classroom teachers.

### PROCESS

English 10 teachers provided their classes with a set of oral and written instructions provided by the district assessment committee. Students received test booklets that instructed them to do the following.

- ◆ write an in-class multi-paragraph expository composition of 200 to 300 words using one of four topics provided
- ◆ plan, write, and edit the composition in 50 minutes
- ◆ do not use a dictionary, a thesaurus, a spell checker, an electronic translator, or external support (other than a scribe or a computer as specified in an IEP)
- ◆ remember that an effective expository composition should have:
  - an introductory paragraph
  - a clear and effective thesis statement
  - clearly expressed content that is both thoughtful and engaging
  - a topic sentence for each paragraph and supporting details for each topic sentence
  - precise and varied vocabulary; varied sentences
  - an effective conclusion

Students were encouraged to draw on their personal experiences and the experiences of others, as well as reading and viewing experiences.

Teachers were instructed not to lead their classes in pre-writing activities and not to provide them with extra paper.

### NOTE:

Although students were able to choose from four topics, all of the writing samples in this section were based on the same topic: “Heroes.”



## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The writing has a topic and a focus, but the content is repetitive and often confusing.

- ◆ ideas are not developed; often broad generalizations with little support
- ◆ tends to rely on simple sentences and coordination
- ◆ frequent errors in mechanics and transitions make the writing disjointed and awkward
- ◆ structure seems illogical or random
- ◆ frequent noticeable errors interfere with meaning
- ◆ errors in basic sentence structure (run-on sentences and fragments)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### TRANSCRIPT

#### True Heroes

I define a hero by saying Superman or Batman. But do real heroes fly and use real super powers like Superman and Batman. I say no to that because real heroes are people that save lives such as policemen or and firemen. I think people know that Superman and Batman are not real. The real heroes are the people that save lives. Say a man is drowning and the other man saw him then he went to rescue that man by risking his own life that is a true hero. You can't go around and see super heroes on t.v. You can't call superman a real hero because he's not. Maybe three year olds like to see Superman and Batman on t.v and think they are real and want to be like them. They think that they could use super powers and fly just like them. So for younger children ages like one to five think Superman and Batman are real and true heroes. But for older children that still like to wach Superman and Batman hopefully no that Superman and Batman are not real. So thats why I think the real heroes are the ones that really save lives, not the ones on t.v but in real life. There are many diffrent kinds of heroes some heroes known to be on t.v, some are from writing literature, some of them are policemen and firemen, and some of them who score the winning goal for hockey. Those are some of the people who are heroes. Even animals can be heroes such as a dog rescuing his owner from drowning or a pig who is squeeling in the livingroom to get the owners out of the house from a burning house. There are different kinds of heroes. Some people say our dads are all heroes I know mine is. So real heroes are with us all the time. But the ones on t.v are fake heroes to grown ups but are heroes to children. Heroes are every where sometimes you see them and sometimes they are right with you. Heroes they are truely heroes. When I used to watch Superman and Batman after the show I used to grab my cape and try to save the world. I wanted to be like Batman. But know I know that superheroes aren't real. But the true heroes are out there and there not cartoons.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The writing does not develop from a clear thesis, although it is focused around a reasonably consistent purpose. Ideas are relatively simplistic and unclear in places.

- ◆ ideas are generally straightforward and clear
- ◆ some relevant examples and details
- ◆ generally colloquial
- ◆ limited repertoire of sentences—tends to rely on coordination
- ◆ straightforward vocabulary
- ◆ little sense that the writer is trying to create specific effects
- ◆ introduction establishes the purpose
- ◆ conclusion is mechanical, formulaic
- ◆ noticeable errors (run-on sentences, problems with homonyms and pronouns, shifts in point of view)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### TRANSCRIPT

#### Define a Hero

My essay is on heroes. I chose this topic because I find it easy. Heroes are everywhere and I hope find my essay interesting.

I believe that the people that are homeless, and without food, are the real heroes of this world everyday and night they have to go through starvation and awful diseases. Us normal people with homes and food have easy lives but it doesn't make us heroes the real heroes are the homeless. We have to make a difference and one day we hope we can make a big difference in there lives. They risk there lives everyday, and that makes them heroes.

I believe firefighters are also heroes they save lives, and take out fires. They risk there lives 24 hours and 7 days a week for us. That makes them heroes. We should make it easier for the firefighters, to cause less fires, think smart and check all the stuff that prevents fires. That makes a firefighter job easier but that still doesn't prevent fires from happening. Firefighters are on time when there is a emergency. I really respect firefighters they are big time life savers, they really make a big difference in people lives as well.

Doctors are heroes as well. In fact a doctor's job is very difficult. Doctors do alot of thing to help someone. If you are sick they diagnose the problem and they give you medication for your sickness Doctors also preform surgery but those are called surgeons. If you are in need of a liver, transplant or any other inportant organ in the human body doctors, preform surgery sometimes there successful and sometimes there not but at least there willing to save a person's life. That makes a doctor a very special hero.

So now this comes to the conclusion the homeless are the real heroes of the world because they risk there lives, and go through starvation and disease.

Firefighters save peoples lives, take on the most powerful flames, they risk there lives everyday. Doctors are heroes because they save peoples lives and they diagnose your problems. I hope you enjoyed my essay.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

The writing is clear and easy to follow. The writer establishes a purpose and carries it through to a logical conclusion. In places, the writer manipulates language to create an effect (e.g., repetition, parallelism).

