

# 2009 GEORGIA GRADE 8 WRITING ASSESSMENT

## Writing Topics and Sample Papers

### Persuasive Writing Topic 112

#### Writing Situation

Your principal would like to add a new class that is not currently offered in your school. The principal has asked students to make recommendations about new classes. Decide what class you would recommend for your school.

#### Directions for Writing

Write a letter to convince the principal that your new class is the best one for the school. Be sure to include detailed reasons.

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### Expository Writing Topic 212

#### Writing Situation

Your principal would like to add a new class that is not currently offered in your school. The principal has asked students to make recommendations about new classes. Decide what class you would recommend for your school.

#### Directions for Writing

Write a letter to your principal describing the class you would like to have added. Be sure to provide specific details about the class so that the principal will understand your proposal.

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There are certain classes for certain people. I, personally like to plan ahead for my future, and know what I want to do with my life. I would probably recommend a college preparation class. It would include SAT practice, and brochures from colleges all over the world. I know that this class may sound boring to some, but for people like me, it could really help out.

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Some people, however, would enjoy something that they could really enjoy. A class like that could possibly be film studies. I would recommend that to everyone, including myself. If it were a year long class, I would make it so that each quarter you would learn about different types of movies. It could be Alfred Hitchcock, and then G.W. Pabst. Sometimes, there is a lot more to movies than we think. There can be different reasons why a writer might add an extra line or position further there. The smallest things in a movie, or even a TV show can turn out to be one of the biggest, you just have to pay attention.

I think that having a teacher who knows what she's talking about, and is really interested in the class can be a key to making the topic more fun. For some, this class could make them more serious about some things a movie is based on, or mentions. Sometimes, a movie can try to make a certain point, that people just don't get, or over-arouse. If everyone really took this class seriously, then everyone would be able to learn.

During the year the class would make their own film by mixing up different ways movies were directed, or written. During the course of the year, everyone would probably watch four

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or five movies, analyze them, and learn more about who was involved with them and why. They would discuss what they thought needed changes, or what they thought the best part was. Towards the end of the year, everyone would write a research paper including basic facts about the movie, how it was written, what the movie was trying to say etc.

Since this class would not be considered a main course (math, language arts, social studies, science), it would most likely be a connections. Although it may not sound like a good class to some people, there are others that may think that this would be an excellent class to take. If it were me to set up the class, I would make it open for whoever wanted to participate in it. Besides some colleges, I don't know of any other schools that would include this.

Film history could be something that people really enjoy, or something that (some) people just don't get. It could be fun if you want to make it that way. This class could be helpful if someone wanted to be a director, producer, or something to do with film making. I don't think that this should have to be a required class for everyone, just for those who know that they want to take it, learn the facts, participate and have a good time.

## Current Prompt Paper 1

### Expository Prompt 212

#### Ideas Score: 5

The controlling idea (film studies would be helpful to some students) is fully elaborated and addresses the assigned writing task. Supporting ideas (class length and content; qualities of the teacher; analyzing films) are developed with specific details and elaboration (study one type of movie per quarter in depth; teacher effectiveness; create a film and write a research paper that analyzes the film) that are relevant to the topic and the assigned genre. The writer addresses a specific reader concern in the final body paragraph which specifies that the class will be elective. The writer is consistently focused on the assigned topic, genre, and purpose in describing the class. While some ideas have more specifics than others, the overall response is fully elaborated, demonstrating full control of the components of Ideas.

#### Organization Score: 5

The writer's organizational strategy (introduction-supporting ideas-conclusion) is appropriate to the writer's ideas and the expository purpose. The introduction engages the reader with a statement that intrigues the reader and sets the stage for a discussion of a class that explains what the writer means. Ideas are grouped logically throughout the paper and presented in a clear sequence (content-teacher-activities-concerns). The writer uses varied transitional elements ("Some people, however," "smallest things...biggest," "...having a teacher who knows," "During the year," "Towards the end," "Since this class," "Although") to effectively link parts of the paper and ideas within paragraphs. The conclusion provides a sense of closure with the overview of the purpose of the class.

#### Style Score: 4

The writer demonstrates consistent control of the components of Style. Word choice is precise, engaging, ("personally," "plan ahead," "recommend," "brochures," "Alfred Hitchcock...Gus Van Sant," "knows what she is talking about," "key to making the topic more fun," "over-analyze," "participate," "helpful") and consistently appropriate to the topic. The writer demonstrates awareness of the audience in all parts of the paper. The writer's voice is clear and consistent ("I would recommend that to everyone, including myself," "I would make it open to whoever," "you just have to pay attention," "It could be fun,"). Sentences vary in length, structure, and beginnings.

#### Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, complex, and compound sentences are demonstrated. Subjects and verbs agree, and word forms are correct. Correct usage and mechanics are demonstrated in a variety of contexts ("I know that this class may sound boring to some, but for people like me, it could really help out." "Since this class would not be considered a main course (math, language arts, social studies, science), it would most likely be a connections."). While there are minor errors in Conventions, they are infrequent and do not interfere with meaning.

**Performance Level: Exceeds the Standard**



for next years students and also  
recommended it to other principals  
so that others can enjoy this same fun!  
Please again think hard about this!

Thank you for your time,



## Current Prompt Paper 2

### Expository Prompt 212

#### **Ideas Score: 2**

The controlling idea (a sports class would be helpful) is minimally developed. Supporting ideas (keep students in shape and healthy, allows students to play and have fun) are listed, but not developed with details. The writer lists possible sports without explaining how they will improve health, fitness, or be fun, except for providing a break from classes.

#### **Organization Score: 3**

There is a clear organizing strategy (Introduction-Body-Conclusion) that is appropriate to the expository purpose. The writer establishes the topic in the introduction. Related ideas are clearly grouped, though the lack of details allows little sequencing. There is logic, however, in the order of ideas (physical benefit, specific action sports-health benefit). The writer ends the paper by urging the principal to act.

#### **Style Score: 3**

Word choice is generally interesting language ("in my opinion," "Please think hard and consider this"). The tone is clear; the writer would definitely like to see the sports class added. The writer's voice is evident (e.g., "in my opinion"), and there is some audience awareness (e.g., "See this would also get our minds off of school). The writer demonstrates some variation in sentence length and structure.

#### **Conventions Score: 3**

The writer demonstrates sufficient control of the components of Conventions. The majority of sentences are correct, but the sample is not extensive (ten correct sentences) there are some sentence formation errors (beginning with "So"). Subjects and verbs generally agree ("it isn't enough education" is not correct). Spelling and punctuation are generally correct, but there are some mechanics errors too (unnecessary colon, "years" is possessive, "recommened"). Overall, while there are few errors, the response is relatively brief, limiting the number of instances and contexts of the elements of all the components of Conventions.

**Performance Level: Meets the Standard**

Dear Mrs. ^ I would like a shop class. I think it would be good for us students. It would be good for us because we could learn how to build things. That also means we could get good jobs build tables and chairs. we could also make a lot of money. It would also be good because we could fix stuff around the school. That's why I think we should have a shop class.

