

GLENCOE LANGUAGE ARTS

# **NORTH CAROLINA**

STANDARD COURSE OF STUDY

# **WRITING PROMPTS, STUDENT RUBRICS, AND SAMPLE RESPONSES**

Grade  
**9**



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### **Overview of the North Carolina End-of-Course Test of English II**

The North Carolina End-of-Course Test of English II is administered to all tenth-grade students. The assessment consists of one prompt that asks students to compose an expository literary analysis essay. The test is designed to measure core composition skills such as main idea, supportive details, organization, and coherence, as well as grammar and spelling conventions.

The End-of-Course Test is administered statewide on a date specified by the North Carolina Department of Public Instruction. Students will have 100 minutes to complete their essays. Total administration time of the exam is 115 minutes. Students with special needs may be allotted additional time if it is used routinely during instruction and if appropriate documentation is presented.

The writing prompt will ask students to analyze a work of world literature (other than American or British literature). Besides containing the prompt itself, the assessment page reminds students what they need to do to receive a high score.

The End-of-Course Test of English II is evaluated with the use of a holistic score scale and a conventions rating. The holistic score scale ranks students' proficiency in the use of main idea, supporting details, organization, and coherence. Graders of the exam use these four criteria, along with the explanations given in the holistic score scale, to assign each essay a score from six to zero, with six being the top score. An additional category of non-scorable exists for those papers which are illegible, incoherent, off-topic, blank, or in a language other than English. The conventions rating further evaluates each paper on the basis of sentence formation, usage, spelling, and mechanics. Those essays with a favorable rating receive a (+) while those with a negative rating receive a (-).

### ***Writing Prompts, Scoring Rubrics, and Sample Responses Content***

This book is composed of reproducible pages that are designed to help students improve on their basic writing skills as they prepare for the upcoming End-of-Course Test of English II. In addition to the prompts, rubrics, and sample responses, the book includes an activity for thinking about the writing prompt, an organizer for expository and persuasive writing, an organizer for expressive writing, an explanation of the scoring rubrics and how to use them, and student evaluation sheets for students to evaluate the responses of their peers. These activities are to be used to supplement the writing activities and to help focus students who may be having trouble organizing the writing process.

The prompts are modeled on those given on the English II test. There are eight expository literary prompts, one expository process prompt, two personal narrative prompts, and two persuasive writing prompts. The End-of-Course Test will only test students on their abilities to answer a literary prompt, but the other types of prompts have been included here to allow students practice in these particular modes and to allow students additional writing practice in a test-like environment. Holistic score scales, or rubrics, for each type of prompt are also included, as well as sample responses at various score levels.

## **How to Use the *Writing Prompts, Scoring Rubrics, and Sample Responses Content***

### **Choose a Prompt**

Before you begin working with students, you will need to select a prompt. If you are specifically preparing for the End-of-Course Test, it would be best to use one of the expository literary prompts. Once you have chosen a prompt you may wish to use the prewriting activities included in the book.

- **Thinking About the Writing Prompt** This activity gets students thinking about what direction their essays will take. Students are asked first to put the prompt into their own words. Then, after describing an initial reaction and thinking about the reminders listed on the prompt page, students brainstorm for ideas, details, and information that would support their responses.
- **Organizers for Expository/Persuasive and Expressive Writing** The two graphic organizers are to be used in conjunction with the Thinking About the Writing Prompt Exercise. The Organizer for Expository/Persuasive Writing is to be used with the expository literary, expository process, and persuasive prompts. This organizer shows one way of graphically representing the thesis statement, supporting details, and concluding statement. Students use their main ideas and supporting details from the brainstorming activity and organize them coherently into basic essay form. The Organizer for Expressive Writing is to be used with the narrative prompts. It helps make sure students include a beginning, a middle, and an end to their narratives and ensures that the stories have a main idea.
- **Using Scoring Rubrics** For those students uncomfortable or unfamiliar with scoring rubrics, we have included a basic explanation and exercise to help ease the anxiety of the assessment. These pages explain what exactly the rubrics are, how they are organized, and how students can use them to perform their best on the assessment. A checklist is included that students can use to clarify the four scoring criteria. Students are directed to customize the checklist to the specific mode of writing they will be creating. This additional reinforcement will help to solidify in students' minds the requirements of a strong essay.

### **Writing the Essay**

Once students have completed their prewriting activities, they are ready to begin working. You can either assign essays for homework, or you can simulate the test environment by allowing students one hundred minutes in-class work time, if possible, or by splitting the mock test into two testing sections.

### **Student Evaluation Sheets**

Student Evaluation Sheets have been included to allow students the opportunity to review the sample responses or to review the writing of their peers. There is a different student evaluation sheet for each type of prompt.

## Sample Responses and Rubrics

Two of the eight expository literary prompts have sample responses. All the other prompts have sample responses. The three sample responses for each prompt are all modeled after the same basic essay. However, each has modifications consistent with the rubrics to account for the difference in score. For instance, the first expository literary prompt asks a student to discuss a female character. All three essays discuss Grannie from “Before the End of Summer,” but the first essay is mostly plot summary and often incoherent. The second essay is better but flat, while the third essay is well written. The variety of responses allows students to discern the differences between the various score points. Scoring explanations follow each set of responses.

Each prompt type also has a corresponding score scale or rubric. In other words, there is one rubric for expository literary essays, one for expository process essays, one for personal narratives, and one for persuasive essays. There are three main parts to each rubric. The first part of the rubric is the Focused Holistic Score Scale. Here the six score points are broken down into explanations of what each paper should contain to earn a particular score. The score scale is designed to help the essay evaluators, but students will find that reviewing the score scale will help them better understand what the intended audience is looking for. The second part of the rubric is the Focused Holistic Scoring Criteria. The scoring criteria contain the same components for all prompt types—main idea, supporting details, organization, and coherence—though they are slightly altered for each of the four modes. The last part of the rubric is the Conventions Score Scale. Students are rated on a three-point scale regarding their proficiency in each of the following four categories: sentence formation, usage, spelling, and mechanics. Students averaging a two or above on all four components are given a positive (+) rating while those averaging below a two receive a negative (–) rating. Details of the Conventions Score Scale are on page vii.

## Transparencies

The transparencies that accompany the book are designed to show students the difference between writing at each of the various score points. Each transparency takes a brief excerpt of one of the sample responses and highlights the excerpted response’s proficiency, or lack thereof, in each of the four holistic scoring criteria. Be sure students have complete copies of the sample responses while the transparencies are reviewed. This way students will better understand the context of the excerpt.

It is important to note that the transparencies do not highlight or note errors in spelling, sentence formation, or usage. You may wish to correct these errors on the transparency with your class while explaining the error.

## Conventions Score Scale

### Sentence Formation

- Score Point 1:** Exhibits weak control of sentence formation.  
Contains several major errors and/or frequent minor errors.
- Score Point 2:** Exhibits marginal control of sentence formation.  
Contains one or two major errors and/or several minor errors.
- Score Point 3:** Exhibits strong control of all aspects of sentence formation with only an occasional minor error.

### Usage

- Score Point 1:** Exhibits weak control of usage.  
Contains several major errors and/or frequent minor errors.
- Score Point 2:** Exhibits marginal control of usage.  
Contains several major errors and/or frequent minor errors.
- Score Point 3:** Exhibits strong control of all aspects of verb usage, pronoun usage, and other usage with only an occasional minor error.

### Mechanics

- Score Point 1:** Exhibits weak control of mechanics.  
Contains several major errors and/or frequent minor errors.
- Score Point 2:** Exhibits marginal control of mechanics.  
Contains one or two major errors and/or several minor errors.
- Score Point 3:** Exhibits strong control of all aspects of mechanics with only an occasional minor error.

### Spelling

- Score Point 1:** Exhibits weak control of spelling.  
Contains several major errors and/or frequent minor errors.
- Score Point 2:** Exhibits marginal control of spelling.  
Contains one or two major errors and/or several minor errors.
- Score Point 3:** Exhibits strong control of spelling with only an occasional minor error.

### Conventions Rating

- + The composition provides evidence that the writer has a reasonable and acceptable level of proficiency in sentence formation, usage, mechanics, and spelling.
- The composition provides evidence that the writer does not have a reasonable and acceptable level of proficiency in sentence formation, usage, mechanics, and spelling.



## Thinking About the Writing Prompt

Taking time to think about the prompt and to plan your writing will improve the quality of your final essay. Planning can help you compose a more organized, polished response. Use this guide to plan your composition.

### Restate

1. Read the prompt carefully and restate it in your own words. Think specifically about what the prompt is asking you to do (for example, make an argument, tell a story, or explain a process).

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### Respond

2. After you have thought about the prompt and it is clear what you're being asked to do, write one or two sentences describing your initial reaction to the prompt. This may be the basis for your thesis statement, or the main idea of your essay.

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### Remember

3. Read the reminder list that follows the prompt. (If you are still unclear about the prompt, the list may help you better understand it.) Think about those items that you have particular trouble with and write them down. Explain how to avoid those mistakes in your writing.

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## Record

4. Brainstorm ideas, details, or information to support your response to the prompt. You may use a brainstorming technique such as freewriting, making a list, or creating a web. Record anything that comes to mind.

## Review

5. Review the things you wrote as you brainstormed. What ideas support your thesis statement? What details add information to those supporting ideas? Underline or highlight the ideas and details you plan to use in your composition.

## Represent

6. There are many ways to organize your ideas. You may wish to use a visual representation such as a web, an outline, or a chart. The graphic organizers that follow are some examples of ways to structure your ideas.

## Organizer for Expository/Persuasive Writing

This organizer is useful for many types of writing, including expository and persuasive essays. Use the thesis statement from the Respond exercise and the ideas from the Record and Review exercises to complete the graphic organizer. You may add additional Supporting Ideas and Details boxes as necessary.

<b>Introductory Paragraph/Thesis Statement:</b>		
<b>Supporting Idea:</b>	<b>Supporting Idea:</b>	<b>Supporting Idea:</b>
Detail:	Detail:	Detail:
Detail:	Detail:	Detail:
Detail:	Detail:	Detail:
<b>Concluding Paragraph/Restatement of Thesis:</b>		

## Organizer for Expressive Writing

This organizer is useful for expressive writing such as narrative essays. Use the main idea from the Respond exercise and the ideas from the Record and Review exercises to complete the graphic organizer. You may add additional Action boxes as necessary.

<b>Main Idea</b> What is the central event of your narrative?	
<b>Characters</b> Who is in your narrative?	<b>Setting</b> When and/or where does your narrative take place?
<b>Action</b> How will you begin your narrative?	
What happens next?	
How will you end your narrative?	

## Using Scoring Rubrics

### What Are Scoring Rubrics?

Rubrics, or score scales, are one way to evaluate compositions. Rubrics represent a range of quality by showing how weaker essays compare to stronger essays. Using specific characteristics and descriptions, they provide a basic rating scale for writing.

In addition to being useful for those who evaluate essays, rubrics are helpful for writers. Knowing what makes an essay strong *before you begin writing* will help you produce a better overall composition.

### How Are Scoring Rubrics Organized?

Not all rubrics look alike. Some rubrics consist of lists that describe different traits of writing. Others are written in paragraph form. All assign point values based on quality.

The rubrics used here are made up of two descriptive sections, the Score Scale and the Scoring Criteria. The Score Scale outlines the range of possible scores with descriptions of each. The Scoring Criteria details four characteristics that are important in a strong composition. Combined, they illustrate the features of an effective piece of writing.

Different types of writing, such as persuasive, expository, and narrative, have their own rubrics. Although the rubrics have some elements in common—the use of effective sentence structure, for example—they also include traits that are specific to each writing form.

### How Can I Use Scoring Rubrics?

As mentioned above, rubrics provide valuable information that can help you focus on the qualities of strong writing. One way to do this is to take information from the Score Scale and Scoring Criteria and make a writing checklist. Use this checklist as follows:

- As you plan your essay, think about how you will meet the criteria on your checklist.
- As you write, refer to your checklist and monitor your work to ensure that your essay meets the criteria.
- When you have completed your essay, review it against the checklist. Reread your essay, looking for examples of each item. As you find them, check off the appropriate box. If you find that you are weak in any area, revise your essay as needed.

# Writing Strategies

North Carolina

Use the appropriate Score Scale and Scoring Criteria for the corresponding type of writing to complete the writing checklist below. Add items that address the specific qualities of this type of writing. For example, with a persuasive essay, you would include under the Main Idea heading *“I clearly state my position.”* Use the four point description to make your checklist.

