

## FUNCTIONAL WRITING PROMPT ONE

### THANKING A PRESENTER FOR HIS ANTI-BULLYING PRESENTATION

Read about the situation below and complete the assignment that follows.

#### The Situation

Imagine you are Nicky Quinn, a grade 9 student at the fictional Lynwood Junior High School. The school has just had an Anti-bullying presentation from Jimmy Spencer who, having grown up as a bully, changed his ways and now spends his spare time talking about why people bully, how it can be stopped, and helping victims of bullying reach out to those who can help them. Your English teacher has asked you to write to Jimmy Spencer to thank him for his lively, realistic, and interesting presentation. Your letter should show how much you and the students of your school appreciated Jimmy Spencer's honesty and real-life examples and how his presentation will benefit everyone in your school.

#### Assignment

Write a business letter to Jimmy Spencer thanking him for his Anti-bullying Presentation. In your letter make sure that you tell him how much his presentation was appreciated and what programs the school is planning to implement in order to make your school a bully-free school.

In your writing, be sure to:

- **Identify** the purpose of your letter
- **Explain** the details of the situation
- **Organize** your thoughts appropriately in sentences and paragraphs
- Use **vocabulary** that is appropriate and effective
- **Sign** your letter Nicky Quinn—**do not sign your own name**
- **Address** the envelope

**Note:** Use your imagination to make up reasonable and realistic details about Jimmy Spencer and the anti-bullying programs your school is planning to implement.

*Address Information*

Use the following information for your letter and to address the envelopes below:

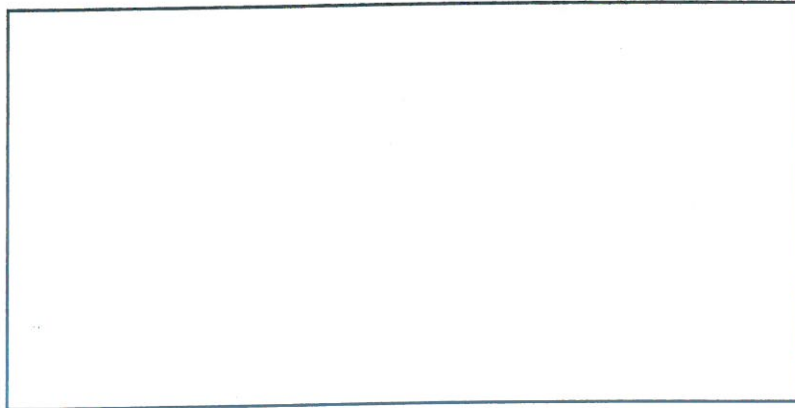
**Jimmy Spencer**

Jimmy Spencer lives in rural Ontario. His address is R.R. 3, Loon Lake. His postal code is P7C 6H8.

**Nicky Quinn**

Nicky Quinn attends Lynwood School in Pascal, Alberta. The address is 975 Coronation Street. The postal code is T4S 7D4.

**Envelope**



**STUDENT EXEMPLARS AND RATIONALES FUNCTIONAL WRITING PROMPT ONE**

**STUDENT EXEMPLAR SCORE SATISFACTORY**

**Envelope**

Nicky Quinn  
Lynwood School  
Pascal AB T4S 7D4

Jimmy Spencer  
R.R.3 Loon Lake  
Ontario P7C 6H8

**STUDENT EXEMPLAR SCORE EXCELLENT****Envelope**

Nicky Quinn  
Lynwood School  
975 Coronation Street  
Pascal AB T4S 7D4

Mr. Jimmy Spencer  
R.R.3  
Loon Lake ON P7C 6H8

Lynwood School  
975 Coronation street  
Pascal AB T4S 7D4

Mr. Jimmy Spencer  
R.R.3  
Loon Lake ON P7C 6H8

Dear Mr. Spencer:

Last Friday I, and the student body of Lynwood School, attended your wonderful Anti-bullying presentation. We are all very grateful to you for bringing such a very important issue to our attention in a most interesting way and I would like to thank you on behalf of everyone at our school for your presentation.

Your slide show of all the different types of bullying that goes on, from name calling, to ignoring someone, to giving mean looks, to taking away people's possessions, and to fighting made us all aware that bullying can be dangerous to those who bully as well as those who are bullied. Your stories from your childhood about how mean you were to others, and then the experience that made you realize that you could change, were most interesting. I had always thought that once someone was a bully they would never change.

I think you are doing a great job going around the different schools and talking about bullying. As you said, the more it is talked about and the more it is reported the sooner it will stop. At our school we do have an anti bullying program but there are still bullies around. Since your presentation, we have decided to have student buddies in the hallways to watch for things like pushing into lockers, taking things out of lockers, name calling and swearing. We hope this will help because two eyes are always better than one and those who are being bullied will feel there is someone there for them.

Thank you again for a truly great presentation on bullying. I think people like you will one day bring a stop to school bullying and life will be happier for everyone. Keep up the good work!