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## **Current Prompt Paper 3**

### **Expository Prompt 212**

#### **Ideas Score: 1**

The demonstration of competence is limited by the brevity of the response. Although the writer is focusing on the assigned on the assigned topic, there is not enough written to determine competence in Ideas.

#### **Organization Score: 1**

The single introductory sentence and closing are ineffective. While there is some sequencing (learn to build tables and chairs-get a job doing the same-make money), the paper is too brief, overall, to demonstrate minimal control of the components of Organization.

#### **Style Score: 1**

Word choice is simple, ordinary, and repetitive (e.g., “would be good” and “we could”). There is some sense of the writer’s voice (e.g., “It would be good for us” and “That’s what I think”). However, there is insufficient writing to demonstrate control of the components of Style.

#### **Conventions Score: 1**

Although there are some correct instances of sentences, usage, and mechanics, there is insufficient writing to demonstrate minimal control of Conventions.

**Performance Level: Does Not Meet the Standard**



my sisters with his A's, being popular, and being athletic. I knew this, but I also know that I'm good at something they can't or want do and that's acting.

The Colonnade is a community theater that holds auditions for everyone. The thing is you don't always get in the plays, and when you don't it would be nice to still have a place to act. I get in some of the Colonnade plays, but it's hard. There are tons of people who try out that are really good. In my experience I think that it would be great to have a drama class to get you ready for those plays or even movies. Wouldn't it be nice to know that even if you don't make it there is somewhere that can help you get better that won't cost a ton of money?

For all these reasons and more, I think that we should have a drama class. A place that some kids can have fun and do what they love to do. What's a better class to add then drama?

Sincerely,

## Current Prompt Paper 4

### Expository Prompt 212

#### Ideas Score: 5

The writer's controlling idea (a drama class should be offered) is fully developed. Supporting ideas (school plays are fun, allows the writer to "step out of the shadow" of successful siblings, adds more opportunities than the community theater) are relevant and fully elaborated with specific examples and details (school plays: on stage hearing applause, costumes; siblings' achievements; Colonnade) throughout the paper. Each of the supporting ideas addresses reader concerns with abundant information (memories shared with friends, the opportunities offered to siblings at school, limitations of community theater). The writer is consistently focused on the assigned topic, genre, and purpose. Full command of the components of Ideas is demonstrated.

#### Organization Score: 5

The overall organizational strategy (introduction-supporting ideas-conclusion) is appropriate to the writer's ideas and the expository genre. The introduction establishes the topic, and briefly sets the stage for the explanation that follows. The organizational strength of the response is the clear linking of ideas throughout the paper. The sequence of ideas from the writer's memories of elementary school, to the lack in middle school, to the limits of the community theater is logical. Related ideas are clearly grouped together. Varied transitions ("friends and I...we," "people...they," "another reason," "two sisters...oldest sister...other sister," "brother...he," "I know this, but I also know," "For all these reasons") link all parts of the paper. Transitions between paragraphs are sometimes subtle (from introducing the topic of drama class to discussing the experience; from stating "I'm good at acting" to the discussion of the community theater). The conclusion, while brief, effectively brings the response to a close.

#### Style Score: 4

The writer demonstrates consistent control of the components of Style. Audience awareness is sustained from the introduction (I would really appreciate it if...) to the rhetorical question in the closing. Word choice is consistently engaging, and sometimes precise ("looked forward to," "hearing their applause," "Honestly,...," "shadow," "beautiful, popular,"). The writer's voice is clear and consistent (Wouldn't it be nice to know that even if you don't make it there is somewhere that can help you get better that won't cost a ton of money?). A variety of sentence lengths, structures, and beginnings are used.

#### Conventions Score: 5

Full command of the components of Conventions is demonstrated. The writer constructs simple, complex, and compound sentences with few errors. Subjects and verbs agree, and word forms are correct. Correct usage and mechanics are demonstrated in a variety of contexts ("My oldest sister is a firefighter, great in band, and makes all high A's in school"). While there are minor errors in Conventions ("appreciate," "elementry," "relative's," missing commas), they are infrequent and do not interfere with meaning.

### Performance Level: Exceeds the Standard

Dear Mr. \_\_\_\_\_

Hi, I am \_\_\_\_\_

One of your eighth grade students. I think we should have a class that teaches students about the basic home skills, such as cooking, washing clothes, folding clothes, washing dishes a keeping the house nice and tidy. I personally think we need this class because some kids don't get taught this at home. People need to know the important things about basic home skills, so they won't be living in a mess all the time.

~~They~~ The teachers could teach the students the safety tips on cooking, like what you are supposed to do and not supposed to do. One thing is make ~~for~~ sure everything is turned off when you're done cooking. People need to know all this stuff if we want to live a good life.

They could teach students about washing and drying clothes and how to fold clothes. We need to know what buttons to turn start the washer and dryer We need to know how ~~much~~ much soap to use. We also need to know how to fold clothes correctly so they won't get wrinkled.

They could also teach students how to wash dishes. If we didn't know how to wash dishes then we would eventually run out of clean ones. Some people have dishwashers, but other people

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have to wash dishes by hand. If you are just learning how to wash dishes by hand, how are you going to know when it's clean. How will you know when you got all the grease off?

I think that is why we need to have a class that teaches ~~us~~ us about basic home skills. You may think all of this sounds crazy, but there are kids in ~~the~~ this world that don't know these things. Children really need to know these things for their own good and that's why I think we need classes like that.

Your Student,

## Current Prompt Paper 5

### Expository Prompt 212

#### **Ideas Score: 3**

The controlling idea (A class on basic home skills is needed because some students are not taught at home) is clear and developed with relevant supporting ideas (cooking safety, doing laundry, washing dishes). There are enough details ( make sure everything is turned off, what buttons to use to turn machines on and off, prevent wrinkles, making sure dishes are clean)to provide a sense of completeness. Focus on the expository purpose is demonstrated as the writer provides some details throughout that help the reader understand the ideas.

#### **Organization Score: 3**

The overall organizational strategy (introduction- supporting ideas-conclusion) is appropriate to the expository genre. The introduction clearly establishes the topic and sets the stage for the discussion that follows. Related ideas are grouped in paragraphs. The transitions between paragraphs are repetitive ("The teachers could," "They could teach," "They could also teach," "I think that is why"); ideas are linked within paragraphs ("such as," "because," "also," "kids,"-"Children,"-"Their"), but the instances are not extensive. The conclusion provides closure by repeating the need for the class. Sufficient control of the components of Organization is demonstrated.

#### **Style Score: 3**

Word choice is generally engaging but occasionally repetitive (e.g., “The teachers could” and “they could”). The writer demonstrates audience awareness by using rhetorical questions and addressing the principal directly (" ...how are you going to know if it's clean. How will you know when you got all the grease off?" "You may think this sounds crazy..."). The writer's voice is clear throughout (I personally think we need..." "We need to know..." "If we didn't know..." "I think that is why ..." "Children really need to know these things for their own good..."). The writer demonstrates some variety in length, type, and structure.