## Main Idea

The subject matter I chose is appropriate for the prompt.

\_\_\_\_\_  
\_\_\_\_\_

## Supporting Details

The details I include are clearly related to the subject matter.

I include enough details to support my main idea.

\_\_\_\_\_  
\_\_\_\_\_

## Organization

My composition has a strong beginning, a well-developed middle, and an effective ending.

My essay follows a clear, logical progression.

\_\_\_\_\_  
\_\_\_\_\_

## Coherence

I establish relationships between ideas in my composition.

I use transitional words and phrases, parallel structure, and other techniques to connect sentences and paragraphs.

I use effective sentence structure and word choice.

\_\_\_\_\_  
\_\_\_\_\_

## Expository Literary Essay: Prompt 1

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

Female characters in literary works possess widely varying degrees of status. Some female characters hold positions of power, while others remain in passive, subordinate roles. The status of some female characters rests somewhere between these two extremes.

From the novels, short stories, full-length plays, and poems you have read, choose a work with a prominent female character. Using specific references from the work, describe the character's role, discuss her status, and explain how her position contributes to the overall theme of the work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on the role and status of a prominent female character.
- Use specific examples, reasons, and details to discuss this character's status and to explain how her position contributes to the overall theme of the work.
- Give any necessary plot information but avoid giving a plot summary.
- Write in complete sentences.
- Write coherent and well-developed paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Expository Literary Essay

**SCORE POINT 6** The response reflects a strong mastery of expository writing. There are strengths in all four criteria. The writer clearly identifies the subject matter, and the essay is focused and has a fluent, clear progression of ideas and evenness of development. The writer provides specific, relevant details to support ideas. The writer clearly develops all parts of the prompt and uses an appropriate and highly effective approach (for example, originality and appropriate tone and point of view). An appropriate sense of audience exists. Sentence structure is varied and effective, and word choice demonstrates the ability to use a large vocabulary skillfully. The response clearly links a work of literature to the prompt. The essay seems complete.

**SCORE POINT 5** The response reflects a very good mastery of expository writing. There are strengths in all four criteria. The writer identifies the topic, and the essay stays focused on the topic and progresses logically with no break in progression. The writer uses specific details and clearly links events and relationships. A few minor flaws in coherence may be present. The writer addresses all aspects of the prompt and uses effective vocabulary and sentence structure. The response clearly connects a work of literature to the prompt. An appropriate sense of audience exists. The essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of expository writing. It is focused on the topic and establishes a progression of ideas and events, but there may be minor breaks in focus and continuity. These papers elaborate and support their points with specific details. They follow a clear organization but may contain minor problems with coherence. The writer clearly deals with the topic and supports it, but some facet of the prompt may be missing. The response clearly connects a work of literature to the prompt. In some responses, an appropriate sense of audience may be lacking.

**SCORE POINT 3** The response reflects a moderate mastery of expository writing. It shows some progression of ideas and events and provides some elaboration and support. The elaboration may be inadequate in some way, but it is suitable to the demands of the prompt. These responses have a general organizational pattern but contain minor defects. The papers are generally coherent, although minor weaknesses in coherence may be present. The writer focuses on the prompt but may not have addressed all aspects of the prompt. Some papers may tend to summarize at times or have a listing, but they should have solid supporting details.

**SCORE POINT 2** The response reflects a weak sense of expository writing. The writer appears to have seen the prompt and addressed it, but the response may be unclear and incoherent. Some responses may supply few links between the main idea and the details provided to support it. Other responses may lack a consistent focus. Some responses may be list-like with only minimal development. The writer has a rudimentary sense of organization, but the essay may be simply too minimal to rate a higher score. Some of the essays do not directly address all facets of the prompt, and some may merely summarize. The essay may lack an appropriate sense of audience.

**SCORE POINT 1** The response reflects a lack of understanding of expository writing. There is an indication that the writer has seen and attempted to respond to the prompt, but the response does not stay focused on the topic. The writer may attempt to support ideas, but there is little or no sense of organization or control. Many responses exhibit rudimentary organizational control but are extremely inadequate. Some responses are incoherent and/or exhibit an unsuitable strategy (for example, summarizing or listing without elaboration).

**SCORE POINT 0** This response addresses a literary work but is incorrect in its perception of the literary concept.

**NON-SCORABLE** The composition is entirely unreadable, incomprehensible, off-topic, blank, or written in a language other than English.

### Expository Literary Essay: Focused Holistic Scoring Criteria

#### Main Idea

The writer clearly identifies the main idea and states the thesis of the composition. The essay consistently focuses on the main idea while responding to the prompt.

#### Supporting Details

The writer provides sufficient details to support and explain the thesis. All details should be related to the main idea.

#### Organization

The writer provides an introduction, body paragraphs, and a conclusion. The composition shows a logical development from beginning to end.

#### Coherence

The writer clearly demonstrates how the details support and explain the topic of the composition. Sentences are logically connected. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, pronouns, and synonyms.

**Student Evaluation Sheet** 

## **Expository Literary Essay**

**DIRECTIONS:** *After you have read the student essay, record your observations on this sheet. Provide thoughtful, thorough responses, and be sure to provide specific references to the essay. Write a response to every question.*

**1.** The essay should be comprehensible to someone who is unfamiliar with the work of literature discussed in this essay. Does the student provide enough background information so you can follow his or her discussion of the topic? If not, explain what additional information you wish the student had supplied.

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**2.** Does the student clearly present the topic of the essay? Does he or she continue to focus on this topic throughout the essay? Explain how the student’s evidence does or does not support and explain the topic. Identify any points in the essay where you wish the student had supplied more detail.

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**3.** Does the essay include an introduction, body paragraphs, and a conclusion? If so, identify which paragraphs fulfill each of these functions. Does the essay show a logical development from beginning to end? Explain why or why not.

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**4.** Identify one specific way that the writer could improve this essay. Consider only the content of the essay; do not identify errors in grammar, spelling, punctuation, or capitalization.

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**Expository Literary Essay**

Score of 2

*In some literery works, female charactors have widely varying types of statuses. In the story "Before the End of the Summer" Grannie is a strong character. The author shows it.*

*Dr. Frazier tells her she's going to die. She wants to sort of keep it a secret. Grannie's husband died. Some of Grannie's children died too. Dr. Frazier doesn't tell Grannie's daughter that her mother is sick. Grannie's friend May died. She has been kind of seeing death upclose.*

*Grannie wants her daughter to marry Joe. She wants her family to survive after she is gone. Mr. Mathis says it's going to be an erly fall. Grannie is knowing that she's going to die.*

*When Grannie has her heart atack she tells Bennie what is going on. Bennie already knew it. She doesn't want him to be afraid of death. Bennie will be strong like his grand mother Grannie. She showed him how to be strong. This is how Grannie can pass it on, the courege. Bennie had a brave role model.*

**Expository Literary Essay****Score of 4**

Readers can determine a female characters strength not only by her actions but also by the power of her status in the community. In the story "Before the End of Summer," Grannie is a very strong female character. Her strength and the way she can make a strong status in the community is shown by her actions and by the high respect that her community gives her.

Grannie asks the doctor for the truth about her illness. She does not want him to tell anyone. She didn't turn into a fraidy cat. She would rather face it alone than bother her daughter or worry her grandson. Lifes hardships have made Grannie strong. The doctor respects Grannies strength and he respects her choice.

Grannie's status is strong throughout the community too. She owns her own property. She manages her own affairs, even though she is 84. She takes care of May. When she sees her lying in the coffin she knows she will soon die. She faces death couragously.

As her death approach, Grannie keeps doing all her tasks. After the death of her friend, Grannie doesn't tell anybody about her illness. During her final attack, she explains to Bennie what is going on and what will happen. She is surprised that he knew all along. She doesn't want him to be frightened. She wants to pass her strength along to her grandson.

The theme is strength. Bennie will act like her. She has been a good role model. She didn't want to tell him because she was too strong. He has learned some lessons from Grannie.

**Expository Literary Essay**

Score of 6

Some of literature's most memorable characters are female. In literary settings, there are both strong and weak female characters as well as those who are somewhere in between. Readers can determine the degree of a character's strength not only by her actions that indicate strength of purpose or character but also by the power or status she holds in the community and by the influence that she asserts on others. In the story "Before the End of Summer" by Grant Moss Jr., Grannie is a very strong female character. Her strength and her status in the community are shown by her actions, by the high regard that her community gives her, and by her strong, positive influence over Bennie and his mother.

Grannie's personal strength is seen at the very beginning of the story. She asks Dr. Frazier for the truth about her illness and accepts the closeness of her death. She does not want him to tell anyone. She would rather face it alone than disturb her daughter or worry her grandson. Grannie is old and has lost her husband and several children, and she tells Dr. Frazier that she knows death. A long and difficult life can either destroy a person or make him or her stronger, and life's hardships have made Grannie strong. The doctor respects Grannie's strength, and because of it, he is direct and honest with her. He doesn't lie to her, telling her that nothing is wrong, and he doesn't patronize her or inform her daughter. He knows that Grannie will continue to care for her home and family until she goes to sleep and doesn't wake up. He respects her choices.

Grannie's status throughout the community, too, shows that she is a tower of strength. She owns her own property, manages her own affairs, and functions very well even at the age of 84, which in the early part of the twentieth century was an age that few people reached. She is dependable and competent, as others turn to her in their times of need. She cares for her friend May as she dies, and Grannie stays calm and

**Expository Literary Essay (continued)**

Score of 6

strong, even when, at the funeral, she sees May lying in the coffin and envisions her own death that is soon to come.

Within the family, Grannie's strength is seen in her influence over her grandson and her daughter, Birdie. Grannie is level-headed and practical. She does her work around the house whenever she can. Even after her daughter announces her engagement, Grannie tells Bennie that they have work to do, and she keeps going as long as she can. Near the end of her life, she tries to make sure that her daughter and grandson will be provided for without her. She encourages her daughter's marriage to Joe Bailey, saying that he is a good man and will take on a fatherly role for Bennie. With this marriage, Bennie and Birdie will need her no longer. Grannie never speaks of love or romance, neither to Birdie nor to Bennie. In fact, she tells her grandson to behave himself and not to cause trouble between his mother and Joe. Grannie will tolerate no foolishness, even after she is gone.

As the summer passes and Grannie's time gets shorter, as the days do, she continues, although she tries to defy her oncoming death by continuing to believe that late August is summer, even though Mr. Mathis states that they will have an early fall. Her determination to face death courageously and alone continues until the final heart attack, when the reader can see Grannie's strength transferred to her grandson.

Even as her death approaches, Grannie keeps going about her tasks. After the death of her friend, May Mathis, Grannie tells no one else about her illness. During her final attack, she is level-headed enough to explain to Bennie what is going on and what will happen, surprised that he has known all along. She doesn't want him to be frightened but to accept death as she has. With her guidance, he does. Thus, she passes her strength along to her grandson, who behaves as she would have in a similar situation.



**Expository Literary Essay (continued)**

Score of 6

*The theme focuses on strength. It is about Grannie’s strength in light of her secret, and it is also about the strength and self-sufficiency that Bennie—a child whose sense of responsibility is of concern to his mother and grandmother—has inherited from his grandmother. In her strong demeanor and positive, rational attitude, Grannie sets a model for Bennie to follow. Bennie will surely follow in her footsteps and successfully face life’s challenges with calm and strength.*

## Scoring Explanation: Expository Literary Essay

Refer to pages 8–9 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

This essay relies heavily on plot summary and is too sparse to receive a higher score. The writer has done little more than select an appropriate story and tell what happens. Although the first paragraph indicates a focus, the focus develops into plot summary that is often incoherent. Organization is lacking and the essay is incomplete.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	2	Overuse of short, choppy sentences; some unclear constructions
usage	2	Inappropriate diction ( <i>sort of, kind of</i> ), pronoun confusion
mechanics	3	Minimal comma errors
spelling	1	Serious basic errors, such as <i>couerge, grand mother, erly, upclose</i>

### Essay 2

#### Focused Holistic Score: 4

This essay is rather flat. The writer understands the story and the roles of the characters, but the essay fails to follow through seamlessly and contains lapses in coherence. The writer introduces several good points, but he or she does not elaborate them sufficiently and does not successfully discuss the theme of the overall work.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	2	Very little sentence variety
usage	1	Problems with subject-verb agreement, pronoun reference, use of colloquial term ( <i>fraidy cat</i> )
mechanics	1	Missing apostrophes and commas; use of numerals ( <i>84</i> )
spelling	3	No significant spelling errors

## Essay 3

### Focused Holistic Score: 6

This essay is focused and progresses clearly and evenly from beginning to end. The structure is flawless, as is the prose. The writer is in complete control, using transitions as well as sophisticated and varied sentence patterns. Relevant details and examples abound. The vocabulary is excellent, and the sense of audience is always present.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	
usage	3	
mechanics	3	
spelling	3	

## Expository Literary Essay: Prompt 2

**DIRECTIONS:** Write a well-organized composition on the topic below.

In many works of literature, a character may have a false sense of reality or a lack of insight into what is actually happening around him or her. Swayed by false beliefs or strong emotions, this character may fail to realize truths that seem obvious to the reader. The moment at which a character gains insight into the reality of his or her situation often marks the climax, or high point, of the literary work.