Yours sincerely,

*Nicky Quinn*

Nicky Quinn



**RATIONALE FOR STUDENT EXEMPLAR EXCELLENT**

Score	Reporting Category
E	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>The ideas are perceptive</b>, as illustrated in “We are all very grateful to you for bringing such a very important issue to our attention in a most interesting way” and “I think people like you will one day bring a stop to school bullying” <b>and development of the topic is clear</b> as evident in “thank you on behalf of everyone at our school for your presentation” and <b>effective</b>, as in “I think you are doing a great job going around the different schools and talking about bullying.”</li> <li>• <b>Pertinent information</b> such as “your wonderful Anti-bullying presentation” <b>is presented and this information is enhanced by precise details</b> such as “from name calling, to ignoring someone, to giving mean looks, to taking away people’s possessions, and to fighting made us all aware that bullying can be dangerous to those who bully as well as those who are bullied” and “we have decided to have student buddies in the hallways to watch for things like pushing into lockers, taking things out of lockers, name calling and swearing” that <b>effectively fulfill the purpose of the assignment.</b></li> <li>• <b>A tone appropriate for the addressee</b> as in “Thank you again for a truly great presentation on bullying” and “Keep up the good work!” <b>is skilfully maintained.</b></li> </ul>
E	<p><b>Content Management</b></p> <ul style="list-style-type: none"> <li>• <b>Words and expressions used are consistently accurate</b> such as “your wonderful Anti-bullying presentation” and “bullying can be dangerous to those who bully as well as those who are bullied” <b>and effective</b>, as in “two eyes are always better than one and those who are being bullied will feel there is someone there for them.”</li> <li>• <b>The writing demonstrates confident and consistent control of correct sentence structure</b> as demonstrated in “Your stories from your childhood about how mean you were to others, and then the experience that made you realize that you could change, were most interesting, <b>usage</b>, as in “from name calling, to ignoring someone, to giving mean looks, to taking away people’s possessions, and to fighting,” <b>and mechanics</b> as in “Keep up the good work!” <b>Errors that are present</b> such as “Last Friday I, and the student body of Lynwood School, attended” <b>do not impede meaning.</b></li> <li>• <b>The envelope and letter are free from format errors.</b></li> </ul> <p><b>Proportion of error to length and complexity of response has been considered.</b></p>



## FUNCTIONAL WRITING SCORING RUBRIC

Your writing will be marked using the following scoring rubric:

### Content

<i>Focus</i>
<p>When marking Content appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which ideas and development of the topic are effective</p> <ul style="list-style-type: none"> <li>• the purpose of the assignment is fulfilled with complete and relevant information</li> <li>• the tone is appropriate for a business letter, and awareness of audience is evident</li> </ul>

<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"> <li>• The ideas are perceptive, and development of the topic is clear and effective.</li> <li>• Pertinent information is presented, and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.</li> <li>• A tone appropriate for the addressee is skillfully maintained.</li> </ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"> <li>• The ideas are thoughtful, and development of the topic is generally effective.</li> <li>• Significant information is presented, and this information is substantiated by specific details that fulfill the purpose of the assignment.</li> <li>• A tone appropriate for the addressee is clearly maintained.</li> </ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"> <li>• The ideas are appropriate, and development of the topic is adequate.</li> <li>• Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.</li> <li>• A tone appropriate for the addressee is generally maintained.</li> </ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"> <li>• The ideas are superficial and/or flawed, and development of the topic is inadequate.</li> <li>• Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.</li> <li>• A tone appropriate for the addressee is evident but not maintained.</li> </ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"> <li>• The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.</li> <li>• Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.</li> <li>• Little awareness of a tone appropriate for the addressee is evident.</li> </ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

**Note: Content and Content Management are equally weighted.**

Student work must address the task presented in the assignment. Letters that are completely unrelated to the context established in the assignment will be awarded a score of **Insufficient**.



## Content Management

### *Focus*

When marking Content Management appropriate for the Grade 9 Functional Writing Assignment, the marker should consider the extent to which

- words and expressions are used accurately and effectively
- sentence structure, usage, and mechanics (spelling, punctuation, etc.) are controlled
- the formats of an envelope and a business letter are consistently applied

**Proportion of error to length and complexity of response must be considered.**

<b>Excellent</b> <b>E</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are consistently accurate and effective.</li> <li>• The writing demonstrates confident and consistent control of correct sentence structure, usage, and mechanics. Errors that may be present do not impede meaning.</li> <li>• The envelope and letter are essentially free from format errors and/or omissions.</li> </ul>
<b>Proficient</b> <b>Pf</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are usually accurate and effective.</li> <li>• The writing demonstrates competent and generally consistent control of correct sentence structure, usage, and mechanics. Errors that are present rarely impede meaning.</li> <li>• The envelope and letter contain few format errors and/or omissions.</li> </ul>
<b>Satisfactory</b> <b>S</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are generally accurate and occasionally effective.</li> <li>• The writing demonstrates basic control of correct sentence structure, usage, and mechanics. Errors may occasionally impede meaning.</li> <li>• The envelope and letter contain occasional format errors and/or omissions.</li> </ul>
<b>Limited</b> <b>L</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are frequently vague and/or inexact.</li> <li>• The writing demonstrates faltering control of correct sentence structure, usage, and mechanics. Errors frequently impede meaning.</li> <li>• The envelope and letter contain frequent format errors and/or omissions.</li> </ul>
<b>Poor</b> <b>P</b>	<ul style="list-style-type: none"> <li>• Words and expressions used are inaccurate and/or misused.</li> <li>• The writing demonstrates a lack of control of correct sentence structure, usage, and mechanics. Errors severely impede meaning.</li> <li>• The envelope and letter contain numerous and glaring format errors and/or omissions.</li> </ul>
<b>Insufficient</b> <b>INS</b>	<ul style="list-style-type: none"> <li>• The response has been awarded an <b>INS</b> for <b>Content</b>.</li> </ul>

**Note: Content and Content Management are equally weighted.**