#### **Conventions Score: 4**

Sentences in this paper are consistently correct. Simple, compound and complex sentences are demonstrated. Usage is consistently correct. The elements of mechanics are generally correct; commas are used to offset dependent clauses and items in a series, though some commas are missing; correct spelling is consistent although the majority of the words are not difficult; the paper is formatted. No errors interfere with meaning. While the writing is not extensive, consistent control of the components of Conventions is demonstrated.

**Performance Level: Meets the Standard**





who make the clothes for other people. When the students know about the use of the materials, then they will be given a project. The students will have to size each other and make shirts. Then when finished, present them to each other as a present. Room & Housing are not the same. They are different sections in these two ways. In "rooms" the students will have to plan out how they will arrange the furniture in the room to make it lively and more fun. But this requires new color. So the students will have to make fabric. That's why clothing is before room. So now they already have the skill to use the equipment. Now, housing is different. This is when the kids have to use step by step instructions on conducting a house, or the house that they are making will fall apart. Yes, they are making a mini house. This uses measuring so they students will be doing some math.

I thank you for reading this letter. If you recommend this class to my mom as the teacher then you can give her a call.

Sincerely,

## Current Prompt Paper 6

### Expository Prompt 212

#### Ideas Score: 4

The controlling idea (a design class should be added) is well developed with relevant supporting ideas (the four sections of the class—hair, clothing, housing, and rooms). The ideas are elaborated with details (allows self-expression, use of dollheads, study different styles, observe processes then practice, learn to use equipment and materials, create designs). The depth of detail is greater in the first two sections than in "Rooms and Housing," but the writer does add some specific details to this section. Reader concerns are addressed (writing and math are used in the course, so academics are not ignored; safety and quality of work is assured).

#### Organization Score: 4

The organizing strategy (introduction-supporting statements-conclusion) is appropriate to the topic of a new class and the expository purpose. The writer uses the introduction to establish the topic and set the stage for the explanation that follows. Logical sequencing within paragraphs is consistent; for example, the activities in the hair section move from theory to practice. Across parts of the paper ideas are arranged logically on several levels, from the temporary to the permanent (hairstyle to homes) and from smaller to larger models with which to work (or least time-consuming to the most). Transitions within paragraphs are used throughout ("as well," "In this class," "first station," "this program," "But first," "when finished," "they already"). While there are no indentations, paragraphs generally begin with clear transitions ("first station," "What has to go with a good hair style, a great outfit," "Now, housing is different"). The text seems to end abruptly with housing, but the writer does return to the opening suggestion (mom as teacher) to provide closure without repetition.

#### Style Score: 3

Although some of the language is ordinary, the writer creates a sincere tone through the use of interesting, occasionally precise words ("majored," "designing," "gives a chance," "great outfit," "challenged," "supervision"). The writer also lapses into ordinary language ("read about some," "comes to the next," "that make their own," "size each other," "why clothing is before..."). Audience awareness is demonstrated through the use of rhetorical devices ("...what has to go with a good hair style..." "yes, they are..." "If you recommend..."). The sincere tone is appropriate; the writer's voice is clear. Sentences vary in length and structure.

#### Conventions Score: 2

While there are correct simple, compound, and complex sentences demonstrated (though not extensively), there are also many fragments and one run-on sentence. Subject and verbs generally agree, but there are several usage errors (e.g., "at University...", "there" for "their," "a half of page," "movie" for "movies," "outfit" should be one word, "a teacher supervision," "conducting"). There are numerous spelling errors. Paragraphs are not formatted. There is some correct punctuation. Although errors do not often interfere with meaning, there is at least one Conventions error in every sentence.

**Performance Level: Meets the Standard**



## Current Prompt Paper 7

### Expository Prompt 212

#### **Ideas Score: 2**

Minimal control of the components of Ideas is demonstrated. The controlling idea (Turtles that do exotic sports would be a fun class) is clear, but support is listed (teach turtles to battle other turtles safely, cover with chocolate, obstacle course and races, water sports) with little or no development. The response is too brief to demonstrate more than limited control of the components of Ideas.

#### **Organization Score: 2**

An organizing strategy is not clear. The writer announces the topic in a single introductory sentence. Ideas are loosely grouped into preparation of the turtles and venues, followed by the events. Ideas are linked with few transitional words ("This would," "that would," "this offer," "One event"). There is no conclusion. The brief response demonstrates minimal control of the components of Organization.

#### **Style Score: 2**

The writer demonstrates minimal control of the components of Style. Though the writer clearly intends the ideas to be humorous, and the word choice is occasionally engaging ("exotic," "amusing," "safely," "barriers," "fun," "vary," "mazes," "obstacles"), the text is too limited to demonstrate more than minimal control of the components of Style.

#### **Conventions Score: 2**

There are correct sentences with one fragment in this response. Usage is correct, and some elements of mechanics (spelling, formatting) are demonstrated correctly. The response, however, is too limited to demonstrate more than minimal control of the components of Conventions.

**Performance Level: Does Not Meet the Standard**



get a part, the more plays you have the more money we can raise for the school or for causes outside of the school. You never know what kind of people kids are until you give them the opportunity to act through a mask or another character. Drama is a great way to get to be the person that you have been wanting to be your whole life. Even if it is just acting it can still feel real, invigorating, and very exciting. Who knows our school might be holding the next Katie Holmes or Jared Leto. You've just got to give them their chance to shine. You may just be their hero for giving them that opportunity. Wouldn't that feel great. I hope you take everything I said into account and think about it.



## Current Prompt Paper 8

### Expository Prompt 212

#### Ideas Score: 3

The controlling idea (the school should offer a drama / theatre course), is developed with relevant supporting ideas are relevant (other students think this is a good idea; the principal will be able to get actors for the school play; the club will provide opportunities for talent to be seen). The writer elaborates these supporting ideas with some details (e.g., the drama group will put on plays to raise money and give participants a "chance to shine"). Some of the details are specific (e.g., "61% of them say that they would be overjoyed to have a drama/theatre club here"), but the writer does not include specific details throughout the response. There is, however, enough information in the paper to provide a sense of completeness.

#### Organization Score: 4

The organizational strategy (introduction-body-conclusion) is appropriate to the topic and expository purpose. The writer "hooks" the reader with the opening lines of the introduction, then establishes the topic that will be developed. Related ideas are grouped. Transitions are used to effectively link ideas within paragraphs ("students-them," "their part," "until," "Even if," "everything-it"). The conclusion suggests that the principal could become a "hero," if the club is permitted.