From the novels, short stories, full-length plays, and poems you have read, select a work in which a character fails to see truths that seem obvious to the reader. Using specific references from the work, explain how the character is unaware of reality, what the possible causes of this lack of insight are, and why this shortcoming is important to the overall work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on a character with a false sense of reality.
- Give specific examples, reasons, and details from the work to explain the nature and causes of this character's lack of insight.
- Explain the importance of this weakness to the overall work.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Expository Literary Essay

**SCORE POINT 6** The response reflects a strong mastery of expository writing. There are strengths in all four criteria. The writer clearly identifies the subject matter, and the essay is focused and has a fluent, clear progression of ideas and evenness of development. The writer provides specific, relevant details to support ideas. The writer clearly develops all parts of the prompt and uses an appropriate and highly effective approach (for example, originality and appropriate tone and point of view). An appropriate sense of audience exists. Sentence structure is varied and effective, and word choice demonstrates the ability to use a large vocabulary skillfully. The response clearly links a work of literature to the prompt. The essay seems complete.

**SCORE POINT 5** The response reflects a very good mastery of expository writing. There are strengths in all four criteria. The writer identifies the topic, and the essay stays focused on the topic and progresses logically with no break in progression. The writer uses specific details and clearly links events and relationships. A few minor flaws in coherence may be present. The writer addresses all aspects of the prompt and uses effective vocabulary and sentence structure. The response clearly connects a work of literature to the prompt. An appropriate sense of audience exists. The essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of expository writing. It is focused on the topic and establishes a progression of ideas and events, but there may be minor breaks in focus and continuity. These papers elaborate and support their points with specific details. They follow a clear organization but may contain minor problems with coherence. The writer clearly deals with the topic and supports it, but some facet of the prompt may be missing. The response clearly connects a work of literature to the prompt. In some responses, an appropriate sense of audience may be lacking.

**SCORE POINT 3** The response reflects a moderate mastery of expository writing. It shows some progression of ideas and events and provides some elaboration and support. The elaboration may be inadequate in some way, but it is suitable to the demands of the prompt. These responses have a general organizational pattern but contain minor defects. The papers are generally coherent, although minor weaknesses in coherence may be present. The writer focuses on the prompt but may not have addressed all aspects of the prompt. Some papers may tend to summarize at times or have a listing, but they should have solid supporting details.

**SCORE POINT 2** The response reflects a weak sense of expository writing. The writer appears to have seen the prompt and addressed it, but the response may be unclear and incoherent. Some responses may supply few links between the main idea and the details provided to support it. Other responses may lack a consistent focus. Some responses may be list-like with only minimal development. The writer has a rudimentary sense of organization, but the essay may be simply too minimal to rate a higher score. Some of the essays do not directly address all facets of the prompt, and some may merely summarize. The essay may lack an appropriate sense of audience.

**SCORE POINT 1** The response reflects a lack of understanding of expository writing. There is an indication that the writer has seen and attempted to respond to the prompt, but the response does not stay focused on the topic. The writer may attempt to support ideas, but there is little or no sense of organization or control. Many responses exhibit rudimentary organizational control but are extremely inadequate. Some responses are incoherent and/or exhibit an unsuitable strategy (for example, summarizing or listing without elaboration).

**SCORE POINT 0** This response addresses a literary work but is incorrect in its perception of the literary concept.

**NON-SCORABLE** The composition is entirely unreadable, incomprehensible, off-topic, blank, or written in a language other than English.

### Expository Literary Essay: Focused Holistic Scoring Criteria

#### Main Idea

The writer clearly identifies the main idea and states the thesis of the composition. The essay consistently focuses on the main idea while responding to the prompt.

#### Supporting Details

The writer provides sufficient details to support and explain the thesis. All details should be related to the main idea.

#### Organization

The writer provides an introduction, body paragraphs, and a conclusion. The composition shows a logical development from beginning to end.

#### Coherence

The writer clearly demonstrates how the details support and explain the topic of the composition. Sentences are logically connected. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, pronouns, and synonyms.

**Expository Literary Essay**

Score of 2

In many works of literature, a character may have a false sense of reality. The character does not see a truth. The reader sees it because it is obvious, the reader is not unaware of the truth that the character doesn't realize. The story "And Sarah Laughed" has the character named Sarah who doesn't see the truth. Things will get better for her in the end.

Her family is deaf. They can only communicate in simple ways. Janice and Abel used sign language. They can have better conversations, and its something that gets Sarah intimidated, she got mad and doesn't let them use it in front of her.

She shouldn't believe, what teachers told her about using sign language making you stand out. That's just dumb. You should do your best and learn what you can. For example I used to think bowling was the worlds most dumb sport. It seemed more, like a dumb hobby than a sport anyway. I couldn't believe you could win a trophy for rolling a ball at some pins. Now I am a great bowler. My obliviioussness went away, when I tried it and it was fun. Now I have my own trophies which goes to show that people can learn about things they think they can't learn.

Sarah asked Janice to teach her sign language. Sarah overcomes her prejudice. Sarah and Matthew have much better conversations. Not being unaware anymore has a great affect on her.

**Expository Literary Essay**

Score of 4

Many works of literature are about a character who can't see reality. In Joanne Greenberg's "And Sarah Laughed," Sarah has closed herself off from her family. She does not have a rich marriage and family life with their deaf husband and four deaf sons.

Things change when Janice arrives. She feels threatened, Janice is the wife of Abel, who is Sarah's son. Janice and Abel use sign language, and they have discussions that are deeper than the way Sarah talks with her husband and her children. Her son and daughter-in-law enjoy a rich vocabulary, and this makes her mad and frustrated and jealous. Because she feels intimidated. She rejects sign language and forbids them to use it in her presence. She's jealous of the communication level that sign language gives other people, but she stays prejudiced against it.

Sarah believes that signing would draw attention to the deaf family and set them apart from others. Sarah was raised not to make their deafness obvious. She accepted this view and it left her family very limited in how they can express themselves. Over time, Sarah even quit writing notes.

Sarah builds a false sense of reality where messages communicated through work are used instead of real communication. Janice forces Sarah to confront this false reality. She sees her family experiencing the joy of communication as they learn to sign.



**Expository Literary Essay (continued)**

Score of 4

Matthew angrily states "I am deaf." He confronts her with her own prejudice. Her first reaction is total anger.

Sarah finally asks Janice to teach her signs. Then Janice's signs allow Sarah and Matthew to communicate with deep words for the first time in years. The prejudice disappears.

**Expository Literary Essay**

Score of 6

Many works of literature are about a character who is unaware of reality. The story continues until the character's moment of insight into the situation, which is usually the climax or turning point of the story. In Joanne Greenberg's "And Sarah Laughed," Sarah's twenty-five years of self-imposed isolation prevents her from experiencing a fulfilling marriage and family life with her deaf husband and four deaf sons.

A visit from Janice, her son's new bride, threatens Sarah's wall of silence. Janice and Abel, Sarah's son, have learned to use sign language, and their lively discussions reflect an intimacy that Sarah has never experienced with her husband or her children. Although Sarah has longed for the intimacy of communication, she has believed it impossible to achieve. Her son and daughter-in-law enjoy a rich and varied secret language—and it intimidates and infuriates Sarah. As a result, she rejects the possibilities sign language offers and forbids its use in her presence. Her envy of other people's intimacy and her own self-pity increase her unhappiness, yet she clings to her false sense of reality.

Why does Sarah reject signing, which seems to offer her the possibility of greater communication, in favor of the loneliness and isolation of basic commands and simple expressions? Sarah believes that signing would draw attention to the deafness of her family and thus set them apart from others. Years ago, Sarah had accepted the advice of school officials who told her that the children could be taught to read

**Expository Literary Essay (continued)**

Score of 6

lips and communicate in other simple ways that would not make their deafness apparent. Her decision to accept this view left her family very limited in the ways they could express emotions. Over time, when writing notes eventually became too bothersome, communication, along with intimacy, had fallen by the wayside.

Sarah compensates for these feelings by constructing a false sense of reality in which messages communicated through work substitute for actual communication. Janice's arrival forces Sarah to confront this false reality. There, before her eyes, she sees her family experiencing the joys and nuances of communication as they learn to sign. When Matthew, her husband, angrily states what Sarah cannot admit, "I am deaf," he confronts her with her own prejudice. Her first reaction is angry resentment. Yet, she slowly begins to realize that her family will sign with each other and that "no one can stop it."

Sarah finally gains insight into reality when she realizes over dinner that she is shutting herself out of the opportunities that Janice's signs provide. She summons the courage to ask Janice to teach her signs. Then, Janice's signs allow Sarah and Matthew to exchange words of love for the first time in years. In stories, this moment of recognition is often the climax, or high point, of the work. In Sarah's case, it may be the high point of her life, for it promises to end her loneliness and renew her connections to her family.

## Scoring Explanation: Expository Literary Essay

Refer to pages 19–20 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

This essay addresses the prompt but fails to state a thesis and fails to follow through on a single topic. The writer seriously digresses, especially in the third paragraph. The writer offers little insight on the topic. Too often the response merely states a fact about the story without offering analysis of any kind.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	1	Fragment and run-ons; awkward, unclear constructions
usage	1	Tense shifts; <i>affect-effect</i> error; repetition
mechanics	2	Comma errors; meager vocabulary
spelling	3	

### Essay 2

#### Focused Holistic Score: 4

The writer is familiar with the story and understands the character. However, the essay needs more focus and a sense of progress. The lack of elaboration greatly weakens the discussion of Sarah's moment of insight. Occasionally, plot summary takes the place of analysis. The conclusion is weak as well.

#### Conventions Rating: +

Category	Score	Errors
sentence formation	2	Run-on; one fragment; some lack of clarity
usage	2	Incorrect pronoun-antecedent agreement
mechanics	3	
spelling	3	

## Essay 3

### Focused Holistic Score: 6

This essay presents a thesis and supports it consistently with details and appropriate examples. The writer displays a command of the literature and of expository writing, addressing successfully all aspects of the prompt. The writing is mature and coherent. Especially noteworthy is the first sentence of the third paragraph, in which the writer asks the question any reader would and then answers it.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	
usage	3	
mechanics	3	
spelling	3	

## Expository Literary Essay: Prompt 3

**DIRECTIONS:** Write a well-organized composition on the topic below.

Often in literature, the main character faces a conflict between his or her moral principles and society's conventions (rules of conduct or behavior). The character must choose between doing what he or she thinks is right or conforming to the demands of society.

From the novels, short stories, full-length plays, and poems you have read, select a character who faces a conflict between personal morality and society's conventions. Identify the character. Using specific references from the work, explain the nature of the character's conflict, the struggle of this character to resolve the conflict, and the overall effect of this conflict on the work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on a character who faces a conflict between personal morality and society's conventions.
- Give specific examples, reasons, and details from the work to explain the nature of this conflict, the character's struggle to resolve it, and its overall effect on the work.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write coherent, well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Expository Literary Essay: Prompt 4

**DIRECTIONS:** Write a well-organized composition on the topic below.

In many works of literature, the concept of preserving one's honor (good name or reputation) is important. Such works typically center on an event that threatens the main character's honor in a fundamental way. The character's efforts to defend his or her honor, and the results of these efforts, may influence the structure and theme of the work.

