**The Five Steps to Writing an Analytical Paragraph**

1. Assertion
2. Text Evidence
3. Embedding
4. Citation
5. Commentary

The steps in detail:

1. **Assertion** – this is where you give your thought provoking opinion about what you have read. It might be answering a prompt or stating your own claim about what you’ve read without being given a prompt. What you don’t want to do is restate the prompt without making your own additions or adding your own ideas or spin to it.
2. **Text Evidence** – here is where you take evidence from the text you are analyzing to use as support for your assertion. Make sure that your choices are directly supporting your assertion even when removed from the context of the piece. Use quotation marks for direct quotations.
3. **Embedding** – is using introductory language to introduce your evidence. This creates transitions and cohesion.
4. **Cite** – you should, if at all possible, cite the author and page number, but at bare minimum, refer to the title of the piece you are working with.
5. **Commentary** – is where you give your own analysis and ideas to support your assertion. It is the depth of analysis presented here that will indicate your ability to work with the material.

The order of #2 and #3 is reversed in writing, but you must know what your text evidence will be before you can embed them.

Depending on the length of assignment required, you may want to repeat steps 2, 3, 4, 5 twice, but for most purposes, this is a short piece of writing that only requires a short paragraph.

**DESCRIPTION OF THE PROVINCIAL EXAMINATION**

**Part A: Stand-Alone Text**

Students will read one text and respond to multiple-choice questions and one written-response question. The text may be informational, poetry or literary prose. In answering the written-response question, students should develop a unified and coherent expository paragraph of at least 150 words. Personal or narrative responses are not an appropriate format. Responses should be constructed using complete and effective sentences and adhere to the conventions of standard written English. Students will be provided with **one** question for response.

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**6**

The six response is **superior** and may draw upon any number of factors, such as depth of discussion, effectiveness of argument, or level of insight. It exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, the response need not be error-free.

**5**

The five response is **proficient** and reflects a strong grasp of the topic and the text. The references to the passage may be explicit or implicit and convincingly support a thesis. The writing is well organized and demonstrates a strong command of the conventions of language. Errors may be present, but are not distracting.

**4**

The four response is **competent**. The assertions tend to be simplistic; there are no significant errors in understanding. References are present and appropriate, but may be limited to only part of the text. The writing is organized and straightforward. Conventions of language are usually followed, but some errors are evident.

**3**

The three response is **barely adequate**. Understanding of the topic and/or the text may be partially flawed. Support may consist of long references to the text which are not clearly connected to a central idea or may be meagre or repetitive. The response may show some sense of purpose, but errors may be distracting.

**2**The two response is **inadequate**. While there is an attempt to address the topic, understanding of the text or the task may be seriously flawed. Errors are recurring, distracting, and often impede meaning.

**1**The one response is **unacceptable**. Although the response attempts to address the question, it is too brief or there is a complete lack of control in the writing.

**0**

The zero response reflects a complete misunderstanding of the text and/or the task, is off-topic, or is a restatement of the question.

**This is a first-draft response and should be assessed as such. The use of paragraph structure is assessed holistically with reference to the clarity of expression and organization.**

**Rubric adapted from ENGLISH 12 - SCORING GUIDE FOR STAND-ALONE TEXT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 (unacceptable) | 2 (inadequate) | 3 (barely adequate) | 4(competent) | 5(proficient) | 6(superior) |
| meaning | too brief | While there is an attempt to address the topic, understanding of the text may be seriously flawed | Understanding of the topic and/or the text may be partially flawed. Support may consist of long references to the text which are not clearly connected to a central idea or may be meagre or repetitive | assertions tend to be simplistic; there are no significant errors in understanding. References are present and appropriate, but may be limited to only part of the text | reflects a strong grasp of the topic and the text. The references to the passage may be explicit or implicit and convincingly support a thesis | draw upon any number of factors, such as depth of discussion, effectiveness of argument, or level of insight |
| structure | a complete lack of control in the writing | understanding of thethe task may be seriously flawed | response may show some sense of purpose | writing is organized and straightforward | writing is well organized | exhibits an effective writing style and a sophisticated use of language |
| conventions |  | Errors are recurring, distracting, and often impede meaning.  | errors may be distracting | Conventions of language are usually followed, but some errors are evident.  | demonstrates a strong command of the conventions of language. Errors may be present, but are not distracting. | Despite its clarity and precision, the response need not be error-free |

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|   | 0 | Beginning | Developing |   | Accomplished | Exemplary |
| BC letter grade |  I | F | C- / C | C+ | B | A |
| BC percentage |   | 0-49% | 50-66% | 67-72% | 73-85% | 86-100% |
| 6 POINT SCALE | 0 | 1,2, 2+ | 3, 3+ / 4-, 4 | 4+ | 5-, 5, 5+ | 6-, 6, 6+ |
| / 20 | 0 | 1-9 | 10, 11, 12, 13 | 14 | 15, 16, 17 | 18, 19, 20 |