#### Style Score: 4

Engaging word choice ("vital," "dreams," "artistic," "overjoyed," "at the heart of," "willing to pitch in," "Never again," "eager," "invigering,") creates a sustained, enthusiastic tone. The language is appropriate to the writer's purpose. The writer engages the attention of the audience, not only with precise words, but clearly appeals to the principal in all parts of the response ("help you make your decision," "If it become too costly, I'm sure we..." "Never again will you have to worry..." "You may just be their hero..."). There is variety in the length, type, and beginnings of sentences. The writer demonstrates consistent control of the components of Style.

#### Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. There are simple, compound, and complex sentences demonstrated with few errors (two run-on sentences). Subjects and verbs agree. The use of "in sist" is clearly incorrect, but there are very few usage errors (e.g. "your" for "you're"). Spelling and punctuation are consistently correct; there are few mechanics errors (some missing commas, minor misspellings) which do not interfere with meaning.

**Performance Level: Meets the Standard**





Parents must hate having to sew their children's torn clothes, or putting a button on a jacket, or buying them new clothes to replace the damaged ones, but with home economics they don't have to! Kids will learn all about sewing machines, threads, needles, fabrics, and more! Some may decide to sew a pillow, make clothing, or even sew buttons on to shirts! Students will even be able to Swedish weave and mend some ripped clothes. After accomplishing sewing, children will feel proud of themselves, helping to boost their self-esteem.

Laundry, a repetitive chore but it must be done. Home economics can make it fun! Children will be able to separate lights from darks, know how to read laundry symbols, know when to use hot or cold water, and even more! Although still not appealing to some, laundry is a skill you will use for the rest of your life, unless you like your clothes smelly and dirty.

Home economics is an overall wonderful valuable class. Children learn several skills, how to do laundry, to cook, take care of babies, & and sew! This class has it all. Although it is very feminine boys will surely enjoy it, too. ~~And~~ In conclusion, Home economics would be a great addition to our school because students will learn so many great things that will help them build a brighter future.

## Current Prompt Paper 9

### Expository Prompt 212

#### **Ideas Score: 4**

The controlling idea (Home Economics would be a perfect class to add) is well developed. Supporting ideas (infant care, cooking, sewing, and doing laundry) are developed with specific details (use an electronic baby, cook for family/friends, sew on buttons,). In giving the long lists, the writer demonstrates an awareness of the expository purpose, but does not elaborate enough to demonstrate more than consistent control of the components of Ideas.

#### **Organization Score: 4**

The overall organizational strategy (introduction-supporting ideas-conclusion) is appropriate to the writer's ideas and the expository genre. The introduction sets the stage for the discussion of Home Economics. Related ideas are grouped together (caretaking, cooking, sewing, doing laundry). The writer uses some transitions ("As time passes," "this class," "also," "after," "Although still not,") to link parts of the paper. The conclusion restates the ideas and the overall value of help in the future. The writer demonstrates consistent control of the components of Organization.

#### **Style Score: 4**

The writer demonstrates consistent control of the components of Style. The language and a concerned tone are consistent with the writer's purpose and the expository genre. Word choice is precise and engaging ("improvement," "perfect," "generation," "delicious," "boost their self- esteem," "repetitive chore," "wonderful, valuable"). This effective word choice demonstrates audience awareness. The writer uses a single rhetorical question at the end of the second body paragraph that clearly addresses the reader. There is variation in sentence length and structure. The writer clearly believes the topic is important.

#### **Conventions Score: 4**

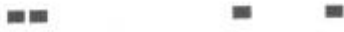
Simple, compound, and complex sentences are correctly formed. There are few errors ("So in this class, children will learn about caretaking of babies." "Cooking is a very useful skill, Most people use it everyday!"). Usage is correct; the elements of mechanics are demonstrated (internal punctuation, spelling, formatting) correctly throughout the paper. Minor errors are infrequent and do not interfere with meaning. The writer demonstrates consistent control of the components of Conventions.

**Performance Level: Meets the Standard**



class like this to keep students out of trouble.

All schools should have this class. I think all the good students should not have to suffer for the bad. If you make this as a class more parents would like the schools. The teachers would not have to call people parents for disrupting the class. I prefer the ~~old~~ class down whatever.



## Current Prompt Paper 10

### Expository Prompt 212

#### Ideas Score: 2

The controlling idea (we should have a dowhatever class) is minimally developed. The supporting ideas are partially developed (students would be allowed to move around freely, eat, drink, see a counselor), contradictory (Is the class for students who are likely to disturb others, or for the mature, focused ones who do not disturb other students?), or listed (make students come to school, parents would like the schools). Overall, the lack of clarity in the explanation of the class and some undeveloped ideas create a paper that does not have a sense of completeness; minimal control of the components of ideas is demonstrated.

#### Organization Score: 3

The overall organizational plan (introduction-body-conclusion) is appropriate to the writer's topic and the expository purpose. The introduction establishes the topic; ideas in the body of the paper are sequenced (description of the class, who will be in the class, overall benefits/summary), related ideas are generally grouped together. Transitions are often repetitive ("This class," "This should be," "should have this class"). The conclusion provides closure by reminding the reader of the benefits of the class.

#### Style Score: 2

The writer demonstrates minimal control of the components of Style. Word choice is generally ordinary ("we should have," "class would," "students could," "talk alot," "who does not do anything," "have other classes quiet"). Occasionally, there are some interesting words ("counselor," "mature," "focused," "privalege," "disrupting," "suffer"). Sentences vary little; almost all the structures follow the same pattern ("I have," "This class would." "Students could").

#### Conventions Score: 3

The majority of sentences in this paper are correct. Errors are infrequent, but there is a fragment ("Students who do there work and put in the most effort."), and some unclear or awkward sentences. ("This class would have other classes quiet." "...for only mature enough students."). Nearly all subjects and verbs agree, and other usage is generally correct (except "students who does not," "there" for "their," "alot"). Some of the elements of mechanics are demonstrated. Spelling is correct with few exceptions ("privalege,"), though few difficult words are attempted; the paper is formatted. Internal punctuation is limited to four commas in a single sentence, and one instance of quotation marks. An apostrophe is missing in "were." Overall, there is enough evidence to demonstrate sufficient control of the components of Conventions.

**Performance Level: Does Not Meet the Standard**



## Current Prompt Paper 11

### Persuasive Prompt 112

#### Ideas Score: 2

The controlling idea (the school should offer an “auto shop” class) is minimally developed with relevant supporting ideas (the class will be fun, it will prepare students for high school, and it will lead to improved school attendance). These supporting ideas are underdeveloped; there are a few brief details in each supporting paragraph (e.g., “You get to work with power tools” and “You know how boys don’t show up to class, because they think school is boring”), but there is not enough information in the paper to provide a sense of completeness.

#### Organization Score: 2

The organizing strategy is formulaic. In the introduction, the writer announces three supporting ideas (“I pick it because it is fun. It will prepare people for high school auto shop class. And it will get more people to come to school”). The writer repeats these supporting ideas when introducing each of the three body paragraphs. The conclusion is nearly a mirror image of the introduction. Related ideas are grouped, and the few details in each paragraph follow a generally clear sequence, but control of these two components is minimal because of the repetition throughout the paper. Transitions are limited to a few pronoun substitutions (e.g., “boys / they”).

#### Style Score: 2

There is some voice and audience awareness in the paper (e.g., “Trust me they will show up” and “you know how boys are with there toys”). Word choice, however, is mostly simple and ordinary (e.g., “I pick it because it is fun,” “they will learn that here,” and “they will like it”). The tone is somewhat enthusiastic, but more effective language would enhance the excitement the writer is trying to communicate. Due in part to errors, there is limited sentence variety.

#### Conventions Score: 2

The writer forms some simple sentences correctly (e.g., “It will prepare people for the high school auto shop class”), but there are quite a few sentence errors, such as run-ons (“I found a exciting new class for our school, it is auto shop”) and fragments (e.g., “Not with auto shop they will like it.”). There are some incorrect word forms (e.g., “a exciting new class” and “there toys”), but usage is generally correct. Formatting and capitalization are generally correct. Because of the relative brevity of the response, the writer would need to demonstrate more control of sentence formation to show sufficient competence in Conventions.

**Performance Level: Does Not Meet the Standard**

Dear Principal,

My name is \_\_\_\_\_ and  
I'm in the 8<sup>th</sup> grade. I have a suggestion  
for the new class. I think we should have  
an Organization class. Why? Well, because students  
can get organized, have parties, and have fun  
while working. By having this class, students  
can make sure they have all of their materials  
they need for school.

One thing students in this class can  
do is get organized. Students can help other students  
organize and clean messy lockers or binders. Maybe then  
students can find things, like homework, easier. Another  
thing students can do is help teachers or faculty  
in the office file papers. Then, maybe the staff  
in the office can take a break every now and then.

Having parties or organizing school  
socials is another fun idea to do in this class.  
Because students will have a chance to plan a  
social/holiday party. How? The students can think  
of a theme and dress the social area up with  
decorations. The students could also go shopping  
for the things they might need. They could  
possibly also hold a fundraiser to bring in  
things. The other students would then enjoy  
the socials more, because fellow students decorated  
it and not parents or teachers.

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In this organization class students would also have some free time. They could have fun planning and researching things they need. The students will also learn responsibility. They would have to do their share too. An example is, turning in some ideas or themes for a social. Then they would have to debate on which theme should be used. So you see it does have a cause.

If you let us, students, have this class we will learn many things. Not only are we going to learn how to be responsible or organized. We learn how to be cooperative team members. Some people could possibly even learn how to use a computer to get research information. This class will let students to have a chance to shine and take credit for their achievements.

Thanks,

M. J. ...

## Current Prompt Paper 12

### Persuasive Prompt 112

#### Ideas Score: 3

The controlling idea (the school should add an organizational skills course) is sufficiently developed with relevant supporting ideas (e.g., students can get organized, students can organize parties, and students could have fun and learn responsibility while working). The writer develops these supporting ideas with some examples and details (e.g., students could “organize and clean messy lockers,” students could organize a holiday party, and students would learn responsibility by planning a social). Development is uneven; the third paragraph has more detail than paragraphs two and four. There is enough information to provide a sense of completeness and address some reader concerns (e.g., what students will do in the course and why it is needed).

#### Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned task and persuasive purpose. The introduction is clear; in it, the writer states the reasons why the course is needed. In the body of the paper, related ideas are grouped together, and sequencing is generally clear. Some transitions link parts of the paper (e.g., “Maybe then,” “How?” and “An example is”), but others are less effective (e.g., “Another thing,” “another fun idea,” and “the students could also”). The conclusion is somewhat repetitive, but it provides closure.

#### Style Score: 3

The language and generally enthusiastic tone are appropriate to the persuasive purpose. Word choice is often interesting (e.g., “help teachers or faculty in the office file papers,” “dress the social area up with decorations,” and “they would have to debate on which theme should be used”). There are, however, lapses into simple, repetitive language (e.g., “students can find things,” “to bring in things,” and “planning and researching things”). There is some audience awareness (e.g., “So you see it does have a cause”) and variation in sentence length and structure (simple, compound, and complex). The writer’s voice is clear throughout the response.

#### Conventions Score: 4

The writer consistently controls sentence formation, in spite of a few errors (e.g., “Because students will have a chance to plan a social/holiday party” and “Not only are we going to learn how to be responsible and organized”). Simple, compound, and complex sentences are correct, with appropriate end punctuation. Usage is correct with few errors (e.g., “there achievements”). Mechanics, too, are correct on a consistent basis; commas and apostrophes are often placed correctly, and there are few errors in spelling, capitalization, or formatting. Although there is not extensive variety in the paper (e.g., there are few examples of compound sentences), there is consistent competence shown in all components of Conventions.

**Performance Level: Meets the Standard**



## Current Prompt Paper 13

### Persuasive Prompt 112

#### **Ideas Score: 1**

The student interprets the word “class” to mean a physical space. This interpretation is acceptable, and the score in Ideas will depend on how well the writer develops a controlling idea. In this case, the writer states a position (“the new classes is best for our school) and offers a few reasons why the school needs this new space (e.g., “student have to sit on the floor” and the “rug do not smell good”). The writer does not establish a controlling idea, however, because development is lacking due to the brevity of the response. There is enough evidence to score the paper but not enough to demonstrate minimal competence in the Ideas domain.

#### **Organization Score: 1**

Some components of organization (e.g., the beginning of a problem-solution strategy) are present in this response, but there is insufficient writing to determine competence in this domain.

#### **Style Score: 1**

Some tone and voice are present in the response (e.g., “we don’t hardly have any room for all these student” and “the rug do not smell good if you know what I mean”), but there is not enough evidence in the paper to determine minimal competence in Style.

#### **Conventions Score: 1**

The response consists mostly of fused sentences (e.g., “An other thing is some of these rooms is mess up the walls is dirty the do not smell good if you no what I mean.” There are frequent errors in usage and mechanics (e.g., “we have an lot of student” and “them New class rooms really bad”). Overall, there is insufficient writing to determine competence in Conventions.

**Performance Level: Does Not Meet the Standard**

Dear principal,

Hi, my name is \_\_\_\_\_ . Well in this letter a couple of students and I will tell you about some classes that has been recommended. We hope that you take the time to hear some of our recommendations. Here are some things that we have recommended for this school.

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Us, students think that it will be a great idea for some new classes that we don't have in our school. One of the classes we have chosen is weight training. We feel that we need this so people who want to be muscular and big can do so. This class would be great for football players also. Another class we recommended is a self defense class. We feel that there are too many students that is being picked on at school. So we decided that this class would help them and many others make it in the future. These are a couple of classes that we recommended.

We students think that we need longer class time also. We think it would be better to have less than seven classes a day. That way students will not have as much homework or any at all. Students would get a lot more learning done by having longer classes. That's a few reasons we need longer class time.

Students and I agree on that we should get to choose our own classes. This way if a student already knows what they want to do then they can go on ahead and begin training for it. Another reason is so students

can just try out different things. That's why students should be able to choose their own classes.

We want to thank you for your time today. Students and I have recommended some classes that we don't have.

We hope that you will possibly let us have the right of taking these classes. We would like to thank you ~~again~~ again.

Sincerely,

## Current Prompt Paper 14

### Persuasive Prompt 112

#### Ideas Score: 2

The writer demonstrates minimal control of the components of Ideas. The controlling idea (the school should add a weight training course and a self-defense course) is underdeveloped. The supporting ideas (students want to “get big,” and students are “being picked on”) are relevant, but the writer elaborates them with few details. Moreover, about midway through the paper, the writer loses focus and begins to argue that the school should shorten class periods and that students should be able to choose their own classes. This development is peripherally relevant to the assigned topic. The paper does not contain enough information to provide a sense of completeness or address reader concerns.

#### Organization Score: 2

The organizing strategy (introduction / supporting paragraphs / conclusion) is minimally effective. In the introduction, the writer makes it clear that the students have come up with some recommendations for new courses. The writer then reveals the recommendations in the first body paragraph. In the subsequent paragraphs, however, the writer abruptly shifts focus and discusses shorter class periods and how the students would like to choose their own classes. Although there is some evidence of grouping in these paragraphs, they do not follow from the introduction and the first body paragraph. That is, sequencing across parts of the paper is unclear. Transitions, when present, are repetitive (e.g., “Another class,” “Another reason,” and “That way”). The conclusion provides some closure, but it is quite repetitious (“Students and I have recommended some classes that we don’t have”).

#### Style Score: 2

There is some interesting word choice in the paper (e.g., “people who want to be muscular and big can do so”), but language is mostly simple, ordinary and repetitive (e.g., “Students would get a lot more learning done,” “Another reason is so students can just try out different things,” and “Students and I agree on that we should get to choose our own classes”). Accordingly, the tone is uneven (occasionally enthusiastic but often flat), and the voice is indistinct. There is some sentence variety and audience awareness (e.g., “We hope that you take the time to hear some of our recommendations”). Overall, though, the writer demonstrates minimal control of the components of Style.

#### Conventions Score: 3

Most of the sentences are clear and correct, with appropriate end punctuation, and the writer correctly forms simple, compound, and complex sentences. There is an occasional fragment (e.g., “So we decided that this class...”), but such examples are rare. Usage is not quite as strong as sentence formation. Errors in this component are more frequent (e.g. “Us students,” “We feel that they are to many students that is being picked on at school,” and “This way if a student already knows what they want”). The elements of mechanics, like sentences, are generally correct (i.e., few errors in internal punctuation, spelling, capitalization, and formatting).

**Performance Level: Does Not Meet the Standard**





even our names. The Football, basketball, softball and track could win a championship, because all the other student that is leaving there school to just come to our for the new classroom. We will be the school knows for what the principal have done for the student at Middle School. Also know as

It also should bring people together, what I mean by that is, the one's who don't get along with another person, if they be in the same class or a dept. They would be best friend, Everyone will be one big happy family. It will also get student to meet other student they never seen before.

I am wanting to help out with anything to make this your know class. I will raise a foundation for the money to pay for the game and food. Or even build the first room. I will installed the video game and grill.

I'm hoping you make this the one thing you pick for your new class.

Student,

## Current Prompt Paper 15

### Persuasive Prompt 112

#### **Ideas Score: 3**

The controlling idea (the school should add a fun/party class) is developed with relevant supporting ideas (the class will give students a relaxing outlet, proceeds from food sales could benefit the school, and the class would promote friendship). The writer develops these supporting ideas with examples and details (e.g., “you can play video game, buy food and meet new friends,” “we could have jersey with the team logo or even our names,” and “It will also get student to meet other student they never soon before”). Some of the details are specific, but these are more the exception than the rule. The response does, however, contain sufficient information to provide a sense of completeness.

#### **Organization Score: 3**

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. The introduction is clear, and, in the body of the paper, related ideas are grouped together. These ideas follow a generally clear sequence as well. Some transitions link parts of the paper (e.g., “That will give you,” “What I mean by that is,” and several examples of pronoun substitution). The final sentence is more a closing than an effective conclusion, but, overall, the writer demonstrates sufficient control of the components of Organization.

#### **Style Score: 2**

Word choice is mostly simple and ordinary (e.g., “You still got to do work and homework most of the times” and “It will also get student to meet other student”). Moreover, the writer struggles to control usage, which limits the degree to which he/she can control language to engage the reader. Occasionally, the writer’s voice is clear (e.g., “I just want to go a day without seeing work or even doing work for once and a while”), but such examples are few. Sentence errors prevent the writer from demonstrating much variety.

#### **Conventions Score: 1**

Some simple sentences are formed correctly (e.g., “This is also helping out the Athletic team), but the paper also contains several fragments, run-ons, and fused sentences. There are severe and repeated errors in usage (e.g., “A few week ago,” “No other school have a party class,” and “because all the other student that is leaving there school to just come to our for the new classroom”). Regarding mechanics, there is missing and incorrectly placed internal punctuation and somewhat erratic capitalization (e.g. “The Football, basketball, softball...”). Errors obscure meaning (e.g., “I am whealing to help out with anything to make this your know class”). The paper lacks control of the components of Conventions.

**Performance Level: Does Not Meet the Standard**

Dear Ms.

Why is the Italian language a good course to be offered at Middle School? There are many reasons that I will use to try to convince you to make it a permanent course. The Italian language class can make the school look good, make students happy, and teach the students all at the same time. Also, while we learn, we are taking a step forward to a more promising college application.

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Every school wishes to stand out and be more recognizable than any other school. The Italian language can help \_\_\_\_\_ fulfill this wish. With a more diverse language curriculum, more people will believe that our school wants only the best and brightest futures for its students. This advanced class will help to put \_\_\_\_\_ on the map. Not many schools provide an Italian language class, this will help to separate us from other schools. If the class is offered in high school, why can't it be used in middle school as well? \_\_\_\_\_ already offers many high school courses, including foreign language, another advanced course can only help our school's students.

Being a popular and well known school should not be your only concern, but also the future of your students. If you wish to make a large impact on a student's life, you will do everything in your power to make sure their potential is realized by others. If a student states that they have taken an extra language than normal on their college application, they will have a better chance of getting into the college of their dreams. Your student's future depends on the choices that they make earlier in life. Most children are prone to wanting to take a fun class than one that will help their future. Make a class that a student would want to take that also helps their future.

There are many times when foreign language classes get to be full. I speak from experience when I say this. In the seventh grade I had qualified



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to take a foreign language class, but all of the Spanish classes were full. I was forced to take either a French or Reading class. If there were more choices when I was in the seventh grade, maybe I would be in foreign language today. The Italian class can and will help future students.