- ◆ ideas are fully developed
- ◆ supporting details and examples are relevant
- ◆ the writer personalizes the topic by making connections to own life in a deliberate attempt to engage the reader
- ◆ sustains an appropriate tone
- ◆ there is a sense that the writer is attempting to make effective choices
- ◆ some attempts at rhetorical effectiveness (e.g., parallelism)
- ◆ introduction establishes the context and purpose
- ◆ sequence is logical; paragraphing is effective
- ◆ transitions help to make connections among ideas clear
- ◆ conclusion addresses the purpose and attempts to provide a resolution
- ◆ few errors
- ◆ problems in agreement (pronoun reference) and shifts in point of view

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### TRANSCRIPT

#### Hero

Everyone has a hero that they love, and cherish. We all know the basic meaning of a hero, but still everyone has their own definition. I think a hero can be anyone who helps you when you need them. A hero is usually someone you respect, and look up to. I also think that someone who has done something important in your life, can be defined as a hero. These are all things that in my opinion, make a hero.

Who do you turn to in the lowest, most miserable times in your life? I think that anyone who is there for you when you are down, is a hero. Only a true hero could make a smile appear on your face when you're going through a crisis. Not just anyone can make someone feel better when they are sad, it has to be someone who has a big heart, and truly, from the bottoms of their hearts, care for you. It's difficult to know exactly what to say when someone you know is not having a great life; it means the world to them if you could make them feel just a little bit better. My best friend is definitely one of my heroes; she knows exactly what to say, and when to say it. It means a lot to me when I know someone out there can help me whenever I need a friend. Sometimes I think that all of my heroes, are actually angels.

Everyone knows that a true hero is someone you look up to, someone whom you have a great deal of respect for. I agree with this statement. A hero is not just any person who comes by in your life; a hero has to earn the ability to be titled as a hero. You do not have to be some superman who can fly around the earth and save millions of lives everyday; in my opinion, you can be a normal, average person who has done something to gain the respect of other people. Anyone that I call one of my heroes is someone who I have an enormous amount of respect for, and someone that I look up to.

Another quality of a hero in my opinion is someone who has played, or plays a big role in your life. Someone who has lead you to be the person you are today. The hero in my life who lives up to this is... my mother. She has brought me up to be a person who makes smart decisions, and always tries her best. My mother has pushed me, and guided me, through my entire life, and is continuing to do so. I think someone that you owe a lot of thanks to, can definitely be placed under the category of a hero. I think anyone whom has done something for you, that you extremely appreciate them for, should be a hero.

In conclusion, everyone has their own way of defining a hero. In my opinion, anyone who is there for you in your time of need can be considered a hero. Also, I think a hero can be someone who you look up to, and respect. one other definition of a hero to me, is someone who has done something very important for you throughout your life. There are millions of definitions for the word "hero." These are the things that in my eyes, make a true hero.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The writing is well-developed and organized, beginning with a clear thesis. Examples and explanations are engaging.

- ◆ some originality and maturity
- ◆ choice of details and examples shows some subtlety
- ◆ writer appears engaged by own approach and interpretation of the topic
- ◆ style and tone help to accomplish purpose (e.g., humorous, playful)
- ◆ syntactic maturity and control; appears to choose from a wide repertoire of sentences to create desired effects
- ◆ language is precise and concise
- ◆ introduction is immediately engaging
- ◆ structure is logical and sound but unobtrusive—appears effortless and natural
- ◆ uses transitions effectively
- ◆ conclusion provides a satisfying resolution
- ◆ few errors

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### TRANSCRIPT

#### How Do You Define a Hero?

Throughout my life my definition of a hero has changed. It differs from year to year with the knowledge and experience that I gain just by growing older. From the time in my life that I can remember actually being able to think and make decisions, I had a hero. When I was about six my heroes were basically anyone with superpowers. At age ten television ruled my life. Finally, now at age fifteen I have begun to appreciate the so-called trivial matters that most teens my age take for granted.

Hercules, Superman, Captain America, and She-Ra were my heroes at age six. I absolutely loved watching those characters, who at the time were real people to me, on television or in my comic books. They were amazing! How could a child resist idolizing the strongest man in the world or the powers of Earth, Wind, Fire, and Water. I suppose that they seemed so great to me because they could do what I couldn't. Therefore, striving to be like them was one of my dreams. However, as time went on I began to see that it wasn't a realistic goal to want to become a superhero. I would have had to be born with those powers and naturally I wasn't. So I moved on.

At age 10 I would never be anywhere else except in front of my television set. My heroes at the time were characters on television shows, definitely fictional. I either wanted to be Doogie Howser, M.D, child prodigy, the judge on some

court show, or the kid marine biologist on “90210:Beverly Hills.” I remember this like it was yesterday. All of them were special in some way. Doogie Howser was a teen doctor, and when you’re brought up in the kind of household that I was brought up in, that’s a goal to aim for. The judge, had so much power. To be able to control everyone in the courtroom seemed so ego-boosting. Once in my life I just wanted to be able to say “Order! Order in the court.” or something other than that like, “That’s it sir, you’re in contempt!” Finally with the marine biologist, she had direction in her life. She loved marine animals and was even accepted to some Jacques Cousteau school, but I’m not really sure about that. Anyways, this time they were all people, fictional, but people.

Now at age 15 I have begun to realize that the people around me are heroes: my mother, father, sister and even friends. In a world where there is so much pain and suffering they move forward with their lives. In my parents’ case, I’m grateful for everyday I spend with them. They actually suffer so that I can be happy and live a better life than they did. My sister and my friends like the moon in the sky. They brighten up my life and make thing clearer so that I can see where I am going.

I see now that heroes are everywhere. A hero is just someone that is there to guide you and create the path. I used to think that because my heroes have changed over the years they weren’t really heroes. I was wrong. Each one I respected. Each one I learned something from. They are all heroes to me.