From the novels, short stories, full-length plays, and poems you have read, select a work in which a character's honor is challenged. Explain how the character's honor is challenged, how this character strives to defend it, and how the theme of honor is important to the overall work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on a character who faces a conflict whose honor is challenged.
- Give specific examples, reasons, and details from the work to explain how the character's honor is challenged and how he or she defends it.
- Explain the importance of honor to the overall work.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write coherent, well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Expository Literary Essay: Prompt 5

**DIRECTIONS:** Write a well-organized composition on the topic below.

Many works of literature depict cultures in which rituals and/or traditions play a central role. Some characters conform to the specific demands of their culture or community; others defy these demands and face outrage or even exile.

From the novels, short stories, full-length plays, and poems you have read, select a work in which a character's life is directly shaped by his or her culture. Using specific references from the work, describe the rituals and traditions of the culture, the way they shape the character's life, and their importance to the overall work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on a character whose life is shaped by his or her culture.
- Give specific examples, reasons, and details from the work to explain the rituals and/or traditions of this culture, their influence on the character's life, and their importance to the overall work.
- Give specific examples and details.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write coherent, well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Expository Literary Essay: Prompt 6

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

In many works of literature, family plays an important role. Each family has a power structure, with different members holding varying degrees of power.

From the novels, short stories, full-length plays, and poems you have read, choose a work that depicts a family with a clear power structure. Using specific references from the work, describe the relationship between two or more family members, discuss how power is distributed among these members, and explain how this power structure relates to the central theme of the work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on the relationship between two or more family members.
- Give specific examples, reasons, and details from the work to explain the power distribution among these members and how this is central to the overall work.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write coherent, well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Expository Literary Essay: Prompt 7

**DIRECTIONS:** Write a well-organized composition on the topic below.

In some literary works, readers can learn as much from the antagonist as from the protagonist. Although the antagonist may reveal negative aspects of human behavior, this revelation is often vital to understanding the author's message.

From the novels, short stories, full-length plays, and poems you have read, select a work that has an antagonist with distinctly negative characteristics. Identify this antagonist and describe the negative qualities or behavior this character exhibits. Using detailed references from the work, explain the antagonist's role in plot development and the actions of specific characters and in conveying a general message about society or human nature. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Identify the antagonist and his or her negative qualities and behaviors.
- Give specific examples, reasons, and details to explain the antagonist's role in the development of the plot, in the lives of other characters, and in conveying the author's message.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write coherent, well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Expository Literary Essay: Prompt 8

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

In literature, a character's society, culture, or immediate environment may undergo a significant change of some sort. This change, and the character's response to it, can be vital to the central idea of the work.

From the novels, short stories, full-length plays, poems, biographies, and autobiographies you have read, select a work that depicts a society, culture, or environment that has undergone a significant change. Using specific references from the work, explain the nature of this change and its impact on a single character. Explain how the character's response to this change relates to a major theme of the work. Give the title and, if you remember, the author of the work.

**As you write your composition, remember to:**

- Focus on a work depicting a society, culture, or environment that has undergone a significant change.
- Give specific examples, reasons, and details from the work to explain the nature of this change and its impact on a single character.
- Explain how the character's response to this change relates to a major theme of the work.
- Avoid giving a plot summary.
- Write in complete sentences.
- Write coherent, well-developed paragraphs with topic sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Expository Process Essay: Prompt 1

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

Think of a specific skill you have acquired in an activity that you do regularly. For example, your skill might be designing a Web page or grilling a hamburger. Be sure to select a specific activity that can be done in a series of steps. In an organized essay, lead the reader through every step needed in order to perform this activity successfully.

**As you write your composition, remember to:**

- Focus on a specific activity that is composed of a series of steps.
- Lead the reader through every step of the process.
- Write in complete sentences.
- Write coherent, well-developed paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Expository Process Essay

**SCORE POINT 6** The response reflects a strong mastery of expository writing and shows skill in all four criteria. It is focused and has a fluent, clear description of the process identified in the opening statements and focuses on it exclusively. The writer provides specific, relevant details to illustrate the procedure described. The essay successfully addresses an audience that may be unfamiliar with the process described, includes all necessary details, and anticipates potential concerns or questions. The response is written in a clear, explicit style and uses transitional words to indicate a sequence of steps. The writer develops all aspects of the prompt. Sentence structure is varied and effective, and word choice demonstrates the ability to use a large vocabulary effectively. An appropriate sense of audience exists. The essay seems complete.

**SCORE POINT 5** The response reflects a very good command of expository writing. There is skill in all four criteria. The essay focuses on the prompt and progresses logically and fluidly with sufficient detail to describe a process. The essay addresses an audience unfamiliar with the process described, provides all necessary steps, and indicates sequential order. There is no break in progression. A few minor flaws in coherence may be present, but none that undermine the overall strength of the essay. The writer uses varied, effective sentence structure and shows the capacity to use a large vocabulary successfully. The essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of expository writing. It focuses on the process identified by the writer and presents a progression of steps and explanations, but there may be minor breaks in focus and continuity. The sense of audience wavers. In general, the essay addresses an audience unfamiliar with the process described, but the writer may have omitted one or two minor steps or failed to fully explain them. These essays have a generally organized structure, but there may be minor breaks in progression and flaws in coherence. Some facet of the prompt may be inadequately addressed.

**SCORE POINT 3** The response reflects a moderate mastery of expository writing. It demonstrates some progression and elaboration of steps and explanations. The response provides some support, but it contains flaws in coherence and elaboration. Some responses may not clearly delineate the proper sequence; others may have an unsupported list and fail to integrate the steps into an essay form. The responses may also have an inconsistent or inappropriate sense of audience. They may assume too much knowledge on the part of the reader, fail to define concepts or terms, or omit one or two key details or one important step. Some elements of the prompt may be missing.

**SCORE POINT 2** The response exhibits a weak sense of expository writing. There is evidence that the writer has seen the prompt and responded to it, but the response is digressive and undeveloped. There are major flaws in elaboration, organization, and coherence. Some responses may omit many steps and fail to present them as a process. Others may be extended lists rather than more fully developed pieces of expository writing. The writer has some sense of organization, but the composition may simply be too sparse. Some of the compositions do not directly address all aspects of the prompt or lapse into mere summary.

**SCORE POINT 1** The response reflects a lack of control of expository writing. The writer appears to have seen the prompt and addressed it, but the response may lack coherence and lose focus. The writer has omitted one or more crucial steps in the process described. The writer may attempt to support ideas but without an overall strategy or sense of control. Many responses demonstrate minimal control but are extremely vague. Some responses are unintelligible and/or have an unsuitable strategy (for example, summarizing or listing, with no elaboration).

**SCORE POINT 0** The response fails to address the prompt. There is no discernible sequence or no sense of control.

**NON-SCORABLE** The composition is entirely illegible, incoherent, off-topic, blank, or written in a language other than English.

### Expository Process Essay: Focused Holistic Scoring Criteria

#### Main Idea

The writer clearly identifies the subject matter and focuses on the subject matter while responding to the prompt.

#### Supporting Details

The writer provides sufficient details to support and explain the steps in the process. All details are related to the main idea.

#### Organization

The writer provides an introduction, body paragraphs, and a conclusion. The composition shows a logical development from beginning to end.

#### Coherence

The writer establishes relationships between steps in the process. Sentences are logically connected. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, pronouns, and synonyms.

**Student Evaluation Sheet** 

# Expository Process Essay

**DIRECTIONS:** *After you have read the student essay, fill in this sheet with your observations. Provide thoughtful, thorough responses, and be sure to provide specific references to the essay. Write a response to every question.*

- 1. Are the steps of this process explained clearly? If so, justify your answer. If not, identify one or two places where you get confused or feel that more explanation is needed.

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- 2. Does the writer of this essay make the process explained seem interesting or relevant? Identify points in the essay where the writer achieves this objective. If there are none, suggest areas where this element could be added.

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- 3. Each new paragraph of an essay should introduce a new idea. What is the main idea of each paragraph of this essay? Jot them down in the space below. Are there any places in this essay where you would split, combine, or rearrange the order of the paragraphs? Explain.

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- 4. Suggest one specific way that the writer could improve this essay. Consider only the content of the essay, not grammar, or spelling.

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**Expository Process Essay**

Score of 2

I make a scrapbook for every school year. Each scrapbook begins with an introductory page telling what the book is about. In my fifth grade scrapbook I put lots of photos of my best friend Kevin. We met right after he transferred here from another school. I've even got a newspaper photo of us.

In a good scrapbook, smaller photos are around the edges of the main photograph. You've got to keep a focus in a scrapbook so that you don't jump around subjects as you flip the pages. It can get confusing when you show it to somebody. That's not the goal of a scrapbook.

You've got to buy the scrapbook, rubber cement, scissors, a ruler, and markers. Set up everything in a workspace. Autographs are one of the most popular scrapbook items today from athletes, musicians, actors, politics, or anybody famous. Ticket stubs, programs, newspaper clippings, and especially awards. You'll find it rewarding to put everything in one place. You can share your memory with whoever you want to.

Kevin's picture for winning the football game is the best part of that scrapbook, and I can preserve the memory with the fifth grade scrapbook.

Scrapbooks can be made for different events or different school years. Scrapbooks can also be great gifts because they're so personalized.

**Expository Process Essay**

Score of 4

Scrapbooks are a great way to preserve memories. Making scrapbooks is one of my favorite hobbies. It's not really that complicated.

The first thing you have to do is to decide on the focus of your scrapbook. Keep your focus in mind when you go shopping. You need to buy the actual scrapbook, they are available in plain styles or decorated with varying pages. In the same section of the store they have stuff to make your scrapbook different. Special scissors for making decorative borders, stencil pages, calligraphy pens, construction paper, and artists' knives for doing cutouts.

Get together all your photographs and memory items, like ticket stubs, programs, newspaper clippings, awards, and autographs. Set up a work space.

Decorate the cover of the book if you want to, you'll definitely want to make an introduction page to tell about the subject and the dates. I like to pick out the best photo for my introduction page. Then I use the font that best fits the subject. Name and dates can be done with calligraphy for a great look. Too much color can take away from the scrapbook items. Use a ruler to make the words straight. I like to trace stuff to get the right shape.

Choose one main focus. Put smaller photos around the edges. Keep the pages in chronological order, or some other order that makes sense.

**Expository Process Essay (continued)**

Score of 4

Do you want to be confused when your old and trying to figure out what's in the scrapbook? Of course not. Make a scrapbook for each school year, and I've also made team scrapbooks, and even a scrapbook for my cousin when she got married.

So, scrapbooking is a good way to preserve your memories as you go through school or do something else. Scrapbooks make great gifts, too.

**Expository Process Essay**

Score of 6

Scrapbooks are a great way to create wonderful memory pages. In fact, making scrapbooks is one of my favorite hobbies, and I have become something of a minor league expert in scrapbook making. It's not really a complicated skill to learn. The steps for creating a really beautiful scrapbook are fairly simple.

The first thing you have to do is to decide on the focus of your scrapbook. Are you working on a personal project, or is it for someone else? Keep your focus in mind when you go to the next phase of scrapbook making: shopping. You need to shop for the actual scrapbook. They are available in plain styles or decorated with varying pages. You'll also need some basic supplies:

- rubber cement
- ruler
- markers or gel pens
- scissors

While we're on the subject of supplies, you can get some really interesting things for making your scrapbook different. You can find special scissors for making decorative borders, stencil pages, calligraphy pens, and artists' knives for doing cutouts. You might also want to have some construction paper on hand to add background color.

Next, gather all your photographs and memory items, like ticket stubs, programs, newspaper clippings, awards, and autographs. Set up a workspace. Making a scrapbook can be an ongoing process, so you may want a place where you can leave your materials without interfering with anyone else's space.

Now it's time to begin the real work. You may or may not want to

**Expository Process Essay (continued)**

Score of 6

decorate the cover of the book. You'll definitely want to make an introduction page to tell about the subject and the dates that are covered. When I work on my scrapbook, I like to pick out the best photo for my introduction page. Then I use the font that best fits the subject, sometimes tracing with a stencil or using calligraphy, to write the names and the dates. Lots of color makes the page interesting, but don't overdo it! Too much color can take attention away from the scrapbook items. Keep the labels even by using a ruler to center the words.

From my own experience I suggest that you keep the other pages simple. Choose one main focus for each page, like an award or a particular photo. Then put smaller, supporting photos or decorations around the edges. Sometimes I make silhouettes from dark construction paper and use them as small decorations or as a background. Always keep the pages in chronological order, or some other order that makes sense. You don't want a scrapbook that jumps back and forth or combines different things. I usually make a scrapbook for each school year, and I put that year's grade level on my introduction page. I've also made team scrapbooks, and I even made a scrapbook for my cousin when she got married. After you've completed a few pages of your scrapbook, you'll get the hang of it and the look that you want.

So, scrapbooking is a good way to create a decorative presentation and preserve your memories as you go through school or do something else. Scrapbooks also make great gifts because they're so personalized. They're fun, too!

## Scoring Explanation: Expository Process Essay

Refer to pages 35–36 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

The essay states a subject but lacks a clear and organized explanation of the steps involved in the process. Supporting information for various steps is missing, and paragraphs are incoherent and at times confusing. The writer provides some relevant content, but the organization is too unclear to rate a score higher than 2.

#### Conventions Rating: +

Category	Score	Errors
sentence formation	2	one fragment, one run-on sentence, varied sentence types
usage	2	Slight confusion with <i>it</i> , <i>whoever/whomever</i>
mechanics	3	No significant errors
spelling	3	<i>athleats</i>

### Essay 2

#### Focused Holistic Score: 4

The writer of this essay addresses the prompt by identifying a process to be described and then providing steps in that process. However, many of the steps and explanations are presented as lists rather than as parts of a cohesive paragraph or essay, and some word choices and personal comments indicate a lack of appropriate sense of audience. The essay assumes that readers know more than they might, and fails to explain various details (such as font and calligraphy).

#### Conventions Rating: +

Category	Score	Errors
sentence formation	2	Run-on sentences, fragments
usage	2	<i>stuff</i> , <i>work space</i>
mechanics	3	No significant errors
spelling	2	<i>decerate</i> , <i>cronological</i>

## Essay 3

### Focused Holistic Score: 6

This response reflects thought, analysis, and a strong command of expository process writing. The writer clearly identifies his or her subject, and the essay remains focused on the main idea. The essay is well developed, with a clear organization, and the language and tone are appropriate to the prompt. The writer skillfully presents steps in the process in a logical fashion, with clear transitions to help the reader follow the sequence of steps.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	
usage	3	<i>photo</i>
mechanics	3	
spelling	3	

## Narrative Essay: Prompt 1

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

People sometimes dream about goals that they would like to attain or things that they want but think they'll never have. Sometimes, though, with a little work and imagination, it is possible to realize a goal that had seemed impossible.

Recall an experience you had in which you were able to realize a goal that you had previously believed was beyond your reach. Consider the effect that this accomplishment had on you. In a developed essay, tell the story of this experience, explain how it affected you, and reflect upon its overall significance to your life.

**As you write your composition, remember to:**

- Tell the story of this experience.
- Describe your goal and how you reached it.
- Locate this story in time.
- Use specific details to engage the audience.
- Show how the experience affected you and its significance in your life.
- Write in complete sentences.
- Write coherent, well-developed paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Narrative Essay

**SCORE POINT 6** The response reflects a strong mastery of narrative writing. There is skill in all four criteria. The response tells a story from beginning to end and presents a fluent progression of events. It culminates in a moment of insight, in which the writer reflects upon the events and clearly demonstrates their significance. The writer establishes a vivid sense of time and place and sets the scene so it is easily imaginable. The writer establishes a consistent voice and sense of audience; uses specific, sensory detail to evoke a mood; and employs a variety of literary techniques to engage the reader. The writer uses varied, effective sentence structure and employs a sophisticated vocabulary skillfully. All aspects of the prompt are developed. The essay seems complete.

**SCORE POINT 5** The response reflects a very good mastery of narrative writing. There is skill in all four criteria. The response tells a story from beginning to end, presents a clear progression of events, and provides reflection upon the described events. The writer sets the scene, establishes a consistent tone and sense of audience, and uses specific details to evoke a mood and dramatize the story. There may be a few minor problems with coherence. The writer may not fully explain some ideas or details, and there may be some lapses in the narrative flow. However, the writer covers all aspects of the prompt and uses vocabulary and sentence structure effectively. The essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of narrative writing. It tells a story from beginning to end, although minor lapses in focus and progression may be present. The writer uses specific, concrete details and makes some attempt to dramatize the events, but at times the story may lapse into flat narration or a list of events. A sense of audience may or may not exist. These responses have an organizational pattern, but minor flaws may exist. They may have minor weaknesses in coherence. The writer clearly focuses on the topic and supports it, but some aspect of the prompt may be missing. The writer may provide only minimal reflection on the described events.

**SCORE POINT 3** The response reflects a moderate control of narrative writing. It tells a story that proceeds as a series of events and provides some elaboration and support. These responses have a generally organized pattern but contain minor flaws that undermine the reader's ability to comprehend the story. The writer may fail to provide adequate transitions, or may leave important concepts unexplained. The writer includes some concrete, specific details to ground the events, but the narration generally seems sparse and inadequately dramatized. These papers are focused on the prompt but may not deal with all parts of the prompt.

**SCORE POINT 2** The response reflects a weak control of narrative writing. It is evident that the writer has seen the prompt and written in response to it, but the response is digressive and undeveloped. Some responses have little or no sense of narrative progression. They may be unfocused, confusing, or incomplete. Some responses may address a topic that is too broad to sustain a narrative or begin with a story and then lose direction. In other cases, the composition may simply be too undeveloped to receive a higher score.

**SCORE POINT 1** The response reflects a lack of understanding of narrative writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response lacks focus and coherence. The writer may attempt to narrate a story but without a prevailing sense of organizational strategy. Many responses exhibit minimal control of narrative strategies but are extremely sparse. Some responses lack coherence and/or have an inappropriate strategy (for example, listing events instead of dramatizing them).

**SCORE POINT 0** This response may attempt to tell a story, but the response is rambling and incoherent.

**NON-SCORABLE** The response is entirely illegible, incoherent, off-topic, blank, or written in a language other than English.

### **Narrative Essay: Focused Holistic Scoring Criteria**

#### **Main Idea**

The writer clearly demonstrates the underlying lesson or point of the story, and this lesson or point relates directly to the prompt.

#### **Supporting Details**

The writer provides details that are related to the main point of the story and that evoke the writer's feelings and experiences. The details are sufficient to support and explain the events of the narrative and lesson the writer learned.

#### **Organization**

The writer establishes for the reader a sense of beginning, development, and ending of the composition. The writer may organize the essay chronologically or may use another suitable pattern of organization, such as flashback or organization around a concept. A clear and appropriate organizational strategy, however, must be evident.

#### **Coherence**

The writer clearly establishes the sequences of events, even if the narrative is not organized chronologically. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, pronouns, and synonyms.

# Student Evaluation Sheet

## Narrative Essay

**DIRECTIONS:** *After you have read the student essay, fill in this sheet with your observations. Provide thoughtful, thorough responses, and be sure to provide specific references to the essay. Write a response to every question.*

**1.** A narrative should take events and dramatize them, using devices such as suspense, description, and characterization to develop the story and engage the reader. Does the writer of the essay effectively dramatize the events depicted in this essay? Can you identify places in the piece that need more dramatization? Explain.

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**2.** One well-chosen piece of description can make an individual, event, or setting come alive to the reader. Identify one descriptive detail in this narrative that is particularly effective. Also, identify one place in the essay where you feel more description is needed, and explain why.

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**3.** In personal narratives, the writer’s word choice, insights, and thoughts should all convey a clearly identifiable voice (a sense of the speaker’s personality and unique perspective). If you feel this essay has a distinctive voice, identify two points where this voice comes through most strongly. If you feel the voice is bland or impersonal, identify a section that could be revised to convey a more distinctive voice.

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**4.** In many cases, the events in a narrative provide a lesson or moral. Does this narrative provide a lesson? If not, can you think of any way that the writer could convey this lesson more effectively? Explain.

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**Narrative Essay****Score of 2**

Most people wouldn't have this problem but I have an unusual family. I wanted to wear a dress to the homecoming dance but my mother wouldn't let me because she only wears pants, not dresses and she doesn't allow me to wear dresses either.

My grandmother was my only hope. I saw this dress I wanted and she got it for me after she and I showed my mom this picture of her with a fancy haircut back when she was young. My mom is a feminist and she's an artist and she never wears anything but natural colors so I figured it was impossible to convince her to get me this red velvet dress so my grandma came to my rescue. If we hadn't found that photo it would have been hard to convince her. Then she took a picture of me in the dress.

My grandma BJ is from the sixties and she wears tiedie clothes at home. Even when I was a kid I couldn't play with dolls or wear dresses because of violating my mom's equality with boys rules which seemed pointless to me. Mom can see my point of view now when she sees the photo, even with her sarcastic comments.

## Narrative Essay

Score of 4

What I always imagined was beyond my reach might sound silly to people. They don't know my family, and I had to convince my mother to buy me a dress for my first homecoming dance.

I live with my mom and my grandma. Both are very unusual especially my mom. She's an artist and sometimes I wonder if we even come from the same planet. My grandma is a defense lawyer, she says that she is turning the system inside out from within. So she goes to court in suits but comes home and goes around in tie-dyed clothes. Both my mom and grandma are big feminists.

My mom is the more different of the two of them. She is a successful sculptor and makes money doing illustrations for children's books. She wears only clothing with no dye in it. She believes in "natural" things. So to her, clothing with any bright color is unnatural, and I've never seen her in anything but cotton colors. She doesn't believe that women should dress differently than men, and she never wears skirts or dresses.

As a kid, I was not allowed to bring dolls into the house, and I've never been allowed to wear dresses, only pants. Both were strict violations of my mother's "equality" rules. When I told my mom about the homecoming dance, she said that I should wear pants and not try to look like everybody else, then she floated off. I couldn't wear pants. I knew I could never convince my mother to change her ways. My only plan was to get help from BJ, my grandma. We talked a lot about what to do. BJ understood my problem. I never disobeyed my mom, but I really wanted to look normal at the dance. Besides, I had found a perfect red velvet dress. As we talked about mom I remembered seeing a photo of her in high school with a hairstyle that had obviously been done by a hairdresser.

So we found the photo, and I presented it to my mother. I told her I should be able to wear a dress since she had a fancy haircut one time when she was young. BJ and I went shopping, and she got me the red velvet dress that I never thought I'd have. BJ took a picture of me, and my mom said that I looked lovely. I was happy to not stand out at the dance and also to know my mom could be flexible.

**Narrative Essay****Score of 6**

The thing that I always imagined was beyond my reach might sound silly to most people. They don't know my family, however. What I wanted was to convince my mom to let me wear a dress to my first homecoming dance.

No, I wasn't grounded, and my mom has enough money for clothes. But she doesn't believe that girls should wear fancy dresses, or any dresses, for that matter. To understand this, you need some background information about my family.

I live with my mom and my grandma. Both are very unusual, especially my mom. She's an artist and is mostly off in another world. My grandma ("Call me BJ, dear; Betty Jane is cutesy, and Grandma makes me sound old") is a person from the sixties and seventies. She lived on a commune (that's where my mom spent part of her childhood) and was always marching and protesting.

Both of them are feminists, but in different ways. BJ decided that marching and protesting were pretty useless and went to law school. Now she's a defense lawyer, and she says that she is turning the system inside out from within. So she goes to court in business clothes, but comes home and wears tie-dyed muumuus and listens to old Joan Baez and Bob Dylan music. It's like another century.

My mom, on the other hand, is a fairly successful sculptor and makes money doing illustrations for books. She uses only black and white in her pictures, and she wears only clothing with no dye in it. She believes in "natural" things. So to her, clothing with any color besides sheep or cotton color is unnatural, and I've never seen her in anything but those colors. Even more, she doesn't believe that women should dress differently from men, and she never wears skirts or dresses.

My mom is unusually easygoing about most things ("Sweetie, I have an agent who deals with 'commerce'; I create," or "I don't do cookies. Why do you think there are bakeries?") Maybe she's a bit spacey. I've never had a curfew, and I never had to clean my room. However, I was not allowed to bring dolls into the house, and I wasn't allowed to wear dresses. Both were strict violations of my mother's "equality" rules. "No frilly little clothes

## Narrative Essay (continued)

Score of 6

for my daughter!" she would say.

So what was I to do about homecoming? That someone actually asked me to the dance surprised both of us. But what surprised my mom more was that I wanted to go. "But why would you? It's so, um, tacky, so . . ." She didn't really object, but when I mentioned the word dress, she just looked at me as if I were asking for a fancy European sports car. "Dress? Whatever for? Why should you want one now? You know I don't deal with dresses. Why do you want to look like everyone else? Why not wear the beige silk pants? I don't really see why you want such fluff." And she floated off.

I couldn't wear those pants. I dreaded standing out at the dance. I didn't know what to do. I thought of borrowing a dress, but I'm much taller than my friends. Even though I had seen the perfect red velvet dress in the store, I didn't have enough money saved up to buy it myself. And I knew I could never convince my mother to change her ways. She never got angry; she simply ignored what she didn't want to deal with. Only she didn't have an agent to deal with me. My only recourse was BJ, with her talent for turning the system around.

We talked a lot about what to do. BJ understood my predicament; I'd never really wanted a fancy dress, never disobeyed my mom or questioned her beliefs. But I really wanted to look normal--I suppose I'm the oddball in this house. Then, as BJ and I were talking about my mom, I recalled a photograph I had seen of Mom as a teenager. It was sometime around 1968, and she had on one of her usual turtleneck-and-jeans outfits, but her hair was not straight and parted in the middle. I remember it was kind of puffy-looking, with little bangs and flapped out at the sides. "Hmm, I thought. This looks like the work of a hairdresser." BJ then recalled a particular summer when her daughter had a short-lived hair rebellion, just before she graduated from high school. She wanted to make a statement, BJ recalled, tired of living "au naturel," she said. "She wanted to look a bit more like the fancier crowd. I could never see it, personally, but so what? It's only hair."

So we found the photo, which I presented to my mother. "See, your mother let you

**Narrative Essay (continued)****Score of 6**

get a fancy haircut so you could look the way you wanted. So you should let me get a velvet dress so I can look the way I want." She floated away, with a talk-to-my-agent sigh and a "We'll see." A few days later, BJ and I went shopping, and we bought the perfect red velvet dress. BJ took a picture of me in it, and my mom diplomatically said that I looked lovely. She floated away again to deal with her "art," but I knew I felt great, or I should say, normal. I had a fine time at the dance, and nothing pleased me more than seeing that one of the seniors had on a similar velvet dress. I felt so "in," all because of a red velvet dress. (Perhaps that picture of me will come in handy if I never wear dresses again and have my own daughter.) Although my mom makes sarcastic remarks about the photo, I know that she can now appreciate my point of view.

## Scoring Explanation: Narrative Essay

Refer to pages 46–47 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

The writer addresses the prompt and attempts to explain the goal she realized and its significance. However, the details are vague and undeveloped, and there is no attempt at organizing ideas into a logical sequence. The writer does use a bit of characterization, but the narrative is too disorganized and undeveloped to rate a score higher than 2.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	1	Many run-ons and rambling sentences, fragments
usage	1	Pronoun reference errors
mechanics	2	Missing commas
spelling	3	

### Essay 2

#### Focused Holistic Score: 4

The writer identifies her goal and tells the story of how the goal was realized. She uses concrete details to dramatize the event and makes use of characterization and description to add interest to the narrative. However, the progression of events is somewhat loose, and there is little elaboration of some details, including the significance of the event for the writer.

#### Conventions Rating: +

Category	Score	Errors
sentence formation	2	Many run-ons, confusing sentences, unusual constructions
usage	2	<i>the more different, then/than</i>
mechanics	2	Many comma errors
spelling	3	No significant spelling errors

## Essay 3

### Focused Holistic Score: 6

This response exhibits a strong command of narrative writing, especially reflecting an appropriate sense of audience and maintaining a distinctive voice. The writer has responded to all aspects of the prompt and has focused on the main point of the narrative. The characters come alive with description and natural-sounding dialogue that helps to define them. The writer voices her thought processes. From the first sentence, the reader is drawn into the events, which progress clearly and logically.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	
usage	3	
mechanics	3	
spelling	3	

## Narrative Essay: Prompt 2

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

There are times in our lives when we take important things for granted. Often we learn how to appreciate these people or things once we lose them.

Remember a time when you experienced a significant loss—loss of a loved one, a friend, or a prized possession, or any other kind of loss you can think of. In a developed essay, tell the story of this loss and how it was important to you. Reflect upon how this experience changed you or your perspective on life.

**As you write your composition, remember to:**

- Tell the story of a time when you experienced a significant loss.
- Locate this story in time.
- Use specific details to engage the audience.
- Show how the experience changed you or your perspective on life.
- Write in complete sentences.
- Write coherent, well-developed paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Narrative Essay

**SCORE POINT 6** The response reflects a strong mastery of narrative writing. There is skill in all four criteria. The response tells a story from beginning to end and presents a fluent progression of events. It culminates in a moment of insight, in which the writer reflects upon the events and clearly demonstrates their significance. The writer establishes a vivid sense of time and place and sets the scene so it is easily imaginable. The writer establishes a consistent voice and sense of audience; uses specific, sensory detail to evoke a mood; and employs a variety of literary techniques to engage the reader. The writer uses varied, effective sentence structure and employs a sophisticated vocabulary skillfully. All aspects of the prompt are developed. The essay seems complete.

**SCORE POINT 5** The response reflects a very good mastery of narrative writing. There is skill in all four criteria. The response tells a story from beginning to end, presents a clear progression of events, and provides reflection upon the described events. The writer sets the scene, establishes a consistent tone and sense of audience, and uses specific details to evoke a mood and dramatize the story. There may be a few minor problems with coherence. The writer may not fully explain some ideas or details, and there may be some lapses in the narrative flow. However, the writer covers all aspects of the prompt and uses vocabulary and sentence structure effectively. The essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of narrative writing. It tells a story from beginning to end, although minor lapses in focus and progression may be present. The writer uses specific, concrete details and makes some attempt to dramatize the events, but at times the story may lapse into flat narration or a list of events. A sense of audience may or may not exist. These responses have an organizational pattern, but minor flaws may exist. They may have minor weaknesses in coherence. The writer clearly focuses on the topic and supports it, but some aspect of the prompt may be missing. The writer may provide only minimal reflection on the described events.

**SCORE POINT 3** The response reflects a moderate control of narrative writing. It tells a story that proceeds as a series of events and provides some elaboration and support. These responses have a generally organized pattern but contain minor flaws that undermine the reader's ability to comprehend the story. The writer may fail to provide adequate transitions, or may leave important concepts unexplained. The writer includes some concrete, specific details to ground the events, but the narration generally seems sparse and inadequately dramatized. These papers are focused on the prompt but may not deal with all parts of the prompt.

**SCORE POINT 2** The response reflects a weak control of narrative writing. It is evident that the writer has seen the prompt and written in response to it, but the response is digressive and undeveloped. Some responses have little or no sense of narrative progression. They may be unfocused, confusing, or incomplete. Some responses may address a topic that is too broad to sustain a narrative or begin with a story and then lose direction. In other cases, the composition may simply be too undeveloped to receive a higher score.

**SCORE POINT 1** The response reflects a lack of understanding of narrative writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response lacks focus and coherence. The writer may attempt to narrate a story but without a prevailing sense of organizational strategy. Many responses exhibit minimal control of narrative strategies but are extremely sparse. Some responses lack coherence and/or have an inappropriate strategy (for example, listing events instead of dramatizing them).

**SCORE POINT 0** This response may attempt to tell a story, but the response is rambling and incoherent.

**NON-SCORABLE** The response is entirely illegible, incoherent, off-topic, blank, or written in a language other than English.

### **Narrative Essay: Focused Holistic Scoring Criteria**

#### **Main Idea**

The writer clearly demonstrates the underlying lesson or point of the story, and this lesson or point relates directly to the prompt.

#### **Supporting Details**

The writer provides details that are related to the main point of the story and that evoke the writer's feelings and experiences. The details are sufficient to support and explain the events of the narrative and lesson the writer learned.

#### **Organization**

The writer establishes for the reader a sense of beginning, development, and ending of the composition. The writer may organize the essay chronologically or may use another suitable pattern of organization, such as flashback or organization around a concept. A clear and appropriate organizational strategy, however, must be evident.

#### **Coherence**

The writer clearly establishes the sequence of events, even if the narrative is not organized chronologically. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, pronouns, and synonyms.

**Narrative Essay**

Score of 2

There are times in our life when we take important things for granted. Often we learn to appreciate these things once we lose it. Like the Garth Brooks song "If Tomorrow Never Comes."

Fang was our mean dog not like my personal pet Shadow. Fang snarled at people and was unpleasant, none of us much liked her. She showed her teeth and torched the cats. She'd be up in a tree all night so she wouldn't have to walk past Fang's territory. She liked to have her tummy rubbed but we didn't because we didn't like her.

When we moved, my parents decided Fang wasn't going with us. The new house is smaller, a smaller yard, and less rural. We sold a bunch of stuff in a garage sale. When I got home from school mom says, Steve change is part of life you have to accept it. I asked her where's Fang but I knew. My cousin had always wanted her for a guard dog on his farm.

I can forgive my parents but I should of paid more attention to Fang even though she was an annoying dog growling and snapping all the time. I should of paid more attention to her, now that she's gone I can see that. Sometimes you see things when it's too late to do anything about it.

## Narrative Essay

Score of 4

Losing someone or something close to you is often very hard to accept. Many of us have felt crushed. When a friend moves away or when we lose a valued possession. For me, one of the worst things about my loss was not so much the loss itself. The guilt that came with it when I realized that I had missed my chance.

My family has always had animals. My personal pet is Shadow. A mutt who's been with me since I was a toddler. We once had a dog named Fang too. She snarled at strangers coming into the house. She showed her teeth to little kids in the yard. She snapped at my dog Shadow. She tortured the family cats. Fang was generally unpleasant but she could be sort of sweet. She liked to have her tummy rubbed. We didn't do it much because we each had our own pets, and they made us less angry most of the time.

When my family moved, we made several major clean-outs. We moved into our new house, which had a much smaller yard. It's in a less rural area. We made large piles of junk to sell at a garage sale.

One day I got home from school and noticed that things seemed a little quieter. My mom gave me some speech about change being a part of life, and I realized that Fang was gone. My mom gave her to my cousin to guard his farm.

My rational mind understands and sometimes forgives my parents for their decision, but I am sad about my loss of opportunity. No one



**Narrative Essay (continued)**

Score of 4

in my family loved Fang. I paid far less attention to her than to Shadow. I rubbed her tummy sometimes. But not enough times. I hadn't really cared for her as much as Shadow. She annoyed me when she snapped and growled. But I missed her and wished I'd been nicer to her. I learned a lesson when Fang went away.

## Narrative Essay

Score of 6

Losing someone or something close to you is often very hard to accept. Many of us have felt devastated when a friend moves away or when we lose a valued possession. There's a song that Garth Brooks sings, "If Tomorrow Never Comes," and the theme expresses the importance of loving the ones we love while we have the chance. For me, one of the worst things about my loss was not so much the loss itself but the guilt that came with it when I realized that I had missed my chance.

As I was growing up, we always had several pets: dogs, cats, a guinea pig, fish, and a few canaries. My personal pet is Shadow, a mutt who's been with me since I was a toddler. But among the series of dogs, there was one named Fang. As in literature, her name revealed a lot about her character. Fang snarled at strangers coming into the house, showed her teeth to little kids who passed in front of the yard, snapped at my dog Shadow, and tortured the cats (who frequently remained in a tree all night long rather than come down and have to pass by Fang's territory). Fang was generally unpleasant to others, but underneath her facade she could be rather sweet. I remember how she liked to have her tummy rubbed whenever anyone would take the time. Not many of us would. After all, we each had our own pets, and they were much easier to deal with and certainly made us less angry most of the time.

I was in seventh grade when my family moved, and we made several major clean-outs. We moved to our new house—with a much smaller yard in a less rural area—in spurts, taking breakable things by ourselves and setting aside large piles of stuff to sell at a garage sale. My parents were ruthless in their emptying of drawers and closets. I never dreamed, though, that they would go so far as to consider Fang a disposable commodity.

I was nervous about the move because it meant a new school and

## Narrative Essay (continued)

Score of 6

finding new friends. I guess most people get nervous about changes, but I was thinking only of myself and my own fears. The Friday before our final move, I got home from school and noticed that something seemed strange, a little quieter than usual, and it wasn't simply that the house was nearly empty. I felt really alone and isolated.

"Change is part of life, Steven," my mother said. "You can try to stay the same, but the world keeps on changing. So it's best to accept the changes and take them easily. We all move in and out of people's lives and hope that our moves lead to better things. It's not that you have to cut your ties with your old friends and old life. We're not going all that far away, and you know that your family will always be here for you."

Just then two of the cats ran by the window. Fang was not chasing them. "Where's Fang?" I asked, although I already suspected the answer. It was confirmed when my mother started to explain that she'd given Fang to my cousin.

My rational side understands and sometimes forgives my parents for their decision, but I grieved, and still grieve, over my own loss of opportunity. No one in my family loved or even liked Fang, and they considered her a disposable item. I wasn't any less guilty than they were because I hadn't really loved Fang either. I had paid far less attention to her than to Shadow. I rubbed her tummy sometimes, but I never did it enough. I admit that I hadn't really cared for her as much as Shadow and that she annoyed me when she snapped and growled. But her absence tore at my heart. My guilt about not caring for her was heavier than the boxes, furniture, and appliances we moved the next day.

The movers liked country music, and I kept hearing Garth Brooks telling me to learn my lesson about loving and caring for those in my life. I hope I have.

## Scoring Explanation: Narrative Essay

Refer to pages 57–58 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

The writer addresses the prompt and attempts to explain the loss and its significance. However, the details are vague and undeveloped, and there is no attempt at organizing ideas into a logical sequence. The writer does use a bit of characterization, but the narrative is too disorganized and undeveloped to rate a score higher than 2.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	1	Many run-on and rambling sentences, fragment
usage	1	Pronoun reference, pronoun agreement, <i>stuff, have/of</i>
mechanics	1	Missing commas, punctuation errors in dialogue
spelling	2	<i>granit, torcherd, couzin</i>

### Essay 2

#### Focused Holistic Score: 4

The writer tells the story of a loss and described the lesson learned, but many parts of the story are sparsely elaborated, and there is no attempt to enhance the story with dialogue, suspense, or other narrative techniques. There is not enough development to explain the writer’s feelings of loss or the lesson learned.

#### Conventions Rating: +

Category	Score	Errors
sentence formation	2	Many fragments, confusing sentences, unusual constructions
usage	2	<i>the more different, then/than</i>
mechanics	2	Many comma errors
spelling	3	No significant spelling errors

## Essay 3

### Focused Holistic Score: 6

This response exhibits a strong command of narrative writing. The writer describes a loss in his life and focuses on the loss and what it meant to him throughout the essay. The events progress logically and there is sufficient detail and other support to convey the events and meaning successfully. The writer uses dialogue and suspense to enhance the telling of the story.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	
usage	3	
mechanics	3	
spelling	3	

## Persuasive Essay: Prompt 1

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

Certain lawmakers propose passing a law that requires all cyclists and roller bladers to wear helmets. Helmets prevent head injuries, and such a law would save many lives. However, many people who enjoy these sports claim that such a law would violate their individual rights. They argue that helmets are inconvenient and uncomfortable and that it is up to each individual to decide whether or not to wear protective headgear.

Imagine that your state is considering passing such a law. People who fail to wear helmets would face a \$50 fine. Write an editorial in which you either support or criticize this proposed law. Clearly state your opinion and justify it using a series of clear, well-supported points. Make sure to anticipate and address the arguments of the opposing side.

### **As you write your composition, remember to:**

- Clearly state your position.
- Include at least two points that support your position.
- Explain your points using examples and details.
- Address arguments that may be made against you.
- Write in complete sentences.
- Write coherent, well-developed paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Persuasive Essay

**SCORE POINT 6** The response reflects a strong mastery of persuasive writing. There is skill in all four criteria. The writer clearly states a position; provides at least two strong reasons to support it; and supports those reasons with details that are both appropriate and clearly articulated. The writer follows a clear, logical progression; employs appropriate transitions to direct the reader's thought; and effectively uses persuasive language to make his or her point. The writer employs a suitable and effective approach (for example, originality, appropriate tone, and point of view). The writer anticipates opposing arguments and addresses them successfully and thoroughly. There is an appropriate awareness of audience. All aspects of the prompt are developed, and the essay is complete.

**SCORE POINT 5** The response reflects a very good mastery of persuasive writing. There is skill in all four criteria. The writer clearly states a position, provides at least two thoroughly substantiated reasons to support it, and exhibits a logical progression of ideas. The reasons may contain minor flaws in logic, and a few transitional links may be missing. However, the overall argument is organized and coherent, resulting in a clear, logical progression. The writer employs persuasive language to convey his or her position on the topic. The writer anticipates opposing arguments and addresses them. There is an appropriate awareness of audience. All aspects of the prompt are covered, and the essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of persuasive writing. The writer clearly states a position, gives reasons, details, and examples to support it, and exhibits a logical progression of ideas. Minor flaws in elaboration and progression may be present. The writer provides some pertinent points and details; however, missing transitions and lapses in logic and insufficient elaboration undermine the argument's persuasive force. The writer may anticipate opposing arguments but fail to address them in a way that strengthens the argument. Some aspects of the prompt may be missing.

**SCORE POINT 3** The response reflects a moderate mastery of persuasive writing. The writer states a position, provides reasons to support it, and employs some progression of ideas. However, the response contains at least one significant flaw. Some of these responses provide only minimal elaboration; others include ideas, reasons, and details that are inadequately explained or tangential to the subject matter. Responses are generally organized but contain significant breaks in logical progression. The writer attempts to use persuasive language but does not demonstrate full command of this technique. Some responses anticipate and address opposing arguments but do so ineffectively; others wholly neglect to address important points of the opposing side. Some aspects of the prompt may be missing.

**SCORE POINT 2** The response reflects a weak mastery of persuasive writing. It is evident that the writer has read and responded to the prompt, but the response is digressive or undeveloped. Some responses may simply list arguments without providing further elaboration. Others may offer points that are illogical or irrelevant. They may fail to address important issues, or may place inappropriate emphasis on unimportant issues. The writer may attempt to use persuasive language and anticipate opposing arguments, but such strategies are sporadic and ineffective. In general, these responses seem unfocused and incomplete, lacking control or progression. In many cases, some aspects of the prompt are missing.

**SCORE POINT 1** The response reflects a lack of understanding of persuasive writing. It is evident that the writer has read and tried to respond to the prompt. However, the response lacks focus and coherence. The writer may attempt to support ideas, but there is little or no sense of organizational strategy or logical progression. Persuasive strategies are poorly executed or too sparingly employed. The writer may fail to identify essential issues pertaining to the prompt and may digress widely when discussing essential issues. Many responses exhibit minimal control but are simply too undeveloped to receive a higher score.

**SCORE POINT 0** This response may make an attempt at persuasion, but it is incoherent and demonstrates anger rather than logical argument.

**NON-SCORABLE** The composition is entirely illegible, incoherent, off-topic, blank, or written in a language other than English.

### **Persuasive Essay: Focused Holistic Scoring Criteria**

#### **Main Idea**

The writer identifies the issue, clearly states his or her position on the issue, and focuses on supporting this position throughout the composition.

#### **Supporting Details**

The writer provides at least two main points that support his or her position and supplies sufficient facts and reasons to support and fully develop the writer's argument.

#### **Organization**

The writer provides an introduction, body paragraphs, and a conclusion. The composition shows a logical development from beginning to end.

#### **Coherence**

The writer clearly demonstrates how the facts and reasons that are provided support his or her position on the issue. Sentences are logically connected. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, and synonyms.

**Student Evaluation Sheet** 

## Persuasive Essay

**DIRECTIONS:** *After you have read the student essay, record your observations on this sheet. Provide thoughtful, thorough responses, and be sure to provide specific references to the essay. Write a response to every question.*

1. A writer may begin a persuasive essay with a strong statement or even a shocking story to draw in the reader. Does the writer of this essay do this? If so, explain how. If not, suggest how the introduction to the essay might more effectively “hook” the reader.

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2. In your opinion, does the writer argue his or her position effectively? Explain why or why not. Identify specific areas of strength or weakness in the writer’s argument.

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3. Does the writer deal effectively with arguments that might be made against his or her position on the issue? Explain why or why not. Identify specific places in the essay where an opposing position is addressed. Also, identify any additional arguments that might be made against the position the writer supports.

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4. Writers sometimes use strong language to try to convince readers to agree with their position on an issue. Does the writer use such language in this essay? If so, identify specific examples. What words might you substitute to state the writer’s position more convincingly?

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## Persuasive Essay

Score of 2

It's wrong to have a law making people wear helmets. Look at my brother. He has always worn a helmet and knee pads and elbow pads when he rides his bike or skates. Not a law—that's not where he learned about safety. My parents taught him and our school. It didn't take any money from taxpayer's to get my brother to wear a helmet because he knew it was a good idea because people taught him and that shows what a waste of money this law is. The government is not supposed to be your parents. The air is dirty. The air that my brother breathes when he is riding his bike with his safety helmet on is dirty. Let's spend some money cleaning up the air in this town. Our parks have litter in them too. Pollution is an important issue that affects everyone. Helmet laws are silly things that just affect some people.

We can make decisions without laws. We always have, just like our ancestors did without the legislation. We have the freedom to live like we want to and we should keep our freedom. It's a personal choice.

Spend money on something that doesn't make you sweat. Then the sweat comes down in your eyes and you can't see and you could crash. That's a real danger. If you do crash it's probably going to be your wrist that gets hurt anyway, not your head. What's next, a law requiring wrist guards? It wouldn't surprise me?

## Persuasive Essay

Score of 4

I think it is absurd to have a law requiring people to wear helmets every time they ride their bikes or blade down to the courts, and legislators should put this proposal aside and concentrate on bigger and more serious things.

Government's job is to serve people, not fill the job of parent. Educating young people to wear a helmet for safety should remain the job of parents and schools. Government should spend its time on issues like pollution and crime, and our police have enough to do without adding helmet violations to their work: a police officer's time should not be wasted by such a silly law.

Helmets cause sweat. The dripping sweat slides down your forehead and into your eyes, and you're blind for a second and you could crash, and that's more of a danger to society than not wearing a helmet. Almost every accident has an injury to the wrist, knee, or elbow, not the head. Don't turn it into a legal matter. It should be up to the individual to decide if a helmet is needed. Not the government.

Funds required for passing this law is better spent on educating athletes about head injuries. Schools and education are better places to put taxpayers' money. Safety stickers and information brochures would help too.

Politicians need to remember that voters remember how elected

**Persuasive Essay (continued)**

Score of 4

officials voted. When the election time rolls around, certain politicians may be sorry that they wasted the public's money on insignificant laws. There are more important issues.

**Persuasive Essay**

Score of 6

Legislation is very important in this country, and our elected officials have important work to do. Therefore, I think it is absurd to have a law requiring people to wear helmets every time they ride their bikes or blade down to the basketball court. Legislators should put this proposal aside and concentrate on bigger and more serious issues.

To begin with, a government's job is to serve the people, not fill the job of parent. Educating young people to wear a helmet for safety should remain the job of parents and schools. Government should spend its time on issues like pollution and crime. Besides legislative time, there is also the issue of enforcement time. Who will issue these fifty-dollar fines for not wearing a helmet? If the answer is the police, then it is even more absurd to have this law. We do not need "helmet police." Our police have more than enough to do without adding helmet violations to their agenda. A police officer's time should not be taken up by such a silly law.

Another reason for discarding this plan is that every citizen should decide for themselves whether or not to wear a helmet. A helmet's safety advantages can quickly disappear on a hot day. With no ventilation between your head and the plastic foam cushion, sweat begins to pour out of your scalp. The dripping sweat can slide down the forehead and into the eyes, stinging and blinding the skater or cyclist.

**Persuasive Essay (continued)**

Score of 6

This creates a danger far more extreme than a bare head. Besides, most accidents that I have seen have resulted in wrist, knee, or elbow injuries, not head injuries. So, of course, a biker or skater can choose to wear a helmet, but don't turn this small choice into a legal matter. Supporters of this proposed law claim that many head injuries could be prevented. Sure, sports can be risky, but it should be up to the individual—not the government—to decide whether a helmet is needed.

Finally, funds required for passing this law would be better spent on educating athletes about the possibility of head injuries from these sports. My brother is a good example. He has always worn a helmet when riding his bike, and he adds knee and elbow pads for roller blading. He learned these safety measures at school and from my parents, not from laws. Schools and education are better places to put taxpayers' money. In addition, safety stickers and information brochures would help convince adult athletes more than any law would.

In conclusion, I believe our government needs to turn its attention to more pressing community issues and away from a helmet law that would be nothing more than another nuisance law. This proposed law would only cause resentment against the lawmakers who passed it.

## Scoring Explanation: Persuasive Essay

Refer to pages 67–68 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

The essay clearly states the writer’s position and provides a few reasons, but the argument does not flow logically, the reasons are not well elaborated, and the organization is somewhat weak, with incoherent paragraphs. The writer makes no attempt to address opposing arguments. The essay is simply too sparse to rate a score higher than 2.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	1	Illogical construction, fragment, run-on, lack of parallel structure
usage	2	Errors in pronoun use
mechanics	2	Errors in end and internal punctuation
spelling	1	<i>goverment, ancesters</i>

### Essay 2

#### Focused Holistic Score: 4

The essay states a position and focuses on it throughout, but the reasons presented are weakly elaborated, and the emotional tone and use of a veiled threat at the end weaken the argument. The writer makes no attempt to address opposing arguments.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	2	Long, rambling, confused sentences
usage	1	Subject-verb agreement, <i>a/an</i>
mechanics	3	No significant mechanics errors
spelling	1	Many spelling errors

## Essay 3

### Focused Holistic Score: 6

The writer demonstrates a strong command of persuasive writing. The essay is consistently focused and well organized. The writer clearly states a position and supports it. The language is strong and direct; the examples and details are relevant and meaningful. The essay contains clear transitions that highlight its logical progression, and the argument seems complete.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	
usage	2	Multiple uses/meanings of the word <i>issue</i> , pronoun/antecedent error
mechanics	3	
spelling	3	

## Persuasive Essay: Prompt 2

**DIRECTIONS:** *Write a well-organized composition on the topic below.*

Most teenagers today must adhere to a certain curfew, a time when they are required to return home every evening. Some claim that a curfew is a necessary way of adding structure to a young person's life; others contend that certain teenagers are responsible enough to determine their own schedules.

Write an editorial either agreeing or disagreeing with the necessity of a curfew for teenagers. Clearly state your opinion and justify it using a series of clear, well-supported points. Make sure to anticipate and address the arguments of the opposing side.

**As you write your composition, remember to:**

- Clearly state your position.
- Include at least two points that support your position.
- Explain your points using examples and details.
- Address arguments that may be made against you.
- Write in complete sentences.
- Write coherent, well-developed paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

**You may use scratch paper to plan your composition. When you are finished planning, write the final copy of your essay on a separate sheet of paper.**

## Focused Holistic Score Scale: Persuasive Essay

**SCORE POINT 6** The response reflects a strong mastery of persuasive writing. There is skill in all four criteria. The writer clearly states a position; provides at least two strong reasons to support it; and supports those reasons with details that are both appropriate and clearly articulated. The writer follows a clear, logical progression; employs appropriate transitions to direct the reader's thought; and effectively uses persuasive language to make his or her point. The writer employs a suitable and effective approach (for example, originality, appropriate tone, and point of view). The writer anticipates opposing arguments and addresses them successfully and thoroughly. There is an appropriate awareness of audience. All aspects of the prompt are developed, and the essay is complete.

**SCORE POINT 5** The response reflects a very good mastery of persuasive writing. There is skill in all four criteria. The writer clearly states a position, provides at least two thoroughly substantiated reasons to support it, and exhibits a logical progression of ideas. The reasons may contain minor flaws in logic, and a few transitional links may be missing. However, the overall argument is organized and coherent, resulting in a clear, logical progression. The writer employs persuasive language to convey his or her position on the topic. The writer anticipates opposing arguments and addresses them. There is an appropriate awareness of audience. All aspects of the prompt are covered, and the essay seems complete.

**SCORE POINT 4** The response reflects a reasonable mastery of persuasive writing. The writer clearly states a position, gives reasons, details, and examples to support it, and exhibits a logical progression of ideas. Minor flaws in elaboration and progression may be present. The writer provides some pertinent points and details; however, missing transitions and lapses in logic and insufficient elaboration undermine the argument's persuasive force. The writer may anticipate opposing arguments but fail to address them in a way that strengthens the argument. Some aspects of the prompt may be missing.

**SCORE POINT 3** The response reflects a moderate mastery of persuasive writing. The writer states a position, provides reasons to support it, and employs some progression of ideas. However, the response contains at least one significant flaw. Some of these responses provide only minimal elaboration; others include ideas, reasons, and details that are inadequately explained or tangential to the subject matter. Responses are generally organized but contain significant breaks in logical progression. The writer attempts to use persuasive language but does not demonstrate full command of this technique. Some responses anticipate and address opposing arguments but do so ineffectively; others wholly neglect to address important points of the opposing side. Some aspects of the prompt may be missing.

**SCORE POINT 2** The response reflects a weak mastery of persuasive writing. It is evident that the writer has read and responded to the prompt, but the response is digressive or undeveloped. Some responses may simply list arguments without providing further elaboration. Others may offer points that are illogical or irrelevant. They may fail to address important issues or may place inappropriate emphasis on unimportant issues. The writer may attempt to use persuasive language and anticipate opposing arguments, but such strategies are sporadic and ineffective. In general, these responses seem unfocused and incomplete, lacking control or progression. In many cases, some aspects of the prompt are missing.

**SCORE POINT 1** The response reflects a lack of understanding of persuasive writing. It is evident that the writer has read and tried to respond to the prompt. However, the response lacks focus and coherence. The writer may attempt to support ideas, but there is little or no sense of organizational strategy or logical progression. Persuasive strategies are poorly executed or too sparingly employed. The writer may fail to identify essential issues pertaining to the prompt and may digress widely when discussing essential issues. Many responses exhibit minimal control but are simply too undeveloped to receive a higher score.

**SCORE POINT 0** This response may make an attempt at persuasion, but it is incoherent and demonstrates anger rather than logical argument.

**NON-SCORABLE** The composition is entirely illegible, incoherent, off-topic, blank, or written in a language other than English.

### **Persuasive Essay: Focused Holistic Scoring Criteria**

#### **Main Idea**

The writer identifies the issue, clearly states his or her position on the issue, and focuses on supporting this position throughout the composition.

#### **Supporting Details**

The writer provides at least two main points that support his or her position and supplies sufficient facts and reasons to support and fully develop the writer's argument.

#### **Organization**

The writer provides an introduction, body paragraphs, and a conclusion. The composition shows a logical development from beginning to end.

#### **Coherence**

The writer clearly demonstrates how the facts and reasons that are provided support his or her position on the issue. Sentences are logically connected. To achieve coherence, the writer may use transitions, connectives, parallel structure, repetition, and synonyms.

## Persuasive Essay

Score of 2

*I support the idea of having a curfew. We should all support this law because its designed to keep people safe, and many teenagers are not mature enough to be responsible, and there will be less trash around if teens aren't hanging out at the Mini Mart parking lot having parties all night long.*

*There's probably going to be less crimes as well as less pollution if we have a curfew. We can all agree that people shouldn't get mugged when their walking the streets of this town. People talk about cleaning up the environment but nobody wants to do anything about it. Recycling is so easy but look how many people don't do it. Everybody still drives their cars everywhere instead of carpooling. This curfew is a environmental issue that would have an impact. We all want less trash, with fewer teenagers hanging out at night there's guaranteed to be less garbage around this city. There's not going to be nothing left but garbage everywhere unless we decide to do something different. The curfew is an easy place to start to make a difference.*

*Besides the garbage it's reducing the amount of vandalism. Less garbage, less mugging, less vandalism. It's hard to argue against it unless your some kind of criminal yourself.*

**Persuasive Essay****Score of 4**

I'm 17 and most people my age are going to disagree with me but I support the city's plan to establish a curfew. A curfew can keep people safe and protect property. The curfew would keep people physically safe and petty crime would go down. Less crime and less vandalism is a win-win situation for everybody living in this city.

The views of teenagers who just want to "hang out" are not important. These are the same lazy teens who have parties all night in the Mini Mart parking lot and leave trash everywhere. Bottles, cans, food wrappers, drink cups, you name it there's every kind of litter there. These kids don't pick up after themselves. This is the enviromental aspect that people don't see its important as well.

The curfew is not a threat to teens' independence. Teens already have plenty of independence. We're not adults yet, so we shouldn't have the same rules as adults. Teens that act irresponsably can get in trouble if they're out late at night. The curfew would keep these irresponsible teens out of trouble. It would be for their own good, and it doesn't hurt us teens who are mature.

The curfew is not trying to put kids in a jail cell. Its just trying to keep everybody safe, and that includes teens.

## Persuasive Essay

Score of 6

“There are no walls, no bolts, no locks that anyone can put on your mind,” said Mr. Frank. I remember my English teacher repeating that line long after we had finished that unit. It comes to mind now as the city contends with a battle over the curfew for teenagers under eighteen years old. Although I realize that most teens my age (seventeen) would argue against a curfew, I fully support the city’s intelligent choice to establish one.

We must remember the intent behind the curfew law. Its purpose is to keep people safe and to protect their property. Such laws should not only keep people physically safe, they should also reduce petty crime, thereby protecting people from high insurance rates as well. If a curfew successfully reduces crime and vandalism in our neighborhoods, we all benefit. The safety and reputation of our town are at risk, not the feelings of a small group of teenagers who believe that “hanging out” is a vital issue.

Some citizens argue that curfews should be the responsibility of parents and that many teenagers already have curfews. Some citizens argue that teenagers are responsible and can determine their own schedules. I, however, as a teenager, do not see a curfew as a threat to my independence. On the contrary, a curfew actually reinforces my independence. People should be able to walk with confidence at night along the streets of this city. Walking along city streets at night now exposes them to the risks of being mugged.

Another reason to adopt the curfew law relates to our environment. When certain groups of teens gather at public places, they often leave garbage behind. Some of my peers assert that the best parties of the year have been in the Mini Mart parking lot. But what many people forget is that when activities are organized, clean-up is taken care of. If we litter at football games, dances, or restaurants, someone else will clean up

**Persuasive Essay (continued)**

Score of 6

after us. If we litter in parking lots or at street corners, however, the litter remains. Bottles, cans, food wrappers, and drink cups litter the ground marking the party area. A curfew law would surely correct such gross negligence of our environment.

Finally, and most importantly, I believe in this legislation because it benefits teens. Despite our acceptance of driving privileges and employment, we are not really adults and therefore not ready to take on adult responsibilities or consequences. When teenagers do get together and start partying, bad things can happen unexpectedly, and we all know from sad experience that they do. I think no one will forget last year's accident that took the life of a sixteen-year-old girl who was walking along a dark road late one night. I strongly believe that young people like us need to be supervised in structured activities that allow us to have fun and to remain safe as well. A curfew can help make this a reality.

In conclusion, I would urge everyone to read the proposed legislation carefully. In doing so, people will see that the curfew does not attempt to lock up teenagers and keep them from working or engaging in organized activities at night. It aims at improving our community and the lives of its residents, teens included.

## Scoring Explanation: Persuasive Essay

Refer to pages 78–79 for the Focused Holistic Score Scale and page vii for the Conventions Score Scale and Rating. These scoring guides help explain how these essays were evaluated.

### Essay 1

#### Focused Holistic Score: 2

The essay clearly states the writer's position, but reasons are not presented in a logical or thoughtful way, and the writer digresses frequently from the argument. Several unsupported reasons are simply listed at the end. The essay lacks an appropriate sense of audience and is incomplete.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	1	Illogical construction, fragment, run-on
usage	1	<i>it/it's, less/fewer, a/an, double negative, your/you're, their/they're, pronoun-antecedent agreement</i>
mechanics	2	Missing apostrophe, internal punctuation
spelling	2	<i>vandalism</i>

### Essay 2

#### Focused Holistic Score: 4

The essay states a position and provides some reasons in support, but the reasons are poorly and illogically elaborated. The essay reflects the writer's emotions and personal prejudices, which weakens his or her argument. Although an opposing argument is anticipated and addressed, the response is only vaguely supported and is not convincing. The essay is too lacking in support to rate a score higher than 4.

#### Conventions Rating: –

Category	Score	Errors
sentence formation	2	Run-on sentences, confusing sentences
usage	2	Slang
mechanics	2	Missing apostrophe
spelling	1	Many spelling errors

## Essay 3

### Focused Holistic Score: 6

The writer demonstrates a strong command of persuasive writing. The essay is focused and well organized, providing several well-explained, logical reasons in support of the writer’s position. The writer successfully anticipates and addresses opposing arguments and uses a variety of types of elaboration to make a persuasive argument. Helpful transitions guide the reader through the argument.

### Conventions Rating: +

Category	Score	Errors
sentence formation	3	Nice use of parallelism
usage	3	
mechanics	3	
spelling	3	