The choice of making an Italian class can not only help the school's reputation and the student, but it can also help your reputation as a principal. If you do what is best for your students by making them be the best they can be, many people will recognize that. It will help to gain the trust of parents. With parents that trust you, you will receive less complaints. Parents will also spread to others how great of a principal you really are. More donations will probably be made to

if people know you are using them towards giving students the best education you can. More teachers will look up to you as a wonderful educator. ~~Do what you can to help our school~~

Do what you can to help our school by providing an Italian language course. Everybody can only benefit from this choice. If you choose to make the Italian language a permanent course, you won't regret your decision. Make your students happy. Thank you for reading this letter, and I hope you will consider making my suggestion a reality.

Sincerely,

## Current Prompt Paper 16

### Persuasive Prompt 112

#### Ideas Score: 5

The controlling idea (the school should offer an Italian language course) is fully developed with relevant supporting ideas (adding the course will enhance the school's reputation, it will help students get into college, and it will lionize the principal). The writer develops these supporting ideas with specific examples, details and elaboration (e.g., "If a student states that they have taken an extra language than normal on their college application, they will have a better chance of getting into the college of their dreams"). The response contains information that fully addresses reader concerns and perspectives (e.g., how the course would benefit the school and its students).

#### Organization Score: 5

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and the persuasive purpose. The introduction sets the stage for remainder of the paper by alluding to the benefits that the course would offer. Related ideas are grouped together, and the ideas within paragraphs follow a clear, logical sequence. Varied transitional elements link parts of the paper (e.g., "Not many schools provide an Italian language class," "I speak from experience when I say this" and "not only ... but also"). The conclusion, which summarizes the major points without repetition, fits the writer's approach to the assigned topic.

#### Style Score: 5

Carefully crafted phrases (e.g., "a step forward to a more promising college application," "with a more diverse language curriculum," and "your student's future depends on the choices that they make earlier in life") create an earnest tone that is fully appropriate to the assigned topic and persuasive purpose. The writer's authoritative voice is present throughout the response. An extensive variety of sentences sustain an effective rhythm, and the writer demonstrates sustained attention to the audience (e.g., "I hope you will consider making my suggestion a reality").

#### Conventions Score: 5

In spite of an occasional run-on (e.g., "Not many schools provide an Italian language class, this will help to separate us from other schools), sentences are clear and correct throughout the response, and the writer uses appropriate end punctuation. A variety of simple, compound, and complex sentences are formed correctly. There are some minor pronoun-antecedent agreement errors (e.g. "If a student states that they...") and a few misspellings (e.g. "Itallian" and "cirriculum"), but correct examples of usage and mechanics vastly outweigh the incorrect. Overall, the writer demonstrates a full command of all of the elements of Conventions.

**Performance Level: Exceeds the Standard**

Have you ever drove by a man, woman, or even a little child on the street? Have you ever walked by a very sick child or an elderly person laying in a hospital bed? Have you ever heard about or known somebody who got kicked out of their home or lost their home from a storm? Have you ever lost a loved one for any of these reasons? Tell me, have you ever thought about how difficult their lives must be? Well I have, and that's why I think we should have a class called "Helping Out Others" in our school.

This class would be very helpful and thoughtful for those who would give their time to something so meaningful, such as this. This class would set a good example on the younger people, and it would also be a good experience for those who have never volunteered to help out.

If we were to have such a class, we would take trips to hospitals, nursing home, parks, and other schools. I also think we should show our respect to the soldiers who are dying for our country. By writing them letters, telling them how much we appreciate them for risking their lives for us I know would be helpful to them.

To help out the younger sick kids, I think we should go visit them in the hospitals, read to them,

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| 4           | ● | 6 |
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| 8           | ● | 4 |
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and donate toys, clothes, and money. The younger children in school need our help too, so we should go to their school and talk to them about drugs, sex, violence, car safety, and home safety. I don't think that you are ever too young to learn about that.

We should go clean up the parks so that the children could play and the older could enjoy a beautiful day. It would be very kind of us to go visit and bring gifts to the elderly people in the nursing homes. It wouldn't hurt to go and help elderly people in their own homes either, like help them up the stairs, down the stairs, or to their car.

If you considered this to be a class in our school, and I'm sure others, would really appreciate it. Each student would be assigned a ~~different~~ different job every week, for nine weeks. There will be an adult escort for each group. They would be working in groups of five.

Please take your time to consider this to be a class in our school. It would be great experience and well educated. Thank you, have a great day, and God bless you!

## Current Prompt Paper 17

### Persuasive Prompt 112

#### Ideas Score: 4

The controlling idea (the school should offer a “Helping Out Others” course) is well developed with relevant supporting ideas (the course would provide valuable experiences to young people, and students would perform altruistic acts like visiting sick children and the elderly and writing to soldiers). The writer develops these supporting ideas with specific examples and details (e.g., “we should show our respect to soldiers ... by writing them letters, telling them how much we appreciate them risking their lives for us”). The information in the paper addresses reader concerns and perspectives (e.g., logistics related to how students will perform various activities).

#### Organization Score: 4

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. The writer uses a series of rhetorical questions in the introduction to engage the reader and set the stage for the position taken in the body of the paper. Related ideas are helping children and the elderly are grouped together. Sequencing across parts of the paper is clear, and varied transitions link parts of the paper (e.g., “Tell me,” “To help out the younger sick kids,” and “It wouldn’t hurt ... either”). The conclusion is brief, but it provides closure. The writer demonstrates consistent control of the components of Organization.

#### Style Score: 3

The rhetorical questions in the introduction demonstrate clear audience awareness. Word choice is generally interesting (e.g., “soldiers who are dying for our country” and “enjoy a beautiful day”), but there are lapses into simple and repetitive language as well (e.g., “a good example,” “a good experience,” “The class would,” and several examples of “We should”). There is some sentence variety, but more varied sentences beginnings would improve the style (several begin with “We should”). The writer’s compassionate voice is clear throughout the response (e.g., “It would be very kind of us”).

#### Conventions Score: 4

Except for an awkwardly worded sentence (“By writing them letters, telling them how much we appreciate them for risking their lives for us, I know would be helpful them”), sentences are consistently clear and correct, with appropriate end punctuation. The writer demonstrates competence forming simple, compound, and complex sentences. There are slightly more errors in usage (e.g., “Have you ever drove,” “somebody who got kicked out of their home,” and “I don’t think that you are ever to young”), but the writer controls subject-verb agreement, pronoun-antecedent agreement, and word forms. Mechanics are consistently correct, in spite of occasional misspellings (e.g., “considerd”) a missing apostrophe (“thats why”), and an un-capitalized “I” (i’m).

**Performance Level: Meets the Standard**



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| 7           | 0 |
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| 9           | 0 |

Dear Miss principal,

I understand that you want to add new class. To me, I think it is good what you are doing. Because you can meet new people or making it an better place to learn. These are my reasons.

You can meet new people. Because people try to see the same people in the same class room over and over. you can learn about that person or you can try to make friends. you and that person started to hang out. and that why you can meet new people.

you can try to be a new person. Because you can be some body that you relate to. If you was bad you can try to be nice for a change and let some body see the other side of you. you have to try to be a new person. Some people dont like mean person all the time

Other reasons that you can learn more.  
You can always learn more than what you  
know. There is no thing is too much  
learning because when some body  
teach you some thing you want to  
learn more and more.

That why you did the right thing  
and if you did not did do the thing  
you did not do it will be bad. Very  
bad.

love,

## Current Prompt Paper 18

### Persuasive Prompt 112

#### **Ideas: 2**

The writer interprets “class” to mean a new class of students. This is clear from the supporting ideas (“you can meet new people” and “you can try to be an new person”). Although this approach to Prompt 112 is acceptable, the supporting ideas are underdeveloped; there are a few brief details that elaborate each of them (e.g., “you can try to make friends” and “If you was bad you can try to be nice for a change”). There is not enough information in the paper to provide a sense of completeness

#### **Organization: 2**

The paper has a clear introduction and two body paragraphs, but it lacks a conclusion. There is some evidence of grouping (related ideas about meeting new people and becoming a new person are grouped together) and sequencing. Transitions are few (“If you as bad”).

#### **Style: 1**

There is some evidence of voice (e.g., “let some body see the other side of you”), but for most of the paper, the writer does not control language to engage the reader. Word choice is often inaccurate, imprecise, or confusing (e.g., “Because you can meet new people or making it an beter place to leare,” “you and that person stored to hang out,” and “Because you can be some body that you relate to”). As a result, the tone is flat for most of the paper. There are too few correct sentences to determine variety.

#### **Conventions: 1**

The paper contains frequent sentence fragments (e.g., “Because people tryed to see the same people in the same class room over and over” and “and that why you can meet new people”). There are severe and repeated usage errors (e.g. “you want to add new class,” “that why you can meet new people,” and “you can try to be an new person”). With respect to mechanics, capitalization and formatting are erratic, and there is little internal punctuation in the response. The writer lacks of control of the components of Conventions.

**Performance Level: Does Not Meet the Standard**



baby for which days. Maybe after all of these people try having a fake baby that acts like a real one, they will think about even planning on having a child @ such a young age. Well this is just my recommendat. So I hope you like it and I hope that you pick my class recommendation.

Sincerely,

## Current Prompt Paper 19

### Persuasive Prompt 112

#### **Ideas Score: 2**

The controlling idea (the school should add a childcare course) is minimally developed. Supporting ideas (girls are having children and need to learn to care for them, boys too need to learn childcare techniques, and the class would simulate real parenting) are relevant but underdeveloped. In each paragraph, the writer repeats the detail that students need to know how to take care of children. The other details (e.g., changing diapers and taking turns caring for the child) are relevant but few in number. The paper does not contain sufficient information to provide a sense of completeness.

#### **Organization Score: 3**

The problem-solution organizing strategy is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer clearly establishes the need for the course (“whe a lot of us grow up we are going to want children”). In the body of the paper, the writer groups related ideas about the boys helping out and parents taking turns caring for the child. There is a generally clear sequence of ideas throughout the paper. Transitions link parts of the paper (e.g., “That way,” “after all of these people try having a fake baby,” and several examples of pronoun substitution). The final sentence is more so a closing than an effective conclusion. Ultimately, the writer demonstrates sufficient control of the components of Organization.

#### **Style Score: 2**

Word choice is mostly simple, ordinary and repetitive (e.g., “a lot of us grow up,” “a lot of girls,” “They will probably have to do something like change a diaper or something,” and “leave it home or anything”). This language contributes to an inconsistent tone. At times, it is evident that the writer is enthusiastic about the course (e.g., “Maybe after all of these people try having a fake baby that acts like a real one, they will think about even planning on having a child at such a young age”). Elsewhere in the paper, this enthusiasm is less clear (e.g., “It would be good for them to learn how to care for it”). There is minimal sentence variety, and a sense of the writer’s voice (e.g., “I’ve got it”).

#### **Conventions Score: 3**

The writer demonstrates sufficient control of the components of Conventions. Simple, compound, and complex sentences are generally correct, with appropriate end punctuation. There are some overloaded sentences (e.g., the second sentence in the paper). Most of the usage and mechanics are correct, but the paper contains little internal punctuation.

**Performance Level: Does Not Meet the Standard**



It is a very smart move on your part and mine. I think <sup>with</sup> the county and parents would be very pleased this decision.

Students will also meet new students they never knew before. If students know more students then there may be less fights. Also students may find new long term friends. And if the students are happy so will the teachers and staff, and then our school can function better. As I said before if the staff and teachers are happy productivity goes up and then the county is happy.

In conclusion I believe this class would be very good for everyone. I hope <sup>you agree</sup> ~~you agree~~ and carefully take into consideration what I am proposing to you. I know this school needs something like this, and I know you know it to. I have put a lot of pride and thought into this letter, and I wish you will find it worth reading. I'll also have you know that I will respect your decision whatever it may be.





## Current Prompt Paper 20

### Persuasive Prompt 112

#### **Ideas Score: 3**

The writer sufficiently develops a controlling idea (the school should offer an ethnic languages course) through relevant supporting ideas (the course could benefit students, it would be easy to implement, and it would allow students to get to know one another better). The writer develops these supporting ideas with some details (“It doesn’t take away from learning,” “it wouldn’t be hard to fit in our daily schedual,” and “students may find new long term friends”). There are also some specific details (e.g., “Maybe if students knew more languages they could get better jobs, like speakers for other countries in the U.N.”), but the writer does not include them on a consistent basis throughout the paper. Overall, though, the paper contains information that addresses some reader concerns and perspectives (e.g., how the course would benefit students and the school).

#### **Organization Score: 4**

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer uses a rhetorical question to set the stage for the position developed in the body of the paper. Related ideas are grouped together, and there is logical sequencing throughout the response. Varied transitions link ideas within paragraphs (e.g., “Maybe if,” “If students know more students,” and several examples of pronoun substitution). Transitions between body paragraphs, however, are repetitive (“This new class is also educational” and “Students will also meet new students”). The conclusion provides closure without repetition.

#### **Style Score: 4**

Word choice is precise and engaging throughout the paper (e.g., “America is called ‘The Melting Pot,’” “It doesn’t take away from learning time, which is so precious to this school,” and “I think the county and parents would be very pleased with this decision”). This effective language helps create a sustained, enthusiastic tone that is appropriate to the persuasive purpose, and it is a key way that the writer demonstrates audience awareness. The voice is distinctive (e.g., “I don’t see why”), and sentences vary in length and structure.

#### **Conventions Score: 4**

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. There is a run-on in the second paragraph, and a fragment in the fourth, but correct sentences clearly outnumber the incorrect. Usage is consistently correct, with few errors (e.g., “there may be less fights” and “I know you know it to”). There is some missing internal punctuation and a few misspellings (e.g., “imagrants,” “schedual,” and “carfully”), but, overall, the elements of mechanics are consistently correct.

**Performance Level: Meets the